



Carroll County Public Schools

Building the Future



Carroll County Public Schools

2021 2022

Informational Calendar Student/Parent Handbook

125 North Court Street, Westminster, Maryland 21157

410.751.3000 • TTY users call via MD Relay 7-1-1

publicinfo@carrollk12.org • www.carrollk12.org

  CETV-Channel 21

TO PARENTS AND STUDENTS

This informational calendar student/parent handbook has been published to provide you with some essential facts about Carroll County Public Schools.

It should answer many questions asked by parents, students and citizens, as well as supply information about the many programs that are carried out in the county.

If you have a concern or need additional information, please contact . . .

YOUR CHILD'S TEACHER . . .

on matters concerning your child's progress, what is being taught, or any other matter related to the classroom operation. Call the teacher or send an email or note to arrange a conference.



THE PRINCIPAL OF THE SCHOOL . . .

on matters of schoolwide operation or policy, general school information, or help with a problem.



DIRECTORS ...

on matters that cannot be resolved by the school principal.



SCHOOL SYSTEM CHIEFS AND THE SUPERINTENDENT OF SCHOOLS . . .

who are responsible to the Board of Education for the administration of the school system.

You may call the Superintendent at the Board of Education Offices or write him at 125 North Court Street, Westminster, MD 21157 or send an e-mail to salocka@carrollk12.org.



YOUR BOARD OF EDUCATION . . .

whose members are elected by the citizens of Carroll County. For correspondence directed to the Board, write President of the Board of Education of Carroll County, 125 North Court Street, Westminster, MD 21157 or send an e-mail via the Board Members page of the CCPS website at www.carrollk12.org.

MARYLAND YOUTH CRISIS HOTLINE

1-800-422-0009

Community Crisis Services, Inc. is a non-profit center that is a one-stop calling center for information and compassionate assistance for those in crisis. Calling the Hotline will help individuals and families to access the mental health services and social service organizations within the community.

The Community Crisis Services, Inc. is available 24 hours a day, 365 days a year for anyone facing crisis and personal turmoil.

You may call 2-1-1 to speak with a Hotline Specialist or dial the statewide crisis hotline at 1-800-422-0009.

The Maryland Youth Crisis Hotline also has an online crisis chat service available at: <https://www.mdcrisisconnect.org/>.

For more resources available, please visit www.carrollk12.org and select the link for Crisis & Suicide Support.

ON THE COVER

(clockwise from upper left):

Torin Hasty, Elmer Wolfe Elementary;

Sydney Koch, Manchester Valley High School;

Anna Chumak, East Middle School.

2021-2022 Assessment Calendar	34	English for Speakers of Other Languages (ESOL)	43	Removal of a Child from School	53
2021-2022 School Calendar	6	Exclusion, Seclusion and Physical Restraint	58	Report Card Schedule	36
Academic Honesty	55	Family Support Center	40	Reporting Student Achievement	26
Admission of Foreign Exchange Students	51	Field Trips	38	SchoolMessenger	11
Admission of Nonresident Students	52	Food/Food Allergies	26	School Start, Dismissal and Early Dismissal Times	71
Advanced Academics (G/T) Education Program	36	Food Services	16	Search and Seizure	64
Age Requirements	50	Fraud Hotline	14	Section 504 of The Rehabilitation Act of 1973	10
Alternative Education	48	Gangs, Gang Activity, and Similar Destructive or Illegal Group Behavior	45	Selection, Evaluation, and Reconsideration of Instructional Materials	28
Alternatives to Four-Year Enrollment	52	Grading and Homework	32	Service-Learning	38
Asbestos Notice	18	Graduation Requirements	60, 61	Service Animals in Schools	10
Athletic Fees	26	Grievance and Appeal Procedures	62	Sexual Harassment of Students	54
Attendance	50	Health Services	47	Special Education Services	40
Attendance and Extracurricular Activities	55	High School	24	Staff and Student Relationships	54
Behavior Support Specialists	47	Home and Hospital Teaching	49	Standard Response Protocol	Inside Back Cover
Board of Education of Carroll County	5	Homeless Children and Youth	51	State Supervised Care	65
Buchanan Auto Stores/Teacher of the Year	2	Inclement Weather Policy	22	Student Accident Insurance	14
Bullying, Harassment, Intimidation, Discrimination, or Hazing	55	Inclement Weather — School Closing Decisions	20	Student Code of Conduct	47
Business and Community Partnerships	44	Infants and Toddlers Program	42	Student Dress Code	65
Career and Technology Center	24	Integrated Pest Management	18	Student Records	66
Career Technology Services Team	24	International Office	43	Student Services	46
Carroll County Public Schools Strategic Planning Pillars	3	Judith P. Hoyer Center Early Learning Hub – Carroll Co. “Judy Centers”	38	Students’ Rights and Responsibilities	67
Carroll Educational Television-Channel 21	12	Kinship Care	51	Students Who Commit Reportable Offenses	68
Central Office Administrative and Supervisory Staff	8	Map Location — Carroll County Public Schools	72	Summer Programs	26
Character Development and Social Emotional Academic Learning	48	Maryland Youth Crisis Hotline	Inside Front Cover	Superintendent’s Podcast	11
Child Abuse — Child Neglect	54	Medications for Students on Overnight Field Trips	38	Suspension, Extended Suspension and Expulsion	68
Child Find	42	Medications for Students While in School	48	Technology Services	16
Class Groups and Student Organizations	26	Message from the Superintendent	2	Telecommunications and Internet Safety	69
Communications Office	11	Middle School	24	Threats, Violent Acts, Firearms and Weapons Prohibited	69
Consent and Release	12	Non-Discrimination Grievance Procedure	10	Title I	44
Constitutionally Protected Prayer	12	Non-Discrimination Statement	10	Title IX of The Education Amendments of 1972	10
Core Statement, Values, and Beliefs	4	Outdoor Education	28	Titles I and II of The Americans With Disabilities Act	10
Counseling Services	47	Out-of-District	51	Titles VI and VII of The Civil Rights Act of 1964	10
Critical Incidents	45	Pathways to Careers — A System for Change	30	To Parents and Students	Inside Front Cover
Curriculum Guides and Instructional Materials	28	Peer Facilitators	47	Tobacco Products Containing Nicotine, and Nicotine Replacement Products	70
Custody of Students	54	Placement, Promotion, Intervention, Retention, and Acceleration of Students	63	Tornado Warning Protocol	22
Detection Dogs	45	Portable Electronic Devices and Cell Phones	63	Transition Connections Academy	40
Directory of Schools	7	Prekindergarten (Pre-K) Program	36	Transportation Services	16
Discipline Interventions/Consequences	56	Protection of Pupil Rights	46	Use of Animals in Instruction	28
Discipline Records	56	Provision of Instructional Materials	28	Use of School Facilities	16
Dropout and Return to School	52	Registration/Enrollment Procedures	49	Visiting Schools	26
Drug and Alcohol Programs, Policies and Procedures	57	Registry of Sex Offender Information	54	Visitors	45
Dual Enrollment	52	Release of Student Information to an Institution of Higher Learning	64	Volunteer Program	14
Educational Equity	43	Release of Student Information to Military Personnel	64	Work Permits	53
Elementary School	24				
Eligibility for Extracurricular Activities	26				
Emergency Medications in Schools	48				

CCPS | Informational Calendar

MESSAGE FROM THE SUPERINTENDENT

Welcome to the 2021-2022 school year!

We are looking forward to a new school year and are excited about the challenges and successes it will bring. I am incredibly proud of our students, staff, and community for working together to do all we could facing incredible challenges over the last year and a half. As we return to the familiarity and routines we are accustomed to in our everyday lives, we have much to look forward to with the return of the full complement of in-person programs, offerings, and activities that have made Carroll County Public Schools great. At the same time, it's important that all of us show patience and flexibility as we readjust and reacclimate together.

Like you, our goal is to make sure that all students have a great year filled with the opportunities and resources they need to be successful. You are our most important partners in this process. As parents and guardians, you play a critical role in the educational process. I urge you to be active in your child's education. There are many opportunities for involvement, from being a volunteer at your child's school to just discussing class work at home. Feel free to contact your child's principal to receive more information on how you can help your child succeed at school.

Again this year, we are combining the Informational Calendar and the Student/ Parent Handbook into a single publication. In this document, you will find the resources you need throughout the school year. It includes useful information regarding all aspects of our school system, as well as the programs, policies, and procedures that help guide our day-to-day operations.

Throughout this year, we will continue to listen, seek feedback, and be responsive to the needs of our students, staff, parents, and communities so that we may continue to advance the true needs of our system and, most importantly, our students.

Best wishes for a rewarding and successful school year!

Steve Lockard
Superintendent

Together . . . It's Possible!

Together . . . With Kindness and Respect!

BUCHANAN AUTO STORES SUPPORTS TEACHER OF THE YEAR PROGRAM

Carroll County Public Schools would like to extend a special thank you to Buchanan Auto Stores for partnering with the school system to support the Carroll County Teacher of the Year Program for the seventh consecutive year. As part of the partnership, Buchanan Auto Stores provides the Carroll County Teacher of the Year with the use of a new KIA for one year. The Teacher of the Year has the pleasure of choosing a vehicle from several different models of cars. In addition, Buchanan Auto Stores provides all scheduled service and maintenance on the car at no charge.



**Buchanan
Kia**



Carroll County Teacher of the Year Dawn Dill with members of the Board of Education and representatives from Buchanan Auto Stores.

CCPS | Informational Calendar

CARROLL COUNTY PUBLIC SCHOOLS STRATEGIC PLANNING PILLARS

PROVIDE MULTIPLE PATHWAY OPPORTUNITIES FOR STUDENT SUCCESS

Upon graduation, Carroll County Public Schools students will be college and career ready. The variety of course options found in the CCPS program of studies empowers students to meet the educational prerequisites to enter an institution of higher learning, the military, or the work force. Targeted interventions, alternative placements, career connections internships, dual enrollment options, online courses, special education services, gifted and talented services, and differentiated course levels are provided to meet the individual learning needs of students.

STRENGTHEN PRODUCTIVE FAMILY AND COMMUNITY PARTNERSHIPS

Carroll County Public Schools' personnel will communicate openly and honestly to foster a trusting and supportive relationship with parents, community members, business partners, and public officials. CCPS strives to create an atmosphere of mutual appreciation and respect for diversity and encourages unity among all students, staff, and community. CCPS welcomes parent and community volunteers to help with the total school program.

DEVELOP AND SUPPORT A SUCCESSFUL WORKFORCE

Carroll County Public Schools will hire and retain highly qualified and skilled employees who are dedicated to the success of our school system and students. Employees can expect to be supervised by experts in their field who provide timely and relevant professional development opportunities and feedback designed to promote their effectiveness and success. CCPS values a high performing and diverse workforce who contribute to a positive educational experience for all students.

ESTABLISH SAFE, SECURE, HEALTHY, AND MODERN LEARNING ENVIRONMENTS

Carroll County Public Schools recognizes that the safety and well-being of our students and staff is our highest priority. Students, parents, and CCPS employees can expect policies, procedures, and programs to be implemented that promote a safe and orderly environment in school, on school grounds, and on school

buses, as well as programs that promote healthy lifestyle choices and social and emotional well-being. CCPS strives to provide up-to-date facilities, technologies, equipment, and instructional materials appropriate for a modern learning environment.

CARROLL COUNTY PUBLIC SCHOOLS STRATEGIC PLANNING PILLARS



LEARNER

Provide Multiple Pathway Opportunities for Student Success

- Students exit CCPS college, career, and community ready.
- CCPS improves the proficiency level of each student subgroup in ELA and mathematics.
- CCPS provides access to a well-rounded, varied, and rigorous curriculum to all students.



COMMUNITY

Strengthen Productive Family & Community Partnerships

- Communication between CCPS and the community demonstrates transparency, trust, and respect.
- CCPS seeks out, welcomes, and engages parent and community volunteers to enhance student achievement.
- CCPS partners with local government, businesses, and agencies to support student learning.



WORKFORCE

Develop & Support a Successful Workforce

- CCPS recruits and retains highly qualified and diverse employees reflective of our school system community.
- CCPS provides professional and leadership development to retain and promote an effective and culturally competent workforce.
- CCPS leaders promote a culture of continuous improvement of academic achievement, employee growth, and operations.



ENVIRONMENT

Establish Safe, Secure, Healthy & Modern Learning Environments

- CCPS establishes a welcoming culture of diversity in the learning/work environment.
- CCPS promotes a culture of respect and civility.
- CCPS collaborates internally and with community agencies to support students' health and well-being.
- CCPS provides safe and secure schools, facilities, and assets that serve our students and communities.
- CCPS maintains modern schools, facilities, and resources that support the educational program.



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CORE STATEMENT, VALUES, AND BELIEFS

CORE STATEMENT:

Carroll County Public Schools: Building the Future

Core Values:

- The Pursuit of Excellence
- A Safe and Orderly Learning Environment
- Fairness, Honesty, and Respect
- Priorities, Beliefs, and Mores of our Local Community
- Life-Long Learning and Success
- Community Participation
- Continuous Improvement

Core Beliefs:

The Board of Education believes that the Carroll County Public Schools system operates effectively and efficiently when:

The greater Carroll County Community:

- Values the importance of a quality education
- Supports educational initiatives at home
- Volunteers in schools
- Forms partnerships with schools to support system initiatives

All central office staff:

- Establish and maintain a framework for organizational decisions to be based on empirical data
- Establish and maintain a safe and orderly environment for students and staff
- Provide adequate resources that are equitably distributed

- Provide an equitable educational opportunity for all students
- Communicate effectively with all stakeholders
- Enforce accountability for system initiatives
- Model effective leadership and professional respect
- Provide a diverse program of studies with a global perspective designed to meet students' educational goals
- Respect and appreciate diversity
- Coordinate professional development opportunities that are relevant, site-based, job embedded, aligned with the tenets of cultural proficiency, and meet the needs of all staff
- Empower employees, students, and communities to make school-based decisions within an established framework

All school staff:

- Welcome their school community
- Establish positive home and school relationships
- Provide a safe and orderly learning environment for students and staff
- Work to ensure that every child succeeds
- Display cultural proficiency while respecting and appreciating diversity
- Prepare students with a global education
- Place priority on the educational needs of students
- Motivate students to learn
- Recognize the unique learning styles of each student

- Facilitate learning by encouraging, prompting, interacting, and connecting with students
- Establish and maintain positive and appropriate relationships with students
- Ensure learning by providing instruction that meets each student's individual needs
- Support student success
- Encourage students to make choices that provide challenges
- Assess student progress through both formal and informal methods and then provide appropriate and targeted data-driven instruction
- Engage students in rigorous and relevant instruction

All students:

- Enroll in coursework that prepares them to be career – college ready
- Obtain the skills to thrive as independent 21st century learners
- Become knowledgeable, responsible, and caring citizens
- Respect and appreciate diversity among peers
- Demonstrate respect for the learning environment and other individuals
- Reach their potential
- Develop effective communication, interpersonal, and leadership skills
- Participate in varied co-curricular and extracurricular activities

CCPS | Informational Calendar

BOARD OF EDUCATION OF CARROLL COUNTY

The Board of Education of Carroll County is composed of five elected members. The law provides for the County Commissioners to serve as non-voting, ex-officio members of the Board. The Superintendent serves as the Board's Executive Officer, Secretary and Treasurer; and a student representative is selected by the Carroll County Student Government Association.

Board meetings are generally held on the second Wednesday of the month at 5 p.m. beginning with business items. Specific meeting dates and times are listed on the calendar for each month. Board meetings are streamed live on the CCPS website at www.carrollk12.org and broadcast live and throughout the month on Carroll Educational Television – Channel 21. The Board meeting schedule is subject to change. Special meetings are called by the President.

Carroll County citizens are encouraged to attend Board meetings. Any citizen may participate in the meeting during Citizen Participation. The agenda and back-up materials for Board meetings are available for review on the school system's website at www.carrollk12.org.

The Board of Education of Carroll County and the Superintendent welcome suggestions for the continued improvement of the policies and procedures of the Carroll County Public School System. Contact information for Board members and the Superintendent is listed on this page. They may also be reached by e-mail via the Board Members page of the CCPS website.



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CCPS | Informational Calendar

2021-2022 SCHOOL CALENDAR

AUGUST 2021

- 19-24 (Th-T) New Teacher Orientation
- 26-27 (Th-F) New Teacher Orientation
- 30-31 (M-T) Pre-service Professional Day for Teachers and Instructional Assistants

SEPTEMBER 2021

- 1 (W) Pre-service Professional Day for Teachers
- 2-3 (Th-F) Pre-service Professional Day for Teachers and Instructional Assistants
- 6 (M) Schools/Offices Closed – Labor Day
- 7 (T) Schools/Offices Closed
- 8 (W) Schools Open – First Day for Students

OCTOBER 2021

- 15 (F) Schools Closed for Students
Professional Development/Meeting Day for Teachers
and Instructional Assistants

NOVEMBER 2021

- 10 (W) Marking Period Ends
* Two Hour and Forty-Five Minute Early Dismissal System-wide
Teachers Work on End of Marking Period Items
Schools Closed for Pre-Kindergarten Students
- 24 (W) * Schools/Offices Two Hour and Forty-Five Minute Early Dismissal
Last Day Before Thanksgiving Holiday
Schools Closed for Pre-Kindergarten Students
- 25-26 (Th-F) Schools/Offices Closed – Thanksgiving Holiday

DECEMBER 2021

- 23 (Th) * Schools/Offices Two Hour and Forty-Five Minute Early Dismissal –
Last Day Before Christmas/Winter Holiday
Schools Closed for Pre-Kindergarten Students
- 24-31 (F-F) Schools/Offices Closed – Christmas/Winter Holiday

JANUARY 2022

- 3 (M) Schools/Offices Reopen
- 17 (M) Schools/Offices Closed – Martin Luther King, Jr. Holiday
- 26 (W) Schools Closed for Students – Teachers Work on End of Marking Period
Items; Non-Work Day for Instructional Assistants

FEBRUARY 2022

- 21 (M) Schools/Offices Closed – Presidents' Day

MARCH 2022

- 11 (F) * Two Hour and Forty-Five Minute Early Dismissal System-wide;
Professional Development Time Available for Instructional Staff;
Schools Closed for Pre-Kindergarten Students

APRIL 2022

- 4 (M) Marking Period Ends. * Two Hour and Forty-Five Minute Early
Dismissal System-wide; Teachers Work on End of Marking Period Items;
Schools Closed for Pre-Kindergarten Students
- 15-18 (F-M) Schools/Offices Closed – Spring Break

MAY 2022

- 30 (M) Schools/Offices Closed – Memorial Day

JUNE 2022

- 9 (Th) Last Day for Pre-Kindergarten Students
- 10 (F) * Last Day for Students, Two Hour and Forty-Five Minute Early
Dismissal System-wide; Professional Time for Teachers
- 13 (M) Professional Time for Teachers – Last Duty Day for Teachers;
Non-Work Day for Instructional Assistants

* Should a delay in opening be necessary, this day may be converted to a normal dismissal time in lieu of closing.

EMERGENCY CLOSING DAYS

If any of the three (3) emergency closing days are not used, the last days for student and staff are as listed below:

- One (1) day not used – Last Student Day – June 9th, Last Staff Day - June 10th
- Two (2) days not used – Last Student Day – June 8th, Last Staff Day – June 9th
- Three (3) days not used – Last Student Day – June 7th, Last Staff Day – June 8th

In the event that the school year is shortened due to unused emergency closing days, the last student day will be a two-hour and forty-five minute early dismissal. The one day immediately following the last student day will serve as a professional day for teachers.

If additional emergency days are needed, the school year could be extended beyond June 10th allowing make-up days to be scheduled. Please take this into consideration when making vacation or other plans in the week immediately following June 10th.

CCPS | Informational Calendar

DIRECTORY OF SCHOOLS

ELEMENTARY

Carrolltowne Elementary School
6542 Ridge Road, Sykesville 21784
Rebecca DuPree 410-751-3530
radupre@carrollk12.org

Cranberry Station Elementary School
505 North Center Street, Westminster 21157
Joseph Dorsey 410-386-4440
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Ebb Valley Elementary School
3100 Swiper Road, Manchester 21102
Justin Watts 410-386-1550
jgwatts@carrollk12.org

Eldersburg Elementary School
1021 Johnsville Road, Sykesville 21784
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Elmer Wolfe Elementary School
119 North Main Street, Union Bridge 21791
Tracy Belski 410-751-3307
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Freedom Elementary School
5626 Sykesville Road, Sykesville 21784
Jessica Smith 410-751-3525
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Friendship Valley Elementary School
1100 Gist Road, Westminster 21157
Elizabeth Cunningham 410-751-3650
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Hampstead Elementary School
3737 Shiloh Road, Hampstead 21074
Arlene Moore 410-751-3420
anmoore@carrollk12.org

Linton Springs Elementary School
375 Ronsdale Road, Sykesville 21784
Glen Messier 410-751-3280, 410-549-5008
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Manchester Elementary School
3224 York Street, Manchester 21102
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Mechanicsville Elementary School
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Mt. Airy Elementary School
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Parr's Ridge Elementary School
202 Watersville Road, Mt. Airy 21771
Craig Hastings 410-751-3559, 301-829-6585
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Piney Ridge Elementary School
6315 Freedom Avenue, Sykesville 21784
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Robert Moton Elementary School
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Runnymede Elementary School
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Sandymount Elementary School
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Shakira Murphy 410-751-3215
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Spring Garden Elementary School
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Taneytown Elementary School
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Westminster Elementary School
811 Uniontown Road, Westminster 21158
Whitney Warner 410-751-3222
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William Winchester Elementary School
70 Monroe Street, Westminster 21157
Erin Sikorski 410-751-3230
emsikor@carrollk12.org

Winfield Elementary School
4401 Salem Bottom Road, Westminster 21157
Katherine Purper 410-751-3242, 410-795-6701
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MIDDLE

Mt. Airy Middle School
102 Watersville Road, Mt. Airy 21771
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North Carroll Middle School
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Northwest Middle School
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Oklahoma Road Middle School
6300 Oklahoma Road, Sykesville 21784
Janel Fosnot 410-751-3600
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Shiloh Middle School
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Sykesville Middle School
7301 Springfield Avenue, Sykesville 21784
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Westminster East Middle School
121 Longwell Avenue, Westminster 21157
James Carver 410-751-3656
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Westminster West Middle School
60 Monroe Street, Westminster 21157
Erin Brillhart 410-751-3661
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HIGH

Century High School
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Brian Booz 410-386-4400, 410-386-4408
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Francis Scott Key High School
3825 Bark Hill Road, Union Bridge 21791
Shannon Mobley 410-751-3320
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Liberty High School
5855 Bartholow Road, Eldersburg 21784
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Manchester Valley High School
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Joseph Guerra 410-386-1673
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South Carroll High School
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Christina Dougherty 410-751-3575, 410-795-8516
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Westminster High School
1225 Washington Road, Westminster 21157
John Baugher 410-751-3630
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Winters Mill High School
560 Gorsuch Road, Westminster 21157
Michael Brown 410-386-1500
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OTHER

Carroll County Career and Technology Center
1229 Washington Road, Westminster 21157
Betsy Donovan 410-751-3669
eldonov@carrollk12.org

Carroll County Outdoor School Hashawha Environmental Center
300 John Owings Road, Westminster 21158
Nurse - 410-857-7932
Principal/Teachers Office - 410-751-3301 Central Office - 410-751-3167
Gina Felter gcfelte@carrollk12.org

Carroll Springs School
495 South Center Street, Westminster 21157
Gretchen Rockafellow 410-751-3620
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Crossroads Middle School
45 Kate Wagner Road, Westminster 21157
Bryan Wetzel 410-751-3691
bkwetze@carrollk12.org

Gateway School
45 Kate Wagner Road, Westminster 21157
Bryan Wetzel 410-751-3691
bkwetze@carrollk12.org

Flexible Student Support
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Bryan Wetzel 410-751-3685
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PRIDE Program
100 Gist Road, Westminster 21157
Elizabeth Cunningham 410-751-3653
eacunni@carrollk12.org

CCPS | Informational Calendar

CENTRAL OFFICE ADMINISTRATIVE AND SUPERVISORY STAFF Main Number: 410-751-3000

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Jason Anderson 410-751-3045	Chief Academics, Equity and Accountability Officer jaander@carrollk12.org	Michael Duffy 410-751-3059	Supervisor of Athletics mlduffy@carrollk12.org	Susan Harrison 410-386-1698	Internal Auditor saharri@carrollk12.org
Michael Andrews 410-751-3199	Supervisor of Facilities Maintenance and Operations maandre@carrollk12.org	Terry Duryea 410-386-1689	Coordinator of Instructional Technology tadurye@carrollk12.org	Kendra Hart 410-386-1660	Supervisor of Title I, Testing and School Performance kyhart@carrollk12.org
Christine Bechtel 410-751-3047	Supervisor of Special Education - Middle Schools cebecht@carrollk12.org	Mary Pat Dye 410-751-3953	Coordinator of Special Education - Post Secondary Programs mhdye@carrollk12.org	Chris Hartlove 410-386-1829	Chief Financial Officer cjhartl@carrollk12.org
Ellen Becker 410-751-3014	Construction Project Manager embecke@carrollk12.org	Kristin Ebert 410-751-3237	Area Supervisor in Transportation Services kaebert@carrollk12.org	Donn Hicks 410-751-3148	Supervisor of Elementary Education - Mathematics dthicks@carrollk12.org
Karen Bell 410-751-3122	School Psychologist Karen.Bell@carrollk12.org	William Eckles 410-751-3104	Supervisor of Career and Technical Education wpeckle@carrollk12.org	Nicola Hildreth 410-751-3125	Supervisor of Student Support Services - School Counseling nhildr@carrollk12.org
Deborah Berk 410-386-1678	School Psychologist dadwyer@carrollk12.org	Michael Eisenklam 410-751-3153	Supervisor of Elementary Education - Science/STEM moeisen@carrollk12.org	Terricka Holman-Hairston 410-751-3653	Risk Manager tholma@carrollk12.org
Brenda Bowers 410-751-3019	Communications Coordinator blbower@carrollk12.org	Colleen Ensor 410-751-3454	Coordinator of Professional Learning, Service Learning & Local Analytics ctensor@carrollk12.org	Amy Jagoda 410-386-1818	Coordinator of Mental Health and Student Services aljadod@carrollk12.org
Gregory Bricca 410-751-3068	Director of Virtual Learning gjbricc@carrollk12.org	Lavonne Fiore 410-751-3179	Pupil Personnel Worker ljfiore@carrollk12.org	Paul Johnson 443-293-5013	School Psychologist Paul.Johnson@carrollk12.org
Kathleen Brunnett 410-751-3494	Supervisor of Library Media and Technology ksbrunn@carrollk12.org	Patrick Flaherty 410-751-3493	Video Production Manager pfflahe@carrollk12.org	Judith Jones 410-386-1680	Equity and Inclusion Officer jjones@carrollk12.org
Mark Bugbee 410-751-3135	Pupil Personnel Worker mlbugbe@carrollk12.org	Katherine Fong 410-386-1529	School Psychologist kafong@carrollk12.org	Debra Kachik 410-751-3001	School Psychologist dkkachi@carrollk12.org
Patricia Burns 410-751-3023	Coordinator of the International Office paburns@carrollk12.org	Dona Foster 410-386-1822	Supervisor of Student Services - Student Support mdfoste@carrollk12.org	Kathy Kaufman 410-751-3086	Supervisor of Special Education - High Schools mkkaufm@carrollk12.org
William Caine 410-386-1817	Facilities Planner wecaine@carrollk12.org	Kristi Fostik-Peters 410-386-1821	School Psychologist jkfosti@carrollk12.org	Kelly Keith 410-751-3333	Human Resources Specialist kmkeith@carrollk12.org
Michille Caples 410-751-3082	Grants Analyst mdcuple@carrollk12.org	Carey Gaddis 410-751-3020	Communications Officer wcgaddi@carrollk12.org	Ken Keith 410-751-3085	Supervisor of Finance kekeith@carrollk12.org
Joe Carr 410-751-3096	Coordinator of Secondary Social Studies jncarr@carrollk12.org	Gretchen Glas 410-386-1666	Coordinator of Special Education - Non-Public Placement grglass@carrollk12.org	Eric King 410-751-3044	Director of High Schools eaking@carrollk12.org
Leslie Chesley 410-751-3131	Coordinator of Career and Technical Education lbchesl@carrollk12.org	Gabrielle Glorioso 410-386-1529	School Psychologist gmglori@carrollk12.org	James Lawson 410-386-1819	School Psychologist jdlawso@carrollk12.org
Nancy Codner 410-386-4424	Supervisor of Purchasing ngcodne@carrollk12.org	Filipa Gomes 410-751-3124	Supervisor of Health Services fdgomes@carrollk12.org	Melissa Leahy 410-751-3018	School Psychologist mzleahy@carrollk12.org
Dawn Czajkowski 410-751-3081	Senior Accountant (School-Based Training and Support) drczajk@carrollk12.org	Julie Gordon 410-751-3002	School Psychologist jcgordo@carrollk12.org	Steven Lesko 443-293-5012	School Psychologist Steven.Lesko2@carrollk12.org
Stephanie Dale 410-751-3095	Supervisor of Elementary Education - ELA sadale@carrollk12.org	Katherine Green 410-386-1536	Supervisor of Special Education Student Services kdgreen@carrollk12.org	Colleen Lippenholz 410-751-3307	School Psychologist cblippe@carrollk12.org
Gary Davis 410-751-3088	Chief Information Officer grdavis@carrollk12.org	Brenda Gretzinger 410-386-1684	School Psychologist bggretz@carrollk12.org	Steven Lockard 410-751-3128	Superintendent of Schools Steven.Lockard@carrollk12.org
Ernesto Diaz 410-751-3078	Director of Human Resources e_diaz@carrollk12.org	Amy Gromada 410-751-3157	Director of Middle Schools aegroma@carrollk12.org	Andrea Lucido 410-386-1670	Executive Assistant to the Superintendent and Board of Education a_lucid@carrollk12.org
Alana Diggs 410-386-1827	School Psychologist Alana.Diggs@carrollk12.org	Cristina Gruss 410-386-1811	Supervisor of Fine Arts cmgruss@carrollk12.org	James Marks 410-751-3129	Supervisor of Construction jwmarks@carrollk12.org
Laura Doolan 410-751-3057	Coordinator of Secondary ELA lldoola@carrollk12.org	Kelly Hammond 410-751-3103	Coordinator of Instructional Technology khammo@carrollk12.org	Inez Marvel 410-751-3134	Coordinator of Early Intervention Services irmarve@carrollk12.org

CCPS | Informational Calendar

CENTRAL OFFICE ADMINISTRATIVE AND SUPERVISORY STAFF Main Number: 410-751-3000

Cynthia McCabe 410-751-3138	Chief of Schools camccab@carrollk12.org	Jocelyn Quinn-York 410-751-3077	Human Resources Specialist jpquinn@carrollk12.org	Danielle Thomas 410-386-1679	School Psychologist dmthoma@carrollk12.org
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Susan McFadden 410-751-3106	Pupil Personnel Worker srmcfad@carrollk12.org	Cynthia Reilly 410-386-4425	Senior Buyer ccreill@carrollk12.org	John Timcheck 410-751-3114	Coordinator of Environmental Safety jstimch@carrollk12.org
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Ryan Melhorn 410-751-1688	Supervisor of Secondary Social Studies rtmelho@carrollk12.org	Ashley Rosner 410-386-1516	School Psychologist arrosne@carrollk12.org	Miguel Ugarte 410-751-3112	Construction Project Manager naugart@carrollk12.org
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Pamela Meyers 410-751-3069	Supervisor of Elementary Education - Early Childhood & Family Education prmeier@carrollk12.org	Karen Sarno 410-751-3041	Supervisor of Food Services krsarno@carrollk12.org	Jamie Weaver 410-386-1686	Coordinator of Teacher Induction jlweave@carrollk12.org
Sharon Minor 410-751-3504	Supervisor of Information Technology sdminor@carrollk12.org	Jessica Schindler 410-386-1814	Senior Accountant (Accounts Payable and Fixed Assets) jhschin@carrollk12.org	Sarah Weaver 410-751-3468	Supervisor of Secondary Science seweave@carrollk12.org
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Mary Naugle 410-751-3107	Pupil Personnel Worker mnaugl@carrollk12.org	Nicholas Shockney 410-386-1825	Director of Special Education nrshock@carrollk12.org	Wayne Whalen 410-751-3332	Supervisor of Special Education - Compliance wpwhalen@carrollk12.org
Julie Nguyen 410-751-3076	Human Resources Specialist jdnugye@carrollk12.org	Keith Shorter 410-751-3151	Supervisor of Transportation Services kbshort@carrollk12.org	Brian Wienholt 410-751-3158	Supervisor of Secondary ELA and World Languages bfwienh@carrollk12.org
Andrea O'Connell 410-386-1528	School Psychologist aloconn@carrollk12.org	Steven Shoup 410-386-1838	Pupil Personnel Worker scshoup@carrollk12.org	Lauren Wilder-Schaeffer 443-293-5021	Local Accountability Coordinator Inwilde@carrollk12.org
John O'Meally 410-751-3150	Area Supervisor in Transportation Services jpomeal@carrollk12.org	Laura Shriver 410-386-1530	School Psychologist leshriv@carrollk12.org	Duane Williams 410-751-3171	Supervisor of School Security and Emergency Management dawill2@carrollk12.org
Patty Oliver 410-751-3062	Associate Buyer paolive@carrollk12.org	Bryan Shumaker 410-386-1667	STEM Coordinator bsshuma@carrollk12.org	Christine Wittl 410-386-1826	Supervisor of Special Education - Elementary c_wittl@carrollk12.org
Jonathan O'Neal 410-751-3127	Chief Operating Officer jdoneal@carrollk12.org	Kelly Snyder 410-751-3691	Pupil Personnel Worker kasnyde@carrollk12.org	Vacancy 443-293-5009	Supervisor of Advanced Academics, Performance, Equity, and Accountability tabarne@carrollk12.org
Scott Parsons 410-751-3141	Area Supervisor in Transportation Services scparso@carrollk12.org	Brittney Stafford 410-386-1830	School Psychologist bdstaff@carrollk12.org	Vacancy 410-751-3022	Supervisor of Special Education - Elementary serumpf@carrollk12.org
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Curtis Pierce 410-751-3073	School Security Coordinator clpierc@carrollk12.org	Karl Streaker 410-751-3123	Director of Student Services ktstrea@carrollk12.org		
Laura Pierce 410-386-1827	School Psychologist lbpierc@carrollk12.org	Anita Stubenrauch 410-386-1671	Supervisor of Operational Performance in Transportation apstube@carrollk12.org		
Amy Pritchett 410-751-3064	Assistant Supervisor of World Languages ajpric@carrollk12.org	Mary Swack 410-751-3066	Supervisor of Secondary Mathematics meswack@carrollk12.org		
Raymond Prokop 410-751-3177	Director of Facilities Management rproko@carrollk12.org	Rebecca Tesch 443-293-5020	Coordinator of Health Services rtesch@carrollk12.org		

CCPS | Informational Calendar

NON-DISCRIMINATION STATEMENT

The Board of Education of Carroll County does not engage in discrimination that is unlawful or contrary to Maryland State Department of Education guidance on the basis of age, color, genetic information, marital status, mental or physical disability, ancestry or national origin, race, religion, sex, sexual orientation, gender identity, or gender expression.

The Board of Education of Carroll County is firmly committed to creating equal employment and educational opportunities for all persons by providing an environment that supports optimal academic achievement and productive work and is free from any form of unlawful discrimination, including access to school facilities, educational programs, and extracurricular activities.

The following person has been designated to handle inquiries regarding the non-discrimination policies: Director of Human Resources, 125 North Court Street, Westminster, Maryland 21157, (410) 751-3070.

TITLES VI AND VII OF THE CIVIL RIGHTS ACT OF 1964

Titles VI and VII of the Civil Rights Act of 1964 prohibit discrimination in the provision of programs and services (Title VI) and in employment practices (Title VII). All students and employees in the CCPS are covered by these laws. They require that the system must provide equal opportunity in admissions, athletics, counseling, access to courses, and employment policies regarding race, color, or national origin.

For questions or concerns regarding Titles VI and VII, please contact the Director of Student Services, (410) 751-3123, or the Director of Human Resources, (410) 751-3070, 125 North Court Street, Westminster, Maryland 21157.

TITLES I AND II OF THE AMERICANS WITH DISABILITIES ACT

The CCPS does not discriminate on the basis of disability in employment or provision of services, programs or activities. Persons needing auxiliary aids and services for communication should contact the Communications Office at 410-751-3020 or publicinfo@carrollk12.org, or write to Carroll County Public Schools, 125 North Court Street, Westminster, Maryland 21157. Persons who are deaf, hard of hearing, or have a speech disability, may use Relay or 7-1-1. Please contact the school system at least one (1) week in advance of the date the special accommodation is needed.

Information concerning the Americans with Disabilities Act is available from the Director of Facilities Management, (410) 751-3177, or the Communications Officer, (410) 751-3020, 125 North Court Street, Westminster, Maryland 21157.

SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination based on disability. Inquiries regarding students' rights related to Section 504 of the Rehabilitation Act of 1973 should be addressed to the CCPS 504 Coordinator. All other Section 504 related questions should be addressed to the CCPS 504 Coordinator.

Contact the Supervisor of Student Services – Student Support, (410) 386-1822.

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972

Title IX is that portion of the Educational Amendments of 1972 which prohibits discrimination on the basis of sex in educational programs or activities receiving federal funds. All students and employees in Carroll County

Public Schools are covered by this law. It requires that the system must provide equal opportunity in admissions, athletics, counseling, access to courses, employment policies regarding marital or parental status of students, and treatment of students.

The United States Department of Education (USDE) maintains that gender identity is covered under Title IX. CCPS shall adopt guidelines and practices to ensure compliance.

For questions or concerns regarding Title IX, please contact one of the Title IX Coordinators: the Equity and Inclusion Officer, (410) 386-1680, or the Supervisor of Athletics, (410) 751-3059, 125 North Court Street, Westminster, Maryland 21157.

SERVICE ANIMALS IN SCHOOLS

The Carroll County Public Schools acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a "service animal" in its school buildings, in classrooms, and at school functions, as required by the Americans with Disabilities Act, 28 CFR Part 35.

Procedures for service animals are available on the CCPS website or by calling the Supervisor of Student Services – Student Support, (410) 386-1822.

NON-DISCRIMINATION GRIEVANCE PROCEDURE

The CCPS has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any discriminatory action prohibited by applicable laws. Any person who believes she or he has been subjected to discrimination on the basis of disability may file a grievance under this procedure. It is against the law for the CCPS or any of its employees to retaliate against anyone who files a grievance or cooperates in the investigation of a grievance. *continued*

CCPS | Informational Calendar

NON-DISCRIMINATION GRIEVANCE PROCEDURE continued

Grievances or complaints related to allegations of discrimination should be addressed to the Director of Human Resources, 125 North Court Street, Westminster, Maryland 21157, (410) 751-3070.

PROCEDURE:

- Grievances must be submitted to the Director of Human Resources within 20 calendar days of the date the person filing the grievance becomes aware of the alleged discriminatory action.
- A complaint must be in writing, containing the name and address of the person filing it. The complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought.
- The Director of Human Resources (or her/his designee) shall conduct an investigation of the complaint. This investigation may be informal, but it must be thorough, affording all interested persons an opportunity to submit evidence relevant to the complaint. The Director of Human Resources will maintain the files and records for the CCPS relating to such grievances.
- The Director of Human Resources (or her/his designee) will issue a written decision on the grievance no later than 30 days after its filing.
- The person filing the grievance may appeal the decision of the Director of Human Resources (or her/his designee) by writing to the Superintendent of Schools within 15 days of receiving the written decision from the Director of Human Resources (or her/his designee). The Superintendent of Schools shall issue a written decision in response to the appeal no later than 30 days after its filing.

The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination with the U. S. Department of Education,

Office for Civil Rights, the Equal Employment Opportunity Commission, or the Maryland Commission on Human Relations. In addition, employees may submit a grievance in accordance with the terms of their negotiated collective bargaining agreements.

The CCPS will make appropriate arrangements to ensure that persons with disabilities are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing recording of materials for the blind, or assuring a barrier-free location for the proceedings. The Director of Human Resources will be responsible for such arrangements.

COMMUNICATIONS OFFICE

One of the primary roles of the Communications Office is to encourage and facilitate communication between the school system and the community. The office serves as a resource for parents/guardians, community members, businesses, and other individuals interested in the school system by providing information, answering questions, and addressing concerns.

The office is involved in numerous other activities, including SchoolMessenger, the school system website, social media, publications, and the Teacher of the Year Program. In addition, Carroll Educational Television Channel 21 is part of the Communications Office. The office also is responsible for inclement weather and emergency notifications and providing special accommodations to community members.

If you have questions about the school system or need additional information, please e-mail us at publicinfo@carrollk12.org or call 410-751-3020.

SUPERINTENDENT'S PODCAST

During the school year, the Communications Office produces a weekly podcast featuring interviews conducted by the Superintendent. Guests include school system employees, business partners, and community agencies and organizations talking about a variety of topics of interest to parents, employees and the community.

The podcast is shared weekly with all employees and parents and can be found on the school system's website at www.carrollk12.org.

SCHOOLMESSENGER

Carroll County Public Schools uses SchoolMessenger to provide parents with information from their child's school and the school system. This service enhances the ability of the schools to communicate with parents and members of the school community. It delivers both e-mail and phone alerts at no charge to parents. Parents may also opt in to receive text messages.

There is no need to sign up for this service. All information is taken from the emergency procedure cards. Parents/guardians are automatically enrolled in the system. If at any time you need to update your contact information, please call your child's school office.

Messages and announcements sent through SchoolMessenger may include:

- closings due to inclement weather or other emergencies
- information from the Superintendent and Board of Education
- school newsletters
- attendance calls
- report card reminders
- parent organization updates
- notices of upcoming events
- cancellation notices
- calendar reminders.

CCPS | Informational Calendar

CARROLL EDUCATIONAL TELEVISION CHANNEL 21

Carroll Educational Television – CETV Channel 21 is a part of the Communications Office and is one of the vital ways the school system communicates with the community.

CETV serves cable subscribers with educational and school-based programs and offers a variety of programming including a video bulletin board, information regarding school closings related to inclement weather, emergency announcements, Board of Education meetings, locally produced programs designed to supplement instruction in the schools, and programs of general educational interest to the community.

CETV Channel 21 is also streamed live on the school system's website and produces video segments for social media. Many past programs are also available on the video-on-demand page. You can access the channel online by going to www.carrollk12.org.

For additional information about CETV Channel 21, please call 410-751-3493 or send an e-mail to channel21@carrollk12.org. For a programming schedule, please visit www.carrollk12.org.

CONSENT AND RELEASE

Permission to Photograph, Videotape or Audiotape

Throughout the school year, the Carroll County Public School System frequently covers school activities and may use your child's photograph, video image, or voice for educational, informational, or public relations purposes, with or without identification by name.

If you do not wish to have your child's voice reproduced on tape or to have his/her image appear in such things as a video or a photograph, or on the school or school system website or social media, please notify the school principal in writing. It is assumed that parents and guardians consent to their children being audiotaped,

photographed, videotaped, or having their image placed on a school website or social media by the school system unless such notification is received.

There are also occasions when the media cover certain school events (such as when a government leader visits a school). If you do not wish to have your child's name or likeness published by the media, you should address your concerns directly to the school involved so that the media is so advised. Please be advised that the school system has no control over the media when they are covering activities such as sporting events and musical programs that are open to the public.

Use of Student Work on Websites or in Publications

There may be times throughout the year when the Carroll County Public School System wishes to display student work on school websites, social media, or in publications. If you do not wish to have your child's art, poetry, writing, etc. appear on school websites, social media, or in publications, please notify the school principal in writing. It is assumed that parents and guardians consent to their child's work being displayed on school websites, social media, or in publications unless such notification is received.

CONSTITUTIONALLY PROTECTED PRAYER

Prayer during noninstructional time

Students may pray when not engaged in instruction, as long as they do not cause a "material disruption." Students may pray, alone or together, during noninstructional time, to the same extent that they may engage in nonreligious activities.

Organized prayer groups and activities

Students may organize prayer groups, religious clubs, and gatherings, to the same extent they are allowed to organize other noncurricular groups. Carroll County Public Schools must give religious groups the same access to school facilities as they give other non-

curricular groups.

If Carroll County Public Schools allows nonreligious groups to advertise or announce meetings using the school newspaper, the public address system, or leaflets, it must grant religious groups the same privileges. Carroll County Public Schools may disclaim sponsorship of non-curricular groups and events, if it does so in a manner that neither favors nor disfavors religious groups.

Teachers, administrators, and other school employees

School employees "in their official capacity" may not encourage or discourage prayer or actively participate in it with students. Teachers may participate in religious activities where the "overall context makes clear" they are not participating in "their official capacity."

Moment of Silence

In accordance with Section 7-104 of the Education Article, Annotated Code of Maryland, all students may be required to "...participate in opening exercises on each morning of a school day and to meditate silently for approximately one minute." It is the policy of the Board of Education of Carroll County that schools be required to have a moment of silence for approximately one minute each school day. During this moment of silence, the Carroll County Public Schools shall neither advance nor inhibit silent religious activity.

Accommodation of prayer during instructional time

Carroll County Public Schools may dismiss students for off-site religious instruction, as long as it does not encourage or discourage participation. Students may be excused from class for religious exercises, as long as this does not "materially burden" other students. If Carroll County Public Schools excuses students from class for nonreligious reasons, it may not treat religious requests less favorably.

CCPS | Informational Calendar

CONSTITUTIONALLY PROTECTED PRAYER continued

Religious expression and prayer in class assignments

Students may express religious beliefs in oral and written class assignments. Such assignments should be judged by ordinary academic standards and legitimate pedagogical concerns.

Student assemblies and extracurricular events

Student speakers at assemblies and extracurricular events may not be selected on a basis that favors or disfavors religious speech. If student speakers are selected with “genuinely neutral, evenhanded criteria” and “retain primary control” over their expression, their speech is not attributable to the school and cannot be restricted because of a religious or anti-religious message.

However, if district employees “determine or substantially control the content” of the speech, the speech *is* attributable to the school and may not contain a religious or anti-religious message.

To avoid being perceived as endorsing student speech, Carroll County Public Schools may make an “appropriate, neutral disclaimer” clarifying that it does not endorse the speech. But it then must also issue such disclaimers for *nonreligious* speech.



Artwork by Alyssa Hartland, Cranberry Station Elementary School

Prayer at graduation

Carroll County Public Schools may not mandate or organize prayer at graduation or select speakers in a way that favors religious speech. However, if speakers are selected on the basis of “genuinely neutral, evenhanded criteria” and “retain primary control” over their expression, the speech is not attributable to the school and may not be restricted because of religious or antireligious content.

To avoid being perceived as endorsing speech, Carroll County Public Schools may make an “appropriate, neutral disclaimer” clarifying that it does not endorse the speech. But then it must also issue such disclaimers for *nonreligious* speech.



Artwork by Brooke Lindsay, Friendship Valley Elementary School

Baccalaureate ceremonies

Carroll County Public Schools may not mandate or organize religious baccalaureate ceremonies. If Carroll County Public Schools makes its facilities and related services available to other private groups, it must make them available on the same terms for religious baccalaureate ceremonies.

Carroll County Public Schools may disclaim official endorsement of these events in a manner that does not favor or disfavor religious groups.



Artwork by Jessica Snair, Francis Scott Key High School

CCPS | Informational Calendar

FRAUD HOTLINE

The Board of Education and the Superintendent encourage any concerned individual to report potential fraud, waste, or abuse. Citizens wishing to provide information may do so by calling 410-386-1668 or by submitting a form by mail, email, or in person by visiting the Office of Internal Audit website. Persons reporting may leave contact information or remain anonymous. To the extent allowed by law, the Board of Education will seek to maintain the confidentiality of such reports. Reports are given careful attention and handled promptly and discreetly. In accordance with Board Policy BHC, no retaliatory action will be taken against any employee reporting in good faith.

VOLUNTEER PROGRAM

Volunteers are dedicated individuals who are valued by Carroll County Public Schools. Volunteering is an excellent way for parents/guardians, families, community members, and business partners to build and strengthen ties with the school system.

Volunteers engage in activities that support meaningful student learning by encouraging them to reach their highest potential. Activities include, but are not limited to event ticket collection, concession stand operation, guest speaking, reading to students, helping in classrooms, tutoring, chaperoning, and mentoring students.

We invite you to invest in the success of Carroll County Public Schools students by donating your time and talents.

For more information regarding the Volunteer Program and how to become a volunteer, please scroll to the bottom of the CCPS website at www.carrollk12.org, click Volunteer Information located on the left side of the screen, and complete the application in its entirety.

STUDENT ACCIDENT INSURANCE

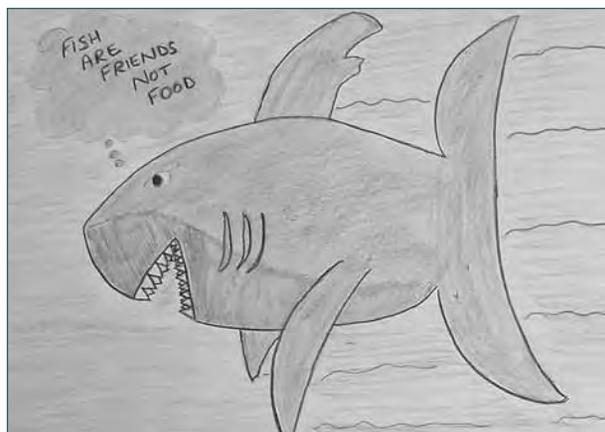
Each year a student accident insurance policy is offered to the students of Carroll County at parent expense. It is designed to cover medical payments resulting from accidental bodily injuries received by a student while covered under the policy. The coverage is not intended to replace other insurance. It should be considered as a supplement to other health and accident insurance coverages.

The prices per student for 2021-2022 are as follows:

Option 1: 24-Hour Coverage

Provides coverage for injuries sustained all year long; 24 hours a day until one year after the date the school year begins.

	Premium
24-Hour Coverage (excluding High School Football)	\$82
24-Hour Summer Only	\$27
24-Hour Coverage (High School Football)	\$216



Artwork by Tyler Cain, Mechanicsville Elementary School

Option 2: At-School Coverage

Provides coverage for injuries sustained at school or during school-sponsored activities until the end of the regular school term.

	Premium
School Time (excluding High School Football)	\$26
School Time (High School Football)	\$160

Option 3: Football Coverage for High School Students

Provides coverage for injuries sustained while practicing or participating in High School Football.

	Premium
High School Football (Full Year)	\$134
High School Football (Spring only Rates)	\$59

To obtain information or enroll for coverage, please visit www.bobmcloskey.com/K12Voluntary.



Artwork by Abby White, Mt. Airy Elementary School

July

S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021

Be kind, for everyone you meet is fighting a hard battle.
Plato, ancient Greek philosopher

September

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9 Islamic New Year	10	11 Board of Education Meeting (5 p.m.)	12	13	14
15	16	17	18	19 New Teacher Orientation	20 New Teacher Orientation	21
22	23 New Teacher Orientation	24 New Teacher Orientation	25	26 New Teacher Orientation	27 New Teacher Orientation	28
29	30 Pre-Service Professional Day for Teachers and Instructional Assistants	31 Pre-Service Professional Day for Teachers and Instructional Assistants				

CCPS | Informational Calendar

FOOD SERVICES

A variety of breakfast and lunch choices are available daily for your child to enjoy. This school year (2021-22), thanks to special pandemic relief funding, ALL students can receive 1 FREE breakfast and 1 FREE lunch in the cafeteria each school day. Eligible households should still apply for meal benefits at www.myschoolapps.com. One application can be completed for the entire household when all members are listed. Parents may apply for benefits at any time during the school year. Eligibility for meal benefits may help families receive additional resources such as free internet service, field trip fee waivers, and P-EBT benefits so it is important to still apply if you meet eligibility guidelines.

Food choices offered to students include multiple entrees, fresh fruits and vegetables (purchased locally when available), whole grain breads and rolls, and flavored and unflavored milk. Although students select the foods that they want, they must take a minimum number of items for a breakfast and a lunch. At least one of their choices must be a fruit or vegetable. Menus are distributed or posted in each school and posted on the website. Meals are analyzed to meet federal nutritional requirements.

Cafeterias have computerized cash registers. Students enter their Personal Identification Number (PIN) and proceed to the cashier. Students who wish to purchase a second meal or snack items not included in their meal use cash or money placed "on account." Parents can deposit money on account by sending cash or a check to school with their child or by using an online payment service at www.myschoolbucks.com. Account money remains on your child's account until they graduate or leave CCPS.

Nutrition is an important part of children's health and well-being and provides the fuel to learn, making them more responsive to classroom instruction. CCPS is committed to promoting student wellness and assuring that our school meals meet federal nutrition standards. Visit the website to learn more about our School Health

Council and our Wellness Policy.

TRANSPORTATION SERVICES

Approximately 24,000 students are eligible to be transported to school each day. The more than 256 buses on which students ride travel in excess of 5,300,000 miles during a school year. The buses are thoroughly safety tested and inspected four times a year according to guidelines set by the Maryland Motor Vehicle Administration. All of the approximately 400 school bus drivers and 100 bus assistants undergo a comprehensive training program before they may drive or assist and must continue an in-service program of training during each school year. In addition, drivers are required to meet health and driving record standards.

Transportation is provided for all elementary students and for middle and high school students who live more than a mile from school. Exceptions are made only in cases where walking conditions are hazardous. Bus stops can be no closer than ¼ mile apart unless unusual circumstances exist.

Students are expected to be at the bus stop five minutes before the bus arrives and to wait in a reasonable and safe manner. Parents are urged to teach safe pedestrian habits to their children as well as to follow the School Bus Stop Law for loading and unloading buses.

It is the responsibility of the parent or guardian to provide supervision for their child(ren) while walking to, from, or waiting at the designated bus stop, or while walking to and from school if they reside in the designated non-transported area. A student may be denied the privilege of riding a bus when the behavior of the student is in violation of regulations or is such that it endangers the safety of other students on the bus.

Video/audio cameras are placed on school buses to protect students and staff and provide for a safe and orderly environment. The privacy of students and the recording are kept secure and are reviewed only by

authorized Carroll County Public Schools personnel.

TECHNOLOGY SERVICES

Technology Services is a service-oriented department that provides support to operational, administrative, and instructional components of the school system. Effectiveness, efficiency, safety, and security are the guiding principles that govern all initiatives of the department.

The mission of the Technology Services Department is to provide a secure infrastructure and service-oriented environment in which student achievement is enhanced through a set of information age tools and skills accessible by all members of our interdependent, technology-linked learning community.

The primary functions of Technology Services are to:

- Enable the school system in functioning more effectively and efficiently in its daily operations.
- Support student success by:
 - Providing technology to enhance student instruction
 - Preparing students through the use of technology to successfully function and meet the challenges of a rapidly growing technological world.

USE OF SCHOOL FACILITIES

It is the intent of the Board of Education of Carroll County and School System Personnel, and in compliance with Sections 7-108 and 7-110 of the Education Articles of the Annotated Code of Maryland, to provide for the use of school facilities for community purposes when such use does not interfere with the scheduled school program.

An online application, regulations and requirements for use may be found at:

<https://events.dudesolutions.com/community/carrollk12>.

The Board of Education reserves the right to reject any application.

August

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Library Card Sign-Up Month

National
Hispanic Heritage Month
Sept. 15 – Oct. 15

September 2021

Constitution Week
September 17-23

October

S	M	T	W	T	F	S
						1 2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Kindness is more than deeds. It is an attitude, an expression, a look, a touch. It is anything that lifts another person.
Plato, ancient Greek philosopher

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
			Pre-Service Professional Day for Teachers	Pre-Service Professional Day for Teachers and Instructional Assistants	Pre-Service Professional Day for Teachers and Instructional Assistants	
5	6	7	8	9	10	11
	Schools/Offices Closed Labor Day Rosh Hashanah (begins at sunset)	Schools/Offices Closed Rosh Hashanah	Schools Open First Day for Students First Marking Period Begins Board of Education Meeting (5 p.m.) Rosh Hashanah (ends at sunset)			Patriot Day
12	13	14	15	16	17	18
National Grandparents Day			Yom Kippur (begins at sunset)	Yom Kippur (ends at sunset)	Citizenship/Constitution Day	
19	20	21	22	23	24	25
	Sukkot (begins at sunset)	Custodial and Maintenance Personnel Recognition Day	First Day of Autumn			
26	27	28	29	30		
	Sukkot (ends at sunset) Shemini Atzeret (begins at sunset)	Shemini Atzeret (ends at sunset)				

CCPS | Informational Calendar

ASBESTOS NOTICE

The Asbestos Hazard Emergency Response Act (AHERA) requires all buildings owned or leased by the Board of Education of Carroll County to prepare, update and make available all asbestos management plans. The building asbestos management plans are available for review at the individual Carroll County school locations and at the Office of Facilities Operations, located at 191 Schaeffer Avenue, Westminster, MD 21157.

Asbestos management plans are required by the United States Environmental Protection Agency (EPA) and depict the location, amount, condition, and response action projected for any asbestos containing materials (ACM), if any are located in the school or building.

INTEGRATED PEST MANAGEMENT

The Integrated Pest Management (IPM) program employed by Carroll County Public Schools uses inspection, monitoring, employee education, and sanitation practices to minimize the use of pesticides in our schools. Likewise, on school property IPM chemicals are to be minimized and they are to be used as the last resort.

Maryland law requires that parents/guardians of all elementary students be notified automatically prior to application of any pesticides. Parents/guardians of secondary students must request to be placed on a pesticide notification list.

Carroll County Public Schools notifies **all** students and staff by posting notice of a planned pesticide application 24 hours prior to scheduled applications of pesticides on school property. Parents/guardians of all elementary students are notified automatically prior to the application of any pesticides. Secondary schools are notified prior to the application of any pesticides in the form of a posted notice at the area of pesticide application and in a central location accessible to parents, guardians, students, and staff. Parents/

guardians of secondary students must request to be placed on a pesticide notification list. If an emergency pest control situation arises and a pesticide is used, notification will be made within 24 hours after a pesticide is applied, or on the next school day. Space spraying of a pesticide throughout an entire room or area by a fogger or aerosol device requires one week advance notice to all students and staff.

The following is a list of pesticides, bait stations, and IPM chemicals, by common name, that may be used on school property. The list includes, but is not limited to:



Artwork by Madelyn DeMay, Oklahoma Road Middle School



Artwork by Ricky Hill, Taneytown Elementary School

Trade Name/Common Chemical Name

Advance Dual Choice/Sulfuramid
Advance Granular Bait/Abamectin B1
Advance Roach Gel/Dinotefuran
Banvel/Dicamba
Borid/Orthoboric Acid
Drax Ant Gel/Orthoboric Acid
Drione/Piperonylbutoxide, Pyrethrins, Silica Gel
First Strike Soft Bait/Difethialone
Gentrol/Hydroprene
Maxforce Bait Gels/Hydramethylnon
Maxforce FC Bait Station/Fiprinol
MotherEarth Dust*/Diatomaceous Earth
MotherEarth Granular*/Boric Acid
NIC 325/Corn Gluten Meal
Phantom/Chlorfenapyr
Roundup Concentrate/Glyphosate
Spectracide Bug Stop/Lambda - Cyhalothrin
Spectracide Triazicide Once & Done/Gamma-Cyhalothrin
Suspend/Deltamethrin
Tempo SC/beta-cyfluthrin
Termidor SC/Fipronil
Trimec 992/2, 4-D, DMA, MCPP and Dicamba
Triplet SF/2, 4-D, Macoprop and Dicamba
Wasp Freeze PT 515/d-trans allethrin/phenothrin

* green product

Copies of Safety Data Sheets (SDS) and product labels for each pesticide and bait station used on school property are maintained in the Department of Facilities Operations. Persons wishing to review this information should contact the Supervisor of Facilities Maintenance and Operations at 410-751-3199. For additional information about the Integrated Pest Management Program, please contact the Coordinator of Environmental Safety at 410-751-3114.

September

S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Czech Heritage Month
 Italian-American Heritage & Culture Month
 Learning Disabilities Awareness Month
 National Bullying Prevention Month
 National Principals Month
 Polish American Heritage Month

October 2021

There's no such thing as a small act of kindness. Every act creates a ripple with no logical end.
Scott Adams, American artist and cartoonist (creator of Dilbert)

Oct. 3-9 Fire Prevention Week
 Oct. 11-15 National School Lunch Week
 Oct. 17-23 America's Safe Schools Week
 Oct. 18-22 National School Bus Safety Week

November

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11 Columbus Day College Fair (6-8 p.m., Shipley Arena)	12	13 Board of Education Meeting (5 p.m.)	14 Career and Technology Center Open House (6-8 p.m.)	15 Schools Closed for Students Professional Development/Meeting Day for Teachers and Instructional Assistants	16 National Boss's Day
17	18	19 Bus Drivers and Bus Assistants Recognition Day	20	21	22	23
24	25	26	27	28	29	30
Halloween 31						

CCPS | Informational Calendar

INCLEMENT WEATHER SCHOOL CLOSING DECISIONS

Carroll County Public Schools understands that the decision to open or close schools in inclement weather has a big effect on families. We also understand that our students are better served, both academically and socially, by being in school. However, our top priority, as always, is the safety of our students.

Who makes the decision?

The Superintendent of Schools is responsible for the final decision, based on recommendations from the Director of Transportation Services.

How is the decision made?

When the school system is advised by the weather service that storm conditions exist, three or four Transportation officials are sent out at 3:00 a.m. to survey the roads. Each section of the county is driven to determine if the roads are, or will be, safe for children to travel on school buses. Transportation staff is in constant contact with weather stations, county and state government staff, police, transportation officials in other counties, and each other during the road and weather assessment.

While on the road, the following factors are used to develop the recommendation for closing school:

- Existing road conditions across the entire county. Remember, even if your street or road looks clear, travel elsewhere in the county may be dangerous.
- Amount of snow and ice that has accumulated and whether it will continue.
- Temperature, both air and road.
- Weather predictions – The school system prefers not making a decision based on weather predictions, which are not always accurate. However, weather predictions are considered in combination with existing conditions.

- School parking lots (both student and staff).
- Other traffic (other traffic can slide into buses or make waiting at bus stops dangerous).
- Other factors specific to the current weather pattern or conditions.

When is the decision made?

The decision will be made no later than 6:00 a.m. in order to notify radio and TV stations; send out an e-mail, phone alert, and text message on SchoolMessenger; and post the decision on the CCPS website, social media, and Channel 21.

How is the public notified?

Parents will receive a SchoolMessenger phone message and e-mail notifying them of a late opening, closing, or early dismissal. Parents may opt-in to receive text messages. In this calendar is a list that provides parents and students with the radio and TV stations that will have up-to-date information on school closings. You can also check the CCPS website at www.carrollk12.org or Carroll Educational Television - Channel 21.

Will we close school when weather conditions worsen?

Keep in mind that even if weather conditions change, a decision cannot be reversed during the morning run without affecting students and their parents and/or families.

Once the decision is made to open schools, many parents rely on this decision and leave for work. If it were decided to send students back home, many may return to unsupervised conditions. When weather conditions change during the school day, it may be necessary to have an early dismissal. The school system will strive to give adequate notice to parents first.

Two-hour delay with re-evaluation:

There may be times when the school system will announce a 2-hour delay with re-evaluation. A second

announcement will be made by 7:15 a.m. as to whether schools will remain with a 2-hour delay or close.

Please discourage teenagers from driving to and from school in adverse weather conditions.

The Carroll County Public School System transports approximately 24,000 students to and from school every school day on a total of 256 buses. There is no perfect decision when deciding to close school, but the Superintendent will always make his decision with the safety of each student in mind.

It is our hope that this explanation helps everyone understand the process used to make the best possible decision concerning weather-related school closings.



Artwork by Abrianna Aldunate, Elmer Wolfe Elementary School

October

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Career Development Month
National Native American
Heritage Month

November 2021

We should all consider each other as human beings, and we should respect each other.
Malala Yousafzai, Pakistani activist for female education and the youngest Nobel Prize laureate

November 8-12 School
Psychology Awareness Week
November 15-19
American Education Week
Career Development Week

December

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
				Diwali (Hindu Festival of Lights)		
7	8	9	10 First Marking Period Ends *Two Hour and Forty-Five Minute Early Dismissal System-wide Teachers Work on End of Marking Period Items Schools Closed for Pre-Kindergarten Students Board of Education Meeting (5 p.m.)	11 Veterans Day Second Marking Period Begins	12	13 World Kindness Day
Standard Time begins at 2 a.m.						
14	15	16	17	18	19	20
					Substitute Educators Day	
21	22	23	24 *Schools/Offices Two Hour and Forty-Five Minute Early Dismissal Last Day Before Thanksgiving Holiday Schools Closed for Pre-Kindergarten Students	25 Schools/Offices Closed Thanksgiving Day	26 Schools/Offices Closed Thanksgiving Holiday	27
28	29	30				
Hanukkah (begins at sunset)						

* Should a delay in opening be necessary, this day may be converted to a normal dismissal time in lieu of closing.

CCPS | Informational Calendar

OFFICIAL STATIONS SCHOOL CLOSING ANNOUNCEMENTS

Radio Stations	
WTTR (1470 AM)	Westminster
WAFY-KEY (103.1 FM)	Frederick
WBAL (1090 AM)	Baltimore
WCBM (680 AM)	Baltimore
WFMD (930 AM)	Frederick
WFRE (99.9 FM)	Frederick
WGTY (107.7 FM)	Gettysburg
WHVR (1280 AM)	Hanover
Television Stations	
CETV Channel 21	Westminster
WMAR-TV Channel 2	Baltimore
WBAL-TV Channel 11	Baltimore
WJZ-TV Channel 13	Baltimore
WBFF-Fox 45	Baltimore
CCPS Website – www.carrollk12.org	
E-mail and Phone Alerts – SchoolMessenger	
Social Media – Facebook and Twitter	

INCLEMENT WEATHER POLICY

When inclement weather conditions occur, the decision may be made to delay the opening of school by two hours, to close school, or to dismiss school early. An announcement will be made for delayed openings or closings by 6:00 a.m. Every effort will be made to make the announcement as early as possible.

There may be an announcement made to open schools 2 hours late with a “re-evaluation” period to possibly close schools. A follow-up announcement is made by 7:15 a.m.

All weather-related announcements will be made through the Carroll County Public School System’s SchoolMessenger system, website, social media, and CETV - Channel 21, as well as through local and regional media. The official stations for carrying school closing announcements are listed in the chart on this page.

On days when schools are closed or there is an early dismissal because of inclement weather, school activities scheduled for that evening may be canceled. The school system and/or individual school administrators will make separate announcements regarding evening and weekend activities that may be canceled.

Any decision to close schools, delay opening, or dismiss schools early due to inclement weather is not made lightly. Every effort will be made to provide an instructional school day consistent with the published school calendar and with the foremost concern always being the safe travel of all Carroll County Public Schools students.

TORNADO WARNING PROTOCOL

Tornado Watch vs. Tornado Warning: A tornado “watch” means weather conditions exist that may develop/result in a tornado. A tornado “warning” means that a tornado or tornadic conditions have been spotted.

In the event of a tornado warning occurring during school hours, it is the procedure of Carroll County Public Schools to retain all students in school until the warning has been lifted. A tornado warning may apply to the entire county or may be localized to a specific section of the county. School administrators will follow their specific tornado warning procedures within each school building.

Tornado Warning Occurring at School Dismissal Time

Every effort will be made to dismiss students for schools in unaffected areas. However, depending on transportation routing issues, weather predictions, and other information, students will be held in school until it has been determined that it is safe to release students. All parents will be notified through a SchoolMessenger email and phone message when the National Weather Service has issued a tornado warning. Parents also will be notified through SchoolMessenger as the tornado warning time period expires.

Tornado Warning Occurring at School Take-In Time

Every effort will be made to notify parents within the affected area(s) of the tornado warning as soon as possible. Depending on the timing of the warning, students may be at bus stops and may have already boarded buses prior to knowledge of the warning. Buses will resume their normal bus routes once the warning has expired. Bus drivers have specific training on how to secure their bus and evacuate students in the event they are in an area being affected by a tornado. Students arriving to school during the warning period will be accepted at school and directed to the established tornado shelter area within each school.

As we have seen in past tornado events, the first warning expiration time may be extended. These extensions may be repeated several times. It is important for parents to pay close attention to local weather stations for the latest weather information.

November

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 6-12
National
Inclusive Schools
Week

December 2021

Knowledge will give you power, but character respect.
Bruce Lee, Martial artist and actor

January

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6 Hanukkah (ends at sunset)	7 Pearl Harbor Day	8 Board of Education Meeting (5 p.m.)	9	10	11
12	13	14	15	16	17	18
19	20	21 First Day of Winter	22	23 *Schools/Offices Two Hour and Forty-Five Minute Early Dismissal Last Day Before Christmas/Winter Holiday Schools Closed for Pre-Kindergarten Students	24 Schools/Offices Closed Christmas/Winter Holiday Christmas Eve	25 Christmas Day
26 Kwanzaa (Dec. 26-Jan. 1)	27 Schools/Offices Closed Christmas/Winter Holiday	28 Schools/Offices Closed Christmas/Winter Holiday	29 Schools/Offices Closed Christmas/Winter Holiday	30 Schools/Offices Closed Christmas/Winter Holiday	31 Schools/Offices Closed Christmas/Winter Holiday New Year's Eve	

* Should a delay in opening be necessary, this day may be converted to a normal dismissal time in lieu of closing.

CCPS | Informational Calendar

ELEMENTARY SCHOOL

Grade level alignment for elementary schools in Carroll County is K-5 with the exception of Parr's Ridge (K-2) and Mt. Airy Elementary (3-5). Some elementary schools also have half-day or full-day prekindergarten programs. In addition, several of the elementary schools include regional special education centers.

Chronological age determines when a child may start school. Most children begin school in kindergarten and complete one grade per year. Provision is made, however, for the child who may need more or less than six years to complete the elementary program. Students are assigned to a class at the appropriate grade level. The classroom teachers are responsible for most of the student's instruction. Specialists provide and/or assist with programs for art, music, media, physical education, health, reading and special needs.

Children are grouped and regrouped according to their needs. Students may move to a specialist and/or other classes to receive appropriate instruction on their level.

Any time a parent has a question or concern about their child or their child's progress, it is always best to talk with the child's teacher. If after talking with the teacher the parent needs more information, they should contact the school principal.

MIDDLE SCHOOL

Middle schools provide all students in grades 6-8 a rigorous and relevant comprehensive instructional program that engages students in learning at high levels in every class. Middle schools sustain successful student learning by providing structured support for the rapidly changing social, emotional, and physical needs of each student. Middle schools also provide for students' future learning and growth through curricular and extracurricular programs that promote 21st century skills and positive character traits.

HIGH SCHOOL

Students in grades 9-12 attend one of seven Carroll County high schools. A student must earn a minimum of 25 credits to graduate from high school. Specific requirements are listed under "Graduation Requirements."

In addition to the required courses, many others are available in world languages, business education, fine arts, family and consumer science, and technology education. Numerous vocational programs for high school students are also available in each school and at the Carroll County Career and Technology Center. All high schools have an extensive extra-curricular and co-curricular program.

CAREER AND TECHNOLOGY CENTER

The Carroll County Career and Technology Center provides learning experiences that are directed toward preparing students for entering employment and continuing their education. Graduates who complete career and technology programs may go to work, enter apprenticeships, technical school, or college. The environment in which students are educated is similar to the environment in which they will subsequently work. Instruction is based on industry standards.

The Center offers opportunities to students from all high schools in Carroll County. Students must enroll in courses through their home schools. The Carroll County Career and Technology Center is located in Westminster, adjacent to Westminster High School.

Students are admitted to career and technology programs on the basis of their interests, their ability to profit from the course of study, and their probability of success in the selected programs. Most programs are two-semester programs with the eleventh grade as the initial year of instruction. Articulation agreements with colleges, state and national certifications, AP courses, and transcribed credits provide students with the

opportunity to experience a value-added education in high school.

All career and technology programs are open to both male and female students.

A complete listing and description of courses offered may be obtained by calling your child's counselor, the Carroll County Career and Technology Center at 410-751-3669 or by checking the Carroll County Public Schools website.

CAREER TECHNOLOGY SERVICES TEAM

The Career Technology Services Team (CTST) provides students with added support and reinforcement as needed to be successful participants in all career programs at the Career and Technology Center. The main purposes of the CTST include:

- To provide direct services to students as indicated in the student's Individual Educational Plan or 504 Plan
- To act as a resource for students and educators
- To be an advocate in coordinating instruction and providing assistance
- To provide interventions for MCAP, HSA, PARCC, and end-of-course tests.



Artwork by Khloe Schaeffer, Linton Springs Elementary School

December

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022

You cannot do a kindness too soon, for you never know how soon it will be too late.
Ralph Waldo Emerson, American poet and essayist

February

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 New Year's Day
2	3 Schools/Offices Reopen	4	5	6	7	8
9 National Law Enforcement Officer Appreciation Day	10	11	12 Board of Education Meeting (5 p.m.)	13	14	15
16	17 Schools/Offices Closed Martin Luther King, Jr. Holiday	18	19	20	21	22
23	24	25	26 Schools Closed for Students Teachers Work on End of Marking Period Items Non-Work Day for Instructional Assistants	27	28	29
30	31	Second Marking Period Ends		Third Marking Period Begins		

CCPS | Informational Calendar

SUMMER PROGRAMS

Elementary School Summer Program

The elementary summer program opportunities may be available at home elementary schools throughout Carroll County. Selected opportunities may exist for language arts, mathematics, enrichment, and remediation. Students and parents can obtain additional information about summer opportunities through the school office.

High School Summer Credit Recovery Program

The summer program at the high school level is implemented at a central site in Carroll County. Through the use of an online curriculum or in classroom settings, courses are offered to rising seniors or non-graduates who have failed a core academic course. These courses are offered for recovery credit only to high school students who are Carroll County residents. Intervention sessions to assist in preparation for retaking the Maryland High School Assessments in July are offered at high schools regionally throughout the county. Students and parents may obtain additional information about this program from the School Counseling Offices at each high school or from the Director of High Schools, 410-751-3044.

REPORTING STUDENT ACHIEVEMENT

Student achievement is formally reported to parents four times a year. In addition, teachers communicate with parents by means of conferences, letters, e-mails, and telephone calls.

All parents of grade 3-12 students may login and view information pertaining to their students via the Home Access Center. For additional information, go to the CCPS website at www.carrollk12.org and click on the Home Access Center link.

Conference days between teachers and parents are scheduled by each school. These days are particularly helpful in allowing teachers and parents to cooperatively

participate in the student's education. Other conference times are available throughout the school year by contacting the school.

VISITING SCHOOLS

Parents are encouraged to visit schools to meet administrators and staff, to attend programs, to gain knowledge of the instructional program, and to share personal ideas. Visitors should arrange their visit in advance to ensure that the time is appropriate and does not interfere with planned activities.

All visitors should report to the school office on arrival at the school and follow our visitor protocols, which were established to maintain a safe and orderly environment. Persons who enter the school grounds or buildings and cause a disturbance or disrupt the school program are in violation of Public School Laws and will be dealt with accordingly.

FOOD/FOOD ALLERGIES

Because of the increase in food allergies and sensitivities that have serious health implications, parent(s)/legal guardian(s) and students are prohibited from sharing food items with other students. Families and other school visitors are only permitted to bring in or purchase on-site food for their individual student(s) for health and safety reasons.

CLASS GROUPS AND STUDENT ORGANIZATIONS

All student organizations desiring to conduct activities in school buildings and on school grounds shall be permitted to conduct these activities if authorized to do so by the principal. All meetings and activities will be subject to the supervision of the administration and faculty of the school. All school groups and organizations are either curriculum-related or non-curriculum related groups and are subject to the Federal Equal Access

Act and regulations included in COMAR 13A.08.01.09 ("Student Organizations"). Questions related to starting a new club or student organization, or membership in an existing club, should be directed to the principal.

ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES

Students eligible to participate in high school athletics and other extracurricular activities at the high school level may lose their eligibility if found to be in violation of the policies and administrative regulations of Carroll County Public Schools. Students who represent Carroll County Public Schools through involvement or performance in an extracurricular activity are held to high standards in three areas: Academics, Attendance, and Conduct.

The eligibility regulations are included in detail on the Carroll County Public Schools website at www.carrollk12.org.

ATHLETIC FEES

A per activity fee will be charged to each student involved in an interscholastic activity. Each student will be responsible for paying a non-refundable \$105 fee for each athletic activity. Families who have more than one child participating in any one season, or a child participating in more than one sport per season, will pay a maximum \$150 fee for that season.

Students who participate in a corollary athletic activity are required to pay a non-refundable fee of \$50 per activity. The same limit of \$150 for one season for multiple children in activities exists.

The interscholastic and corollary athletic fee will be waived for students enrolled in the Free and Reduced Meal Program.

January

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23	24	25	26	27	28	29
30	31					

Black History Month
 Career and Technical Education Month
 Gifted and Talented Education
 Awareness Month

February 2022

I'm not concerned with your liking or disliking me... All I ask is that you respect me as a human being.
Jackie Robinson, First African American to play Major League Baseball in the modern era

February 7-11 National School
 Counseling Week
 February 14-20 Random Acts of
 Kindness Week
 February 19-26 National FFA Week

March

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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
			Groundhog Day			
6	7	8	9	10	11	12
			Board of Education Meeting (5 p.m.)			Abraham Lincoln's Birthday
13	14	15	16	17	18	19
	Valentine's Day			Random Acts of Kindness Day		
20	21	22	23	24	25	26
	Schools/Offices Closed Presidents' Day	George Washington's Birthday	Instructional Assistants Day			
27	28					

CCPS | Informational Calendar

OUTDOOR EDUCATION

The Carroll County Outdoor School program, located at the Hashawha Environmental Center, is an integral part of the middle school course of studies. The program is designed to address the unique abilities and needs of early adolescent students.

The Outdoor School curriculum is aligned to the Maryland Environmental Literacy Standards, CCPS science curriculum and benchmarks, as well as the North American Association of Environmental Education's "Best Practices."

The instructional methodology employed is "Environmental Issue Investigation." This methodology is supported by the educational research as the most effective strategy for environmental concept formation and then moving the students from knowledge to positive action.

All Carroll County sixth graders have the opportunity to attend this week-long residential environmental education program.

The mission of the Outdoor School is to assist students in:

- Acquiring and accessing relevant environmental information;
- Developing effective decision-making strategies; and
- Applying their knowledge and skills by providing positive environmental models and opportunities for action.

During the course of the week, students will collect, organize, and analyze data leading to sound conclusions regarding positive environmental action. They will investigate a number of areas including: the environmental history of our region, the Chesapeake Bay watershed, the local impact on the Bay's health, stream ecology, wildlife habitats, native plants and animals, wetlands, group problem-solving strategies, and wildlife simulations related to population dynamics and human impact. Students will also be engaged in a number of environmental action projects while at Hashawha. Students will reflect on and apply their knowledge related to environmental issues they have investigated throughout the week.

Through this integration of service-learning into our curriculum, students earn 10 service hours. Following their Outdoor School experience, students also have the opportunity to earn an additional 10 service-learning hours by completing an environmental project at home or at their school.

SELECTION, EVALUATION, AND RECONSIDERATION OF INSTRUCTIONAL MATERIALS

The following are the general criteria used in selecting and evaluating instructional materials, including textbooks and library media books:

- Appropriate for recommended age and grade levels
- Appropriate, accurate, and non-biased subject and grade-level content
- Accurate and appropriate recognition of cultural diversity
- Appropriate and current technologies
- Recent copyright date as appropriate to the subject
- Acceptable literary style and technical quality
- Cost effective in terms of use
- Pertinent to the curriculum and the objectives of the instructional program.

A citizen may question the use of an instructional or supplemental material. Procedures for requesting reconsideration of a material are in place for any citizen, parent, student, teacher, or school administrator. The Request for Reconsideration of Instructional Materials form may be obtained by calling the school's principal or library media specialist. The form is also available on the Library Media page of the Carroll County Public Schools website.

PROVISION OF INSTRUCTIONAL MATERIALS

Carroll County Public Schools provides textbooks, library books, and other materials and equipment for student use. These items remain the property of the school system and may be assigned for any length of time. Students are responsible for the proper care and return of school property. Should a student damage or fail to

return textbooks, library books, or other school-owned property, or have other outstanding obligations, the principal shall prohibit the further issuance of school-owned property or supplies until appropriate restitution has been made.

CURRICULUM GUIDES AND INSTRUCTIONAL MATERIALS

In accordance with the Public School Laws of Maryland, curricula are available for public review at the Board of Education office in the Department of Curriculum and Instruction. Parents or guardians may review all instructional materials, including teachers' resources or manuals, audio-visual items, digital content, or other supplementary materials that will be used in connection with any lesson or unit of study. Parents may also request access to curriculum materials through their child's teacher or the building administrator.

USE OF ANIMALS IN INSTRUCTION

Carroll County Public Schools encourages opportunities for students to observe living organisms in their natural settings and for teachers to emphasize the characteristics of living things. Animal dissection contributes to learning and the understanding of living processes. However, the use of animals in the classroom must include a concern for the humane and proper treatment and use of these animals. Animal dissections are a part of the anatomy and life science curricula.

In some instances, students may find dissections objectionable. Students wishing to be excused from the dissection activities on ethical or moral grounds must make their request known to their teacher in advance and will not be required to participate in dissection activities. Teachers are asked to work with students to identify alternative assignments, such as viewing digital resources or computer simulations about dissection or using diagrams or models of animal anatomy. These assignments should be agreed upon early enough to allow sufficient time for proper planning and completion. Students exercising alternative assignments shall not be penalized in any way.

February

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20	21	22	23	24	25	26
27	28					

Irish American Heritage Month
 Middle Level Education Month
 Music in Our Schools Month
 National Nutrition Month
 Women’s History Month
 Youth Art Month

March 2022

When words are both true and kind, they can change the world.
Gautam Buddha, ancient Indian Sramana (“Enlightened One”)

March 6-12
 National Foreign Language Week
 March 7-11
 National School Breakfast Week

April

S	M	T	W	T	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
		Mardi Gras	Ash Wednesday			
6	7	8	9	10	11	12
			Board of Education Meeting (5 p.m.)		*Two Hour and Forty-Five Minute Early Dismissal System-wide Professional Development Time Available for Instructional Staff Schools Closed for Pre-Kindergarten Students	
13	14	15	16	17	18	19
Daylight Saving Time Begins at 2 a.m.				St. Patrick’s Day	Transition Fair (8 a.m. - 2:30 p.. CCC)	
20	21	22	23	24	25	26
First Day of Spring			Chamber of Commerce Outstanding Teacher Awards (6 p.m., WMHS)		Maryland Day	
27	28	29	30	31		

* Should a delay in opening be necessary, this day may be converted to a normal dismissal time in lieu of closing.

CCPS | Informational Calendar

PATHWAYS TO CAREERS — A SYSTEM FOR CHANGE

It is the vision of the Carroll County Public Schools for all students to graduate prepared for further education, employment, and lifelong learning.

Pathways to Careers, the delivery system for career development and the Career Connections initiative in Carroll County, is a response to this need. It recognizes that rapid technological advances and global economic competition demand increased levels of skill preparation and readiness from young adults entering the workforce.

Pathways to Careers is a vital part of the comprehensive career development plan. It serves to identify a sequential course of study related to a student's career goals in the public schools, post-secondary institutions, and beyond. This contributes to a student's ability to leave the school system with enhanced skills for employability and further educational opportunities.

The Pathways to Careers model shows course sequences and suggests career-related electives within six different clusters. Information is available on the Carroll County Public Schools website and in the High School Program of Studies for the following clusters:

- Business Contact
- Business Operations
- Technical
- Science
- Arts
- Social Services

Within each cluster, relevant programs in specified career areas are identified and developed.

Thirty-eight (38) different **Completer** programs, which map out a series of courses to be taken in a specialized career area, are noted:

Academy of Health Professions
Accounting
Administrative Services
CASE Agricultural Sciences – Animal
CASE Agricultural Sciences – Plant
CASE Natural Resources
Applied Mechanical Engineering
Auto Service Technology (NATEF)
Biomedical Sciences (Project Lead the Way)
Building Maintenance
Business Administration and Management
Carpentry
Cisco Networking Academy: Cyber Operations
Cisco Networking Academy: Network Security
Collision Repair Technology (NATEF)
Computer Science
Cosmetology
Culinary Arts: Professional Cooking
Culinary Arts: Baking & Pastry
Digital Fabrication and Manufacturing
Drafting
Early Childhood Education
Education Academy (Teacher Academy of Maryland)
Electrical Construction
Engineering Technology (Project Lead the Way)
Financial Services (Academy of Finance)
Food Service and Hospitality Management (ProStart)
Heating, Ventilation, Air Conditioning (HVAC)
Heavy Equipment and Truck Technology
Homeland Security: Criminal Justice/Law Enforcement
Homeland Security: Geographic Information Systems
Interactive Media Production
Marketing
Masonry
Print Production (Print Ed)
Textiles and Fashion Careers
Video Production
Welding Technology

Students who successfully fulfill the requirements of one of these programs are able to obtain certifications, apprenticeships, or advanced standing and credits at participating postsecondary schools upon graduation.

Complementing the Completer programs are twenty-nine (29) career-oriented course sequences called **Career Majors**. These sequences, which are available at most of the county high schools, enable students to focus on a career area not addressed by a Completer program.

Dance
Drama
Graphic Communications
Humanities and Classical Studies
Industrial and Product Design
Music
Visual Fine Arts

Advertising
Hospitality and Tourism
International Business
Mass Communications
Public Relations

Actuarial Science
Human Resources Management

Economics
Environmental Health
Food and Nutrition Science
History
International Studies
Life Sciences
Mathematics
Physical Science
Social Science

March

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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

School Library Month
 World Autism Month
 April 4-8
 Assistant Principals Week
 April 17-23
 National Student Leadership Week

April 2022

It is the small everyday deeds of ordinary folk that keep the darkness at bay . . . small acts of kindness and love.

Gandalf, wizard in The Hobbit and The Lord of the Rings by J.R.R. Tolkien

April 18-23
 Public School Volunteer Week
 April 24-30
 Administrative Professionals Week

May

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
					April Fools' Day	
3	4	5	6	7	8	9
First Day of Ramadan (begins at sunset)	Third Marking Period Ends *Two Hour and Forty-Five Minute Early Dismissal System-Wide Teachers Work on End of Marking Period Items Schools Closed for Pre- Kindergarten Students	Fourth Marking Period Begins				
10	11	12	13	14	15	16
			Board of Education Meeting (5 p.m.)		Schools/Offices Closed Spring Break Good Friday Passover, First Days (begins at sunset)	Passover, First Days
17	18	19	20	21	22	23
Easter	Schools/Offices Closed Spring Break				Earth Day Passover Concluding Days	Passover Concluding Days (ends at sunset)
24	25	26	27	28	29	30
			Administrative Professionals Day Board of Education Meeting (5 p.m.)		National Arbor Day	

* Should a delay in opening be necessary, this day may be converted to a normal dismissal time in lieu of closing.

CCPS | Informational Calendar

PATHWAYS TO CAREERS — A SYSTEM FOR CHANGE continued

Family and Consumer Studies
Law and Legal Services
Library and Information Science
Social Work
Sports and Recreation
Urban and Regional Planning

Students select a cluster based upon their interest and aptitude in a career area. With the assistance of parents, teachers, advisors, and school counselors, the student can choose a specific career pathway that will specify courses relating to career interests and educational goals. Course work goes from general to very specialized, and work-based learning experiences are available to all qualifying students. Relating the work of school to the career world helps to prepare youth for future education and employment.

GRADING AND HOMEWORK

Grading Policy

Report card grades shall be as pure a measure as possible of student achievement in mastering content standards and course outcomes.

Grading Guidelines

- There shall be four marking periods during each school year. Report cards are issued at the end of each marking period. Marking period grades are calculated solely on work done during that marking period.
- Grades reported on report cards shall be derived from work that measures student learning of the knowledge, skills, and competency profiles outlined in the course curriculum.
- When calculating student grades, more weight shall be given to summative assignments (assignments designed to evaluate student learning) than to formative assignments (assignments designed to

provide practice and guide next-step instruction). Curriculum supervisors shall provide target formative and summative weights for each course.

- All courses offered for high school credit shall administer a final assessment. The final assessment shall be comprehensive and measure student learning of the content standards and outcomes presented during the course. The final assessment grade shall be reported to parents and carry a weight of 10% of the final grade.
- Teachers are encouraged to provide second-chance learning opportunities for all students. Second-chance learning may include reteaching, extra practice, and the opportunity to demonstrate learning on another assessment. Second chance learning opportunities are appropriate for any student regardless of their achievement level.
- Extra credit shall be given judiciously. If awarded, it shall be awarded only as an extension of student learning of course outcomes and not as a substitute for missed learning or as a way to accumulate points for activities not related to course outcomes.
- Teachers shall not assign group grades. Teachers shall assess the work and contributions of each individual student when grading collaborative assignments.
- Attendance, effort, volunteering in class, lateness to class, and other student compliance behaviors or disciplinary action shall not be considered when calculating student grades, unless those behaviors are specifically outlined in a student's Individualized Education Plan (IEP) or are part of the essential course outcomes stated in approved Carroll County Public Schools curriculum guides or competency profiles of Career and Technology Education programs. Student behaviors shall be reflected in the comments that

teachers make on the report card, communicated to parents via phone calls, conferences, or written communications, or handled through the school's discipline procedures.

- Teachers shall return students' assessed work in a timely manner in order to facilitate next-step learning.
- At the beginning of each course, teachers shall communicate to students and parents an overview of the course, teacher expectations, and the procedures and criteria for determining grades.
- Teachers shall assist students in understanding the grading process and in using assessment data, grades, and feedback to improve their levels of achievement and performance.

Homework Policy

Homework assignments shall be meaningful; that is, they shall be related to course outcomes, rigorous and relevant to students, and differentiated, as appropriate, to account for individual differences among students.

Homework Guidelines

- Different courses will undoubtedly demand varied amounts of homework. Homework shall be assigned on an as needed basis as determined by the teacher.
- The amount of homework shall be appropriate to the student's needs and abilities; moreover, the total amount of homework from all the student's teachers shall be reasonable. One guideline found in the educational research that helps to clarify "a reasonable amount" of homework is the Ten-Minute Rule (Cooper, 2006). This guideline suggests that if assigned, students should have a total amount of homework of about ten minutes per grade level. For example, a first-grade student should have no more than a total of 10 minutes of homework, a fifth-grade

continued

April

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Asian Pacific American Heritage Month
 Better Hearing and Speech Month
 National Physical Fitness and Sports Month

May 2022

Every act of kindness is a piece of love we leave behind.
Paul Williams, American composer, singer, songwriter and actor

May 1-7 National Physical Education and Sport Week
 May 2-6 National Teacher Appreciation Week
 May 9-13 Pupil Personnel Worker Week

June

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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
	Eid-al-Fitr (Islamic) begins at sunset	National Teacher Day Eid-al-Fitr (Islamic) ends at sunset		Cinco de Mayo	School Lunch Hero Day	
8	9	10	11	12	13	14
Mother's Day			National School Nurse Day Board of Education Meeting (5 p.m.)			
15	16	17	18	19	20	21
				SECAC Awards Ceremony (7 p.m., CCC Scott Center)		
22	23	24	25	26	27	28
			Board of Education Meeting (5 p.m.)	Gateway School Graduation (7 p.m., CCC Scott Center)	Transition Connections Academy Certificate Ceremony (10 a.m., Carroll Community College) Carroll Springs School Graduation (2 p.m., CCC Scott Center)	
29	30	31				
	Schools/Offices Closed Memorial Day	SCHS Graduation (10 a.m.) LHS Graduation (2:30 p.m.)				

CCPS | Informational Calendar

GRADING AND HOMEWORK *continued*

student 50 minutes of homework, a ninth-grade student 90 minutes of homework, etc. Because of individual student differences, and because homework shall only be assigned on an as needed basis, the Ten-Minute Rule is only intended to be a guideline and should not be interpreted as policy.

- Assigning collaborative or group projects for homework can be problematic for students. Teachers who assign collaborative or group projects for homework shall do so with discretion and the knowledge of the inherent obstacles that such homework can present for students and families. Teachers shall adjust their expectations accordingly to reflect the best interests of all students involved.
- Students should be able to complete homework assignments independently. Parents should monitor student homework and encourage student efforts to complete assignments.
- Teachers shall provide feedback to students on all homework assignments. This feedback can be a verbal check, written comments, or a grade.

Missed Work

- At the secondary level, it is the individual student's responsibility to request missed assignments upon returning to school. At the elementary level, teachers will work with students upon their return from an absence to address missed assignments.
- For an extended student absence of three or more school days, parents are encouraged to contact the appropriate school personnel to request assignments.
- Students shall have the number of days equal to the number of days absent to turn in completed make-up work, unless a greater extension is granted by the teacher.

2021 – 2022 ASSESSMENT CALENDAR

Date Testing Window	Test	Grade
Sept. 8 - Oct. 10	Kindergarten Readiness Assessment KRA	Kindergarten
Early Fall Administration 2021 (MCAP, MISA, Alt Assessments) <small>*All assessments administered during this early fall administration will count toward the 2020-2021 SY and students will participate in the previous grades' assessment.</small>		
Sept. 13 - Oct. 22	Maryland Comprehensive Assessment Program MCAP ELA/Math	Grades 4 - 9 <small>*administer the previous year assessment for ELA and Math</small>
Sept. 13 - Oct. 22	Maryland Integrated Science Assessment MISA	Grade 6 Grade 9 HS Biology <small>*administer the previous year assessment for MISA</small>
Sept. 13 - Oct. 29	Multi-State Alternate Assessment MSAA ELA/Math	Grades 4 - 9 Grade 12 <small>*administer the previous year assessment for MSAA</small>
Sept. 13 - Oct. 29	Alternate Maryland Integrated Science Assessment Alt-MISA Science	Grade 6 Grade 9 Grade 12 <small>*administer the previous year assessment for ALT- MISA</small>
Testing Administration Windows for the 2021-22 School Year		
Dec. 13 - Jan. 28	Maryland Comprehensive Assessment Program MCAP Algebra I & English 10	High School Semester 1 Courses
Jan. 10 - Feb. 4	Maryland Comprehensive Assessment Program MCAP HS Government & LS MISA	High School Semester 1 Courses
Jan. 10 - Feb. 18	Access for ELLs *Make Up Window (February 22 - March 4)	Identified English Language Learners K-12
Jan. 24 - March 4	National Assessment of Educational Progress NAEP	Grade 8

Date Testing Window	Test	Grade
March 7 - March 25	Maryland Comprehensive Assessment Program MISA	Grade 5 and 8
TBD	Maryland School Survey	Grades 5 - 11
March 15 - June 3	Alternate Maryland Integrated Science Assessment Alt-MISA Science	Grades 5, 8, 11
March 15 - June 3	Multi-State Alternate Assessment MSAA Reading & Math	Grades 3-8, 11
April 4 - June 3	Maryland Comprehensive Assessment Program MCAP English 10 & Algebra I	High School Semester 2 courses
April 4 - June 3	Maryland Comprehensive Assessment Program MCAP ELA & Math	Grades 3-8
May 2 - June 3	Maryland Comprehensive Assessment Program MCAP Social Studies	Grade 8
May 2 - June 3	Maryland Comprehensive Assessment Program MCAP LS MISA and HS Government	High School Semester 2 courses
Summer Testing Window July 18 - July 29	Maryland Comprehensive Assessment Program MCAP HS Government	High School
Summer Testing Window TBD	Maryland Comprehensive Assessment Program ELA 10 and Algebra I	High School

May

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22	23	24	25	26	27	28
29	30	31				

National Caribbean-American
Heritage Month

June 2022

Give the respect you want to receive; embody the grace you hope to encounter; and help others with no expectations whatsoever.

Cory Booker, U.S. Senator from New Jersey

July

S	M	T	W	T	F	S
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
			WMHS Graduation (10 a.m.) MVHS Graduation (2:30 p.m.)	FSK Graduation (10 a.m.) CHS Graduation (2:30 p.m.)	WHS Graduation (10 a.m.)	Shavuot (begins at sunset)
5	6	7	8	9	10	11
Shavuot	Shavuot (ends at sunset)		Board of Education Meeting (5 p.m.)	Last Day for Pre-Kindergarten Students	Fourth Marking Period Ends Last Day for Students *Two Hour and Forty-Five Minute Early Dismissal System-wide Professional Time for Teachers	
12	13	14	15	16	17	18
	Professional Time for Teachers Last Duty Day for Teachers Non-Work Day for Instructional Assistants	Flag Day				
19	20	21	22	23	24	25
Father's Day Juneteenth		Custodial and Maintenance Inservice First Day of Summer	Custodial and Maintenance Inservice Board of Education Meeting (5 p.m.)			
26	27	28	29	30		

* Should a delay in opening be necessary, this day may be converted to a normal dismissal time in lieu of closing.

CCPS | Informational Calendar

REPORT CARD SCHEDULE

First Marking Period

September 8 – November 10

Second Marking Period

November 11 – January 25

Third Marking Period

January 27 – April 4

Fourth Marking Period

April 5 – June 10

Actual marking periods may be adjusted depending on the use of emergency closing days.

GRADE REPORTING DATES REPORT CARD DISTRIBUTION ELEMENTARY, MIDDLE AND HIGH SCHOOLS
Report Card Distribution
November 17, 2021
February 2, 2022
April 11, 2022
Elementary and Middle Schools June 17, 2022 High School Mail on or before June 24, 2022

Parents will be notified by individual schools of any change in this schedule.

PRE-KINDERGARTEN (PRE-K) PROGRAM

The Carroll County Public Schools Pre-Kindergarten Program is available for children who turn 4 years old on or before September 1 of the year in which the child applies and who meet additional eligibility requirements. The main goal of the Pre-Kindergarten program is to provide learning experiences to support the development of young children so they may be fully ready to learn when they enter Kindergarten. These experiences focus on personal and social development, language and literacy, scientific thinking, mathematical thinking, social studies, fine arts, physical development, and health education.

A Fact Sheet for Families is located on the CCPS website and applications are available at all elementary schools. For more information call 410-751-3101 or contact your child's elementary school.

ADVANCED ACADEMICS (G/T) EDUCATION PROGRAM

In Carroll County Public Schools, there is a continuum of services provided to our most highly able students. CCPS is currently engaged in actively improving our advanced academics services to be able to assist more students in meeting their full potential.

In the elementary schools, advanced academics teachers, who are often gifted and talented certified resource teachers, provide direct interventions to identified students in grades 3-5 in subjects of integrated Language Arts and Mathematics. Differentiated services include, but are not limited to, the use of accelerated curriculum resources in direct instruction of curricular extension activities, enrichment projects, and student interest-based investigations. In collaboration with classroom teachers in primary grades (PK-2), Advanced Academics staff offer Primary Talent Development lessons designed to assist in promoting higher order thinking and identify students in need of advanced

instruction. Advanced Academics staff members also serve as a resource to assist the general classroom teachers with advanced resources and activities for their most able students.

At the middle school level, Honors level courses are offered that require students to use higher level thinking skills and be more independent, creative, and analytical in their consideration of topics and understanding of concepts. Differentiation is achieved by modifying the content selected, the process emphasized, and the student product developed. The Honors level courses differ in at least three ways: rate of instruction, complexity of concepts and methodology. Just like in the elementary schools, an Advanced Academics specialist is available in each middle school to work collaboratively with teachers to identify students in need of advanced instruction and provide direct curricular extension to those students. Identified students, who wish to participate, may also engage in curriculum based, high interest enrichment projects.

As students mature as learners and enter the high schools, the most highly able students continue with Honors level course work and may begin to take Advanced Placement (AP) courses which contain content equal in complexity to that of beginning level college curriculum. As early as grade 9, students can begin taking these courses and, by grade 11, participate in AP Capstone courses which may qualify them to apply for AP Diploma status, indicating they are a top student by a nationally recognized standard as they apply for post-secondary study. Students also have a dual-enrollment option where they may begin to take actual college courses while enrolled as a high school student. Students who select various "completer" programs will take complex courses that have articulated college credit or even industry-based certifications, such as Academy of Finance, Computer Science or several programs found at the CC Career and Technology Center.

June

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19	20	21	22	23	24	25
26	27	28	29	30		

July 2022

One who knows how to show and to accept kindness will be a friend better than any possession.
Sophocles, ancient Greek playwright

August

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4 Independence Day	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

CCPS | Informational Calendar

THE JUDITH P. HOYER CENTER EARLY LEARNING HUB – CARROLL COUNTY “JUDY CENTERS”

The Carroll County Judy Center Early Learning Hub is a state and locally funded program that prepares children for success in school and in life.

Carroll County “Judy Centers” provide services for young children, birth through age 5, and their families who live in the Elmer Wolfe, Robert Moton, and Taneytown Elementary School districts. They employ a two-generational approach, which focuses on creating opportunities for and addressing the needs of children, parents and families.

Ensuring that children are ready for kindergarten requires a coordinated effort among parents, providers, teachers, school districts, local and state government, non-profits, business, and other community partners. Judy Center Early Learning Hubs provide comprehensive early care and education services for young children and their families to promote continuous improvement toward school readiness.

Through a dedicated staff of early learning professionals, Judy Center Early Learning Hubs focus on preventative measures, early identification, and intervention services for families with young children. They ensure seamless coordination by working with a variety of partners to offer the following services and more:

- Family Engagement Activities
- Parenting Classes
- Play Groups
- Adult Education
- Case Management
- Developmental and Health Screenings
- Child Care Assistance
- Mental Health Consultation
- Home Visitation.

Families are offered opportunities to assist their children to enter school “Ready to Learn” by participating in the Parents as Teachers (PAT) program utilizing a research-based national curriculum for children birth to age 5.

For further information on these and other services, contact the Judy Center administrative office at 410-751-3613 or visit the CCPS website.

SERVICE-LEARNING

The Maryland State Board of Education passed a seventy-five hours of service-learning graduation requirement in July of 1992. Carroll County students may begin earning service-learning hours in the summer after fifth grade and must accumulate a minimum of fifty-five hours by the end of their junior year to gain senior status.

All students must complete seventy-five hours of service-learning by the end of the senior year to qualify for graduation. Those who complete a minimum of 300 service-learning hours by May 1st of their senior year will earn the Exemplary Service Award. A record of service-learning hours appears on each report card.

Students may earn service-learning hours through clubs such as 4-H, Boy Scouts, and Girl Scouts, and through non-profit agencies, such as Habitat for Humanity and the Boys and Girls Club of Westminster. Course-related service-learning hours opportunities are outlined in the Carroll County Service-Learning Guidelines* and the High School Program of Studies.**

For more information about the service-learning graduation requirement, visit the CCPS website, or contact your school’s service-learning coordinator.***

* www.carrollk12.org/instruction/curriculum/Pages/ProgramOfStudies.aspx

** www.carrollk12.org/instruction/curriculum/servicelearning

*** sites.google.com/carrollk12.org/ccpsservicelearning/service-learning-coordinators

FIELD TRIPS

Field trips are an important aspect of the curriculum. All field trips are approved by the principal in advance, and written permission to take the trip must be secured from the parent/guardian of each student. An adequate number of chaperones will be in attendance. Overnight field trips need the approval of the principal, the appropriate supervisor, Director of Transportation Services, School Director, Volunteer Program Coordinator, Supervisor of Health Services, and the Chief of Schools. Overnight field trips are generally restricted to high school students. Copies of the guidelines for instructional field trips are on file in each school.

MEDICATIONS FOR STUDENTS ON OVERNIGHT FIELD TRIPS

To accommodate the potential need for medication (prescription, over-the-counter, homeopathic, and herbal) during overnight field trips, the parent/guardian must provide a written authorized prescriber’s order and written parent/guardian consent. The parent must submit the medication order form no later than two weeks prior to the trip to allow the school nurse to review the orders. The parent/guardian must provide enough medication for the duration of the trip in a properly labeled prescription or original over-the-counter container. School personnel can administer oral medications, assist with inhalers, and administer auto-injector epinephrine if trained.

Only students already self-carrying and self-administering as noted on their medication order form can self-carry/administer medications on an overnight field trip. If the student is allowed to carry their medicine and shares the medication with another, the student will lose the privilege of carrying the medicine and will be subject to disciplinary action under the Drug and Alcohol Policy.

July

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August 2022

There is no respect for others without humility in one's self.
Henri Frederic Amiel, Swiss philosopher, poet, and critic

September

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CCPS | Informational Calendar

SPECIAL EDUCATION SERVICES

Carroll County Public Schools offers Special Education services to meet the needs of all students with disabilities from birth through age twenty-one. Services are provided for the following disabilities:

- Developmental Delay (ages 3-7 only)
- Speech or Language Impairment
- Hearing Impairment
- Visual Impairment, including Blindness
- Orthopedic Impairment
- Emotional Disability
- Specific Learning Disability
- Intellectual Disability
- Multiple Disabilities
- Autism
- Traumatic Brain Injury
- Other Health Impairment
- Deaf-Blindness
- Deafness.

Decisions regarding the type of special education services to be provided and the educational placement for the provision of such services are based upon a student's individual need. Students with disabilities are educated in the Least Restrictive Environment (LRE) as determined by the IEP team.

All decisions regarding the placement of a child with a disability in a special education service delivery model are made by the child's IEP team in consultation with the parents or guardians of the child and consistent with the LRE requirements of the Individuals with Disabilities Education Act (IDEA). A variety of special education service delivery models are available beginning with full participation in the general education classroom to the extent possible – often with the provision of

supplementary aids and supports – as determined by the Individualized Education Program (IEP) team.

Related services are support services that may be required to assist a student with a disability to benefit from his or her special education program. Related services may include counseling services, speech or language, hearing, transportation, assistive technology, and physical and occupational therapy. Related services are available on a continuum of service delivery models, which include consultation, classroom collaboration and/or therapy, and small group and individualized therapy.

Please call the Office of Special Education at 410-751-3033 for additional information.

FAMILY SUPPORT CENTER

The Family Support Center is dedicated to encouraging parents and school personnel to work together as partners for the success of all children. Under the auspices of the Office of Special Education in Carroll County Public Schools, the center is located in Carroll Springs School at 495 S. Center Street in Westminster.

The Family Support Center is sponsored by Carroll County Public Schools and receives technical and financial support from the Maryland State Department of Education.

The Family Support Center assists families in making informed decisions regarding their child's education and navigating concerns. To this end, the center maintains an extensive lending library of current books, magazines, DVDs, and brochures on a variety of subjects. Categories include general parenting, mental health, special education law, post-secondary transitions, and specific disability information. Community support resource information, such as schedules and meeting times for local support groups and contact names and numbers for other organizations and associations, is also available at the center.

In addition, the Family Support Center offers workshops and presentations free of charge throughout the school year to parents, faculty, and community partners. Newsletters, with a variety of resources for families Birth through age 21, are published quarterly. The center welcomes the opportunity to work collaboratively and arrange individual consultations, discussion meetings, information sessions, and workshops with other professionals. Specialty workshops are arranged in conjunction with the Office of Special Education. The center also assists families, students, and educators by providing support, information, and resources on disabilities, the special education process, and community services. Parents may call or visit the center with concerns and questions about the way a child is learning, understanding their child's IEP, special education issues, community resources, funding sources, respite care, therapeutic recreation, etc.

Please call 410-751-3955 or email Tammy Chisholm at tlchish@carrollk12.org for more information, or visit us at: Family Support (carrollk12.org).

TRANSITION CONNECTIONS ACADEMY (TCA)

The Carroll County Public Schools (CCPS) Transition Connections Academy was designed to provide additional learning opportunities, more importantly, work-based learning experiences (WBLEs) beyond students' four years in high school. The Academy is open to students with significant cognitive disabilities working toward a Maryland High School Certificate of Program Completion, ages 18 to 21. Academy placement is an IEP team decision based on each student's educational needs and level of independence.

The Academy was designed in collaboration with a variety of community partners to provide the best possible learning opportunities for students. Our partners include Carroll Community College, Carroll Hospital,

continued

August

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September 2022

People will forget what you said, people will forget what you did, but people will never forget how you made them feel.

Maya Angelou, author, poet, singer, performer, civil rights activist

October

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Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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CCPS | Informational Calendar

TRANSITIONS CONNECTION ACADEMY (TCA) continued

McDaniel College, Division of Rehabilitation Services, local community rehabilitation providers, members of the Carroll business community, as well as local government and law enforcement agencies. These partnerships have correlated to post-school success in the areas of independent living, community participation, and employment for students of CCPS.

The Academy is comprised of five seamless transition programs, aligned with evidence-based practices, and implemented to increase the number of youth actively engaged in post-secondary activities such as education, technical and career training, and employment after exiting CCPS. All programs focus heavily on enhancing independence and increasing students' individual capacity in the areas of functional academics, independent living, self-determination/self-advocacy, career development and communication and social skills.

The use of technology, including a variety of light and high tech devices for communication, specialized software and apps for reading and written communication and using cell phones as tools, is integrated into each program to enable authentic communication and enhance independence. The anticipated outcome is competitive integrated employment for all students.

The Academy includes:

Transition Opportunities for Personal Success (TOPS)

TOPS provides students with WBLEs in authentic community settings within the Carroll business community, as well as through various government agencies. WBLEs are developed based on students' interests and skills and have been provided in areas such as community service, childcare, elder care, retail, environmental services, food service, clerical, and animal care.

Community Integration for Transitioning Youth (CITY)

CITY provides students a community-based program with an emphasis on hands-on learning experiences. WBLEs are designed in small groups integrated into the community workforce and include areas such as retail, food service, clerical and environmental services.

Seamless Transition at Carroll Community (ST@CC)

ST@CC provides students with WBLEs on the campus of Carroll Community College. Students experience WBLEs on a rotational basis to give exposure to a variety of work settings. This allows students to sharpen a variety of soft skills, as well as identify areas of possible career interests. WBLEs have been provided in areas such as continuing education, café, food service, environmental services, and campus security.

Transition Education at Carroll Hospital (TE@CH)

TE@CH provides students with WBLEs within Carroll Hospital. WBLEs are based on students' interests and skills and have been provided in areas such as supply chain, respiratory therapy, family birth center, food service, environmental services, maintenance and dietary.

Transition Education at McDaniel (TE@M)

TE@M provides students with WBLEs on the campus of McDaniel College. WBLEs are based on students' interests and skills and have been provided in areas such as conference services, risk management, food service, the post office, grounds keeping, the theatre, library and athletic facilities.

CHILD FIND

Carroll County Public Schools maintains a Child Find Program to identify children with disabilities which interfere with their ability to learn.

If your child or if you know of a child who is having difficulty developmentally or succeeding in school and

you would like assistance, please call 410-876-4437 for children ages birth to Kindergarten, or 410-751-3033 or your child's school for students ages 6-21.

INFANTS AND TODDLERS PROGRAM

The Carroll County Public School System serves as the lead agency and cooperates with other agencies in the county to form the Carroll County Infants and Toddlers Program. Services are provided within natural environments for children from birth through two years who have developmental delays. If a child is found eligible for special education services prior to the age of three years, parents may choose to receive services at age three under an individualized family service plan (IFSP) or an individualized education program (IEP). An extended IFSP is available for families until the beginning of the school year following the child's fourth birthday.

A Service Coordinator works closely with the family to identify their concerns. A team of specialists completes a screening and/or an evaluation to determine if the child is eligible for services and to identify his/her strengths and needs. An Individualized Family Service Plan (IFSP) is then developed by the parents and service providers in order to meet the needs of the child and his/her family. Services are delivered using a parent coaching model.

Services are available to meet a variety of developmental needs including audiology, nursing, nutrition, occupational therapy, physical therapy, special instruction, family counseling and speech/language therapy. In addition, the Service Coordinator can work with the family to identify other resources in the community.

For further information, call the Carroll County Infants and Toddlers Program at 410-876-4437, or the Department of Special Education at 410-751-3033.

CCPS | Informational Calendar

EDUCATIONAL EQUITY

Educational equity means that every student has access to the opportunities, resources, and educational rigor that they need throughout their educational career to enhance academic success, social emotional well-being, and to view each student's individual characteristics as valuable. The characteristics of each individual student include, but are not limited to, ability (cognitive and physical), ethnicity, family structure, gender identity and expression, language, race, religion, sexual orientation, and socio-economics.

Within an equitable education, individuals build supportive relationships that model respect, empathy, and self-awareness. Instruction allows for diversity of learning styles and personal perspectives that enable students to gain greater understanding and embrace differences within the learning community.

The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique and recognizes our individual differences. It is the exploration of these differences in a safe, positive, and nurturing environment, understanding each other, and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual and our broader school community.

At the system level, the Special Education Citizens' Advisory Council and the Education Equity Council are current examples of community supports promoting educational equity, understanding, and appreciating diversity and increasing the achievement of underserved students. Many of our students at the post-secondary program are working directly with local organizations such as Carroll Hospital, Carroll Community College and McDaniel College to name a few.

At the school level, a range of equitable experiences are provided to students. A positive educational climate is

developed using a wide variety of educational materials and resources that reflect the diversity of our students and provide opportunities for students to learn about the importance of individuals and groups from a variety of cultures. Through an emphasis on multiculturalism, students become better prepared to be college, career, and community ready in a global society.

Each school has an Equity Teacher Liaison who is responsible for providing professional learning in the areas of Educational Equity and Cultural Proficiency to the faculty and staff, as required by the Maryland Bylaw (COMAR 13A.01.06).

In addition to partnerships with the Maryland State Department of Education and local agencies, CCPS also partners with local community and national organizations that foster equitable opportunities, acceptance, and respect for different cultures, such as the NAACP, Human Relations Commission, Carroll Citizens for Racial Equality, Common Ground on the Hill, the Ira and Mary Zepp Center for Nonviolence and Peace Education and the TIES Center to support systemic efforts.

For more information, contact the Office of Equity and Inclusion at 410-386-1680.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

Carroll County Public Schools offers English for Speakers of Other Languages (ESOL) instruction to English Learners (ELs) in grades PreK-12 whose native language is not English and/or meet program requirements.

In grades PreK-12, ESOL Resource Teachers and tutors provide individualized content and language instruction for students based upon their age, English proficiency level, prior schooling experience and native language proficiency. The students receive support from ESOL Resource Teachers, tutors and classroom teachers.

At the high school level, students are eligible to receive two world language or elective credits upon completion of the courses ESOL I and II. ESOL III and IV are offered as electives on an as needed basis. These courses are designed to meet the academic needs of secondary ELs. In addition, beginning and intermediate level students may receive ESOL support in content area classes.

Information and assistance is available by contacting Pamela Mesta, ESOL Supervisor, at 410-751-3173 or via email at esol@carrollk12.org. Additional information regarding the ESOL Program and professional learning opportunities for staff is available on the CCPS website.

INTERNATIONAL OFFICE

Interpretation and Translation Services

Interpreters assist with verbal communication and translators assist with written communication. The team currently includes 30 interpreters that represent multiple languages spoken in the county. All interpreters and translators receive mandatory in-house training several times a year.

Interpretation and translation services are available for all families in Carroll County and school system personnel who may need language assistance to communicate. Assistance is provided with the following:

- All IEP meetings and special education paperwork
- School registrations
- Parent/teacher conferences
- Placement/retention meetings
- Disciplinary matters
- Interim/progress report communication
- Safety issues/concerns
- School events/after-school activities
- Home visits
- Telephonic interpretation related to emergency issues
- Workshops sharing information and resources in support of international parents.

continued

CCPS | Informational Calendar

INTERNATIONAL OFFICE continued

Hispanic and International Liaison Services

Liaisons work closely with students, families, staff, and administrators to promote positive family dynamics and encourage strong family involvement and commitment to the education experience. The team currently includes five Hispanic Liaisons and one International Liaison. All liaisons receive mandatory in-house training throughout the year.

Liaison services are available at the request of all Carroll County Public Schools families and school system personnel. Services include:

- Welcome new international students and families
- Provide a communication link between school staff, students, and their families
- Monitor academic progress
- Promote healthy productive routines
- Encourage strong and consistent family involvement regarding attendance and academic issues
- Guide families in navigating the Carroll County Public School System
- Assist in accessing available services which support academic performance and family well-being
- Facilitate parental informational meetings and school community events
- Collaborate with non-profits and government agencies to support international families
- Educate school community towards deeper understanding of the international community.

International Family Outreach

The International Office is committed to supporting the parents and families of our students by empowering them and giving them a voice and opportunities to be

involved.

- Support parent involvement in the education of their children through different community events
- Navigate international families through the school system
- Provide volunteer training in parents' native language
- Connect families with community resources

Contact us

Patricia Burns, Coordinator of The International Office
(410) 751-3023 or paburns@carrollk12.org.

For any requests, call the
International Line at (410) 386-1699.

TITLE I

Title I is included in the Every Student Succeeds Act (ESSA) to support the academic achievement of disadvantaged students. Title I is a federal program that provides funding to school districts, including Carroll County. Funding is distributed to schools that have high enrollments of economically disadvantaged students who may be challenged with meeting state standards.

In Carroll County Public Schools, the funds are used to provide supplemental educational and health services, instructional materials, professional development for staff, and parent/family involvement. These supplemental opportunities are carefully planned and implemented to ensure that all children have a fair, equitable, and high-quality educational experience and the opportunity to access quality instruction, extra academic support, and health services. Title I serves to assist all students with reaching proficiency or better on academic standards along with state and local assessments.

For further information and/or questions regarding the Carroll County Public Schools Title I Program, please contact Dr. Kendra Hart at 410-386-1660 or kyhart@carrollk12.org.

BUSINESS AND COMMUNITY PARTNERSHIPS

Business, community, and agency partnerships are essential to the success of Carroll County Public Schools (CCPS).

THE VISION. Schools and community members will work collaboratively, effectively, and efficiently to strengthen schools, families, and learning to improve the quality of education for all students, empowering them to reach their full academic potential. CCPS is committed to providing equitable opportunities to meet the specific needs of each individual learner.

THE MISSION. To promote student achievement through community engagement.

HOW TO PARTNER.

- Tutor students in your area of expertise
- Chaperone field trips
- Mentor and support our at-risk and underserved populations
- Offer internships and job shadowing experiences
- Participate in School Improvement Teams (SIT) and committees
- Promote student projects in your place of business
- Advertise CCPS-sponsored events
- Provide in-kind contributions of products and services
- Participate in parent advisory workshops
- Support adult education programs, parenting education courses, and English language classes

For Information and Inquiries, Please Contact:

Ms. Marta Droddy
Business, Community, & Family Engagement Liaison
madrodd@carrollk12.org
(410) 386-4436

CCPS | Informational Calendar

CRITICAL INCIDENTS

Creating a safe and orderly learning environment is a top priority for Carroll County Public Schools. Administrators and staff receive a variety of training on how to respond to critical incidents. Staff also receive active assailant response training that is based on a proactive, options-based response of “Avoid, Deny, Defend.” Each school is required to perform a number of emergency drills each year, which include, but are not limited to: lockdown, evacuation, fire, and severe weather. Every Carroll County public school follows the Standard Response Protocol (SRP) developed by I Love U Guys. This SRP is used by schools nationwide and simplifies communication by using five core actions: Hold, Secure, Lockdown, Evacuate and Shelter.

Hold is a new term used to clear all hallways of students and staff in the event of a situation within the school such as a medical emergency or a hazmat spill. A hold



Artwork by Maddox Bruce, Carrolltowne Elementary School

may be localized to one area of the school, or it could be for the entire school.

Secure is replacing Lockout. This can be used when there is an external threat and/or police activity in the area of the school. No one will be allowed to enter or exit the building.

Lockdown is the typical command used for a threat that has gained access to the school, but does not preclude staff and students from evacuating if safe to do so.

Evacuate is used typically when there is a hazard inside the building such as a gas leak or broken water line and there is a need to move students outside the building for their safety.

Shelter will typically be used for severe weather such as a tornado, but can also be used for incidents such as a hazardous materials release outside the building.

Parents will receive a notification when such actions occur. Many times a school can be placed on lockdown or secure as a precautionary measure and a school will return to normal operation within a short period of time. It is critically important that parents do not respond directly to the school or call the school to ask for further clarification. Additional notifications will be made if it is necessary for parents to respond to a location to pick up their children. Responding to the school when not instructed during a critical incident will only cause distractions and may interfere with emergency responders.

The SRP parent handout has been placed on the inside back cover of this calendar for your reference. Additional information on the Standard Response Protocol can be found at: <http://iloveuguy.org/srp.html>.

VISITORS

All visitors to the schools are expected to utilize the main front entrance and use the school's intercom to

request access. Please expect to be asked the reason for your visit. Any visitor that will need to proceed beyond the main office will need to provide a valid form of government-issued picture identification. If a visitor is unable to provide such identification, they may not be permitted to go beyond the front office.

DETECTION DOGS

Detection dogs are used in Carroll County Public Schools to scan for the presence of illegal drugs. The dogs also serve as a deterrent to students bringing such substances into a school.

Upon mutual agreement by school and law enforcement officials, drug detection dogs will be used by the police to scan students' cars on the school parking lots. Students will not be scanned. If a dog alerts on a vehicle, the student who operates the vehicle will be summoned to the location of the search. The search conducted by a police officer shall be in accordance with their established policies and procedures consistent with COMAR 13.A.08.01.14D. A reasonable attempt will be made, as soon as possible, to contact the parents of the student involved in the search to provide information related to the reason and outcome of the search.

Any discipline imposed by school officials will be separate and apart from action taken by law enforcement officers.

GANGS, GANG ACTIVITY, AND SIMILAR DESTRUCTIVE OR ILLEGAL GROUP BEHAVIOR

It is the policy of Carroll County Public Schools to prohibit gang activity and similar destructive or illegal group behavior on or near school property, buses, and at school-sponsored events. Further information may be obtained on the Student Services webpage and in the online policy book located at www.carrollk12.org.

CCPS | Informational Calendar

PROTECTION OF PUPIL RIGHTS

The Protection of Pupil Rights Amendment (PPRA) gives parents and students who are 18 or older or emancipated minors (“eligible students”) certain rights regarding the Carroll County Public School System’s administration of surveys, collection and use of information for marketing purposes, and administration of certain physical exams. These include the right to:

1. Consent to federally funded surveys concerning “protected information.”

If the U.S. Department of Education funds a survey in whole or in part, a student’s parents or an eligible student must consent in writing before the student may provide information relating to the following categories:

- Political affiliations;
- Mental or psychological problems of the student or student’s family;
- Sexual behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of student’s family members;
- Privileged or similar relationships recognized by law, such as with attorneys, doctors, and ministers;
- Religious practices, affiliations, or beliefs of the student or student’s parents; or
- Income other than that required by law to determine program eligibility.

A survey that concerns any of these points is called a “protected information survey.”

2. Opt out of certain surveys and exams.

Parents and eligible students will receive notice of any of the following activities and will have the right to opt out of them:

- Any protected information survey, regardless of funding; and

- Any non-emergency, invasive physical exam or screening required as a condition of attendance; administered by the school or its agent and scheduled by the school; and not necessary to protect the immediate health and safety of a student or of another student, except for hearing or vision screenings or any physical exam or screening permitted or required under state law.

- The Centers for Disease Control and Prevention Youth Risk Behavior Surveillance System (YRBSS) survey is a protected information confidential survey which identifies risk behaviors that may include safety behaviors such as use of helmets and seat belts, depression and mental health, use of tobacco, alcohol or other drugs, nutrition and physical activity, and sexual behavior. The answers will be kept private and the student’s name will not be required on the survey report sheet. Parents/legal guardians/eligible students may opt out of participation in the survey. An opportunity to opt out of the survey will be provided annually on the parent permission form which is sent via email to the primary guardian on file at the beginning of the year. Paper copies of the parent permission form are available at each school. Parents/legal guardians/eligible students can contact CCPS for further information regarding the survey, including obtaining a copy of the survey if requested.

3. Inspect certain material.

Parents and eligible students have the right to inspect the following, upon request, before Carroll County Public Schools administers or uses them:

- Protected information surveys of students (including any instructional materials used in connection with the survey);
- Documents used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and

- Instructional materials used as part of the educational curriculum (except tests and assessments).

4. Report violations.

Parents and eligible students who believe their rights have been violated may file a complaint with the Office of Academics, Equity, and Accountability.

STUDENT SERVICES

The goal of Student Services is to help students make the most of their potential and to take advantage of available educational opportunities. The Student Services Department is comprised of school and central office based staff and includes school counselors, school nurses, psychologists, behavior support specialists, pupil personnel workers and supervisory staff. In addition, general education alternative programs (PRIDE, Crossroads Middle, and Gateway School) are part of Student Services. Student Services provides a continuum of supports that reach all students during their experience in CCPS through the enrollment process, counseling lessons, vision and hearing screenings, and school-based programming. Student Services staff work with teachers, parents, administrators, and community agencies to provide more direct support for students who:

- are failing
- attend school irregularly
- have difficulty getting along with others
- need individual testing
- demonstrate behavioral challenges
- are involved with a community agency
- have met with unusual circumstances that impact their school work
- require additional support due to emotional or psychological needs

CCPS | Informational Calendar

STUDENT SERVICES continued

- may need an alternative learning program
- desire out-of-district or non-resident approval
- need home and hospital instruction.

Parents who desire services should contact the local school or the Student Services Department at 410-751-3120.

STUDENT CODE OF CONDUCT

The Student Code of Conduct provides an overview of the discipline philosophy of Carroll County Public Schools, including the proactive approach to teaching and fostering positive behavior. It also includes a range of consequences that may be utilized in coordinating a comprehensive and progressive discipline plan. The Student Code of Conduct is reviewed annually and can be accessed online at www.carrollk12.org. For more information or to request a hard copy of this document, please contact your school's administration. Please review this information with your child.

COUNSELING SERVICES

Counseling services for students are available in each elementary, middle, and high school in Carroll County. The role of the counselor is to guide, advise, recommend, consult, and assist with a nearly limitless variety of student concerns. The school counseling program in Carroll County is aligned with the American School Counselor Association (ASCA) national model. Each school counselor addresses the three domains of school counseling: academic development, career development, and social/emotional development.

Counseling offers a means for the student to grow in knowledge of self and others, thus enabling the student to develop a sense of responsibility needed to live effectively in today's world. School counselors are integral members of the instructional team. They

directly impact student achievement by delivering comprehensive services that meet the needs of the 21st century school community.

Counselors address these goals through direct student services:

- School Counseling Classroom Instruction
- Appraisal/Advisement via Individual Student and Group Counseling
- Counseling for Responsive and Crisis Intervention.

School counselors strive to spend 80% of their time to provide direct services to students. They also provide indirect student services as a means to support student achievement. Indirect student services include referral, consultation, and collaboration to promote equity and access for all students. Parents and students are urged to contact the school counselor to discuss any area of concern. Questions, concerns or comments regarding the school counseling program should be directed to the Supervisor of School Counseling at 410-751-3125.

HEALTH SERVICES

The Carroll County Public School System provides licensed nursing coverage in the health suites of schools during the school day. All nursing staff is AED and CPR/First Aid trained. The nursing staff evaluates and provides care for injuries and acute illnesses, as well as assisting in the medical maintenance of students with chronic health conditions.

Students who exhibit signs and symptoms of a communicable disease shall be excluded from school until the student is no longer contagious. According to COMAR Section 10.06.01, certain communicable diseases will be reported to the health department.

The nurses are also available as a resource for students, staff, and parents. School Health Services works in

a cooperative manner with the Carroll County Health Department to provide hearing and vision screenings for students. The Health Department is also available for consultation and community case management when needed. The Carroll County Health Department also provides Immunization Clinics for uninsured or underinsured children to assist parents in obtaining the immunizations necessary for school admission. Parents may call the Health Department to determine if they qualify for this service.

Parents may call the school nurse, the Supervisor of Health Services (410-751-3124), or the Carroll County Health Department (410-876-4900) if they have questions regarding school health issues.

BEHAVIOR SUPPORT SPECIALISTS

Behavior Support Specialists are employed at the elementary school level. They are responsible for assisting in staff development regarding student behaviors. They regularly consult with administration, school counselors, school psychologists, and teachers to enhance strategies to improve student behavior and provide direct behavioral intervention to students. Behavior Support Specialists are responsible for providing ongoing Crisis Prevention Institute (CPI) training.

PEER FACILITATORS

Peer facilitators are available in each high school to advise, facilitate, and serve as an advocate to other students. Peer facilitators may also mediate student conflicts. Peer facilitators are selected by an application process in each high school. They must exemplify, model, and maintain appropriate behavior and satisfactory academic achievement. Designated peer facilitators must meet acceptable standards agreed upon by the school administration and successfully complete a required training program.

CCPS | Informational Calendar

CHARACTER DEVELOPMENT AND SOCIAL EMOTIONAL ACADEMIC LEARNING (S.E.A.L.)

Carroll County Public Schools is committed to the development of the whole child. As a core value, a safe and orderly environment is important in a rigorous learning environment. Through character development and social/emotional learning, schools provide a safe and orderly environment and prepare students to meet the challenges of the 21st century community. While recognizing that parents are the primary educators of children with regard to social/emotional learning, schools and classrooms share a significant role in helping children develop appropriate characteristics that support a democratic society.

Carroll County Public Schools has defined three broad character trait categories: Respect, Responsibility, and Resilience. Within each of these three areas, the school system intentionally teaches and encourages related character strengths such as self-confidence, service, justice/fairness, integrity, perseverance, cooperation, courtesy, self-discipline, patience, accountability, empathy, and commitment.

Each school has the flexibility to address the character development and the social/emotional needs of their student population.

To learn more about character development and social/emotional learning, visit the CCPS website at www.carrollk12.org.

EMERGENCY MEDICATIONS IN SCHOOLS

Carroll County Public Schools will stock auto-injectable Epinephrine in schools. This medication, when available, will be administered by trained staff, if they perceive a student is having a severe allergic reaction (anaphylaxis), regardless if they are known to have severe allergies or not. This emergency Epinephrine will be kept at the school and will not be available on field trips or at extracurricular activities. The availability of

the emergency medication does not relieve the parents' responsibility to provide their child's personal medication to treat known allergies. Anyone who receives Epinephrine will be transported by EMS for continued evaluation and care.

Carroll County Public Schools will stock Naloxone in schools as required by the Start Talking Maryland Act. This medication will be administered to a student or other person located on school property who is reasonably believed to be experiencing an opioid overdose. Naloxone is a medication that reverses the effects of opioid overdose and restores breathing and consciousness. Anyone who receives Naloxone will be transported by EMS for continued medical evaluation and care.

MEDICATIONS FOR STUDENTS WHILE IN SCHOOL

Students are not allowed to transport medications to or from school. Medications must be brought to school by the parent/guardian. Depending on the circumstances, violations of the Medication Procedure could be considered a violation of the Carroll County Public Schools Drug and Alcohol Policies, and carry the same consequences as other drug violations.

Parents should make every effort to arrange for medicine to be taken outside of the school day. However, there are occasions when it is determined by a health care provider that a child must receive medication during the school day, either on a regular schedule or in the event of an emergency (such as severe allergies, asthma or diabetes). When these circumstances occur, the licensed authorized prescriber must give written approval and specific directions regarding administration. Forms for this purpose are available from schools, the Student Services Department, or online. These medication consent forms are to be used for both prescription and over-the-counter medications.

No medication will be administered by the school unless it is in the original container marked for the individual student, and accompanied by the appropriate written permission and directions.

ALTERNATIVE EDUCATION

CCPS is proud to offer a variety of programs that are designed to assist students who have not been successful in a traditional, comprehensive school setting. Students attend Alternative Education programs for a variety of reasons including Voluntary Placements, Superintendent Transfers, Extended Suspension and Administrative Placements. The goal of all alternative education programs is to teach students academic, social/emotional, and behavioral skills that will improve their educational success and lead to a successful transition back to his/her comprehensive school.

Positive Response to Issues of Discipline with Elementary Students (PRIDE) Program - PRIDE is an elementary behavioral intervention program; part of the CCPS general education continuum of supports. PRIDE is designed to help students gain self-control and insight into their behavior in order to reduce disruptive behaviors and increase positive school behavior/adjustment and achievement. PRIDE is also designed to provide parents with the supports needed to initiate and maintain productive changes in their homes. The goal of the PRIDE program is to equip students and families with the skillset to return to their comprehensive home schools. Students receive instruction aligned with CCPS curriculum at their instructional level. Students also receive instruction in behavior management through a structured behavior support system and direct teaching of social skills. PRIDE is supported by CCPS teachers, assistants, a school psychologist, and an intervention specialist at a ratio of approximately 3:1. The program is located in a portable classroom building at Friendship Valley Elementary.

continued

CCPS | Informational Calendar

ALTERNATIVE EDUCATION *continued*

Crossroads Middle – Crossroads Middle is an alternative educational setting designed to facilitate the educational progress of middle school students who have demonstrated difficulties in the areas of behavioral and emotional adjustment in the traditional school setting. The goal is to return students to their comprehensive home schools. Students receive academic instruction and counseling services to improve school achievement. Classrooms are staffed by certified teachers and instructional assistants, who deliver CCPS curriculum and provide academic assistance to the students. School counselors, a school psychologist, an intervention specialist, and other support staff are available and may be assigned to assist students on specific lessons or to help manage and improve behavior. The program is located at Gateway School.

Gateway School – Gateway School is an alternative educational setting designed to help high school students to develop socially, personally, and intellectually, while assisting them in reaching behavioral and academic success. The goal is to enable students to transition back to their home schools. While enrolled at Gateway School, students are eligible to earn credits that apply toward promotion and graduation. Classrooms are staffed by certified teachers who develop specific assignments, assistance, and requirements for students. Instructional assistants and other support staff are also on duty and may be assigned to assist students on specific lessons or to help manage and improve behavior.

Flexible Student Support – Flexible Student Support provides part-time educational opportunities to high school students who are not meeting with success in their home school, need to take additional courses during the evenings, have withdrawn from school and wish to re-enroll, etc. The program includes:

- Student Support Center – classroom instruction in the evenings
- Distance Learning Lab – independent work on the computer.
- Career Research and Development – classroom instruction combined with work experience leading to a completer program.

HOME AND HOSPITAL TEACHING

Home and Hospital Teaching is a short-term instructional service provided for those students who have a physical or emotional condition which prevents the student from attending school for an extended period of time.

To receive this service, students must be anticipated to be absent 15 consecutive school days or longer. A physical condition must be certified by a licensed physician or Certified Nurse Practitioner (CNP) and an emotional condition by a licensed psychiatrist, licensed psychologist, or certified school psychologist. All applications will be reviewed for approval and/or renewal by the Student Services Department in order for services to be provided.

Home and Hospital Teaching may be provided for up to 60 calendar days. If services are needed for a longer period of time, verification of the need for Home and Hospital Teaching must be provided by medical personnel and approved by the Student Services Department.

To request Home and Hospital Teaching, the parent or guardian should contact the counseling office in the child's school or the Student Services office at the Board of Education, 410-751-3120.

REGISTRATION/ENROLLMENT PROCEDURES

Only the biological parent, custodial parent, adoptive parent, or court-appointed legal guardian may register a child for school. In order to register your child in a

Carroll County public school, you are required to present the following items before your child may be enrolled in school:

Legal proof of age, which may be verified by one of the following:

- Birth certificate
- Birth registration notice
- Passport/visa
- Physician's certificate - signed statement by physician or midwife in attendance at birth
- Baptismal or church certification
- Hospital certificate with child's full name, parent(s) name, date of birth, physician signature
- Official school record
- Official court document indicating child's birth date
- Parent's affidavit, if approved by the Pupil Personnel Worker.

Proof of legal residence in Carroll County, which may be verified by one of the following:

- a current rent receipt*
- a recent bill for a service delivered to the residence*
- a mortgage statement/bill*
- a signed settlement document
- a property tax bill from the current fiscal year indicating "primary residence"
- a signed lease/rental agreement on a home/apartment in which the parent/legal guardian is currently residing
- a deed, with the house number and street address and the parent's/legal guardian's name
- Real Property Data Search Report listing parent/guardian name and "principal residence"
- a Residence Verification Statement accompanied by an acceptable proof of residence for the owner/lessee of the property

**Date on document must be within 60 days of enrollment. continued*

CCPS | Informational Calendar

REGISTRATION/ENROLLMENT PROCEDURES *continued*

It is the practice of Carroll County Public Schools to investigate claims of county residence when there is reason to believe a student may not be a bona fide resident and entitled to enrollment. A student who is not a bona fide resident will be immediately withdrawn from school. Individuals who make false claims of residence may be charged with felony theft and prosecuted. Complete restitution to Carroll County Public Schools will also be sought.

A complete immunization record showing that your child has had the proper immunizations as required by law.

Additionally, Maryland law requires that all first-time enrollers into the Maryland Public School System have a physical examination no sooner than nine months before or no later than six months after entrance into school. Students entering Pre-K, kindergarten, and first grade need to present appropriate documentation regarding blood lead levels.

If you have any questions regarding these requirements, please contact a counselor or the principal of the school in which you plan to enroll your child, or the Pupil Personnel Worker assigned to the school.

Please call the school to schedule an appointment to register your child.

AGE REQUIREMENTS

The Public School Laws of Maryland state that individuals who are 5 years old or older, under age 21 and have not received a diploma or satisfied graduation requirements, shall be permitted to attend a public school free of charge. Attendance in a school program for children from age five to age eighteen is compulsory.

A kindergarten program is mandatory in Maryland. Children admitted to a kindergarten program shall be at least five years old on or before September 1.

The Board of Education shall permit a five year old child, upon the request of the parent, to be admitted to the first grade if the local Superintendent or his designee determines that such child has demonstrated capabilities warranting early admission. Further information and guidelines for early admission may be obtained from any elementary school principal.

A student who becomes 21 years old prior to the opening day of any school year is not eligible to enroll in the Carroll County Public Schools.

ATTENDANCE

Carroll County Public Schools recognizes the relationship between good attendance and academic achievement. All students are expected to maintain a regular, daily attendance rate of at least 96 percent. When students are absent, arrive late, or leave school before the scheduled dismissal time, their parents are requested to provide an explanation to the school via a written note, fax, e-mail, or phone call. A parent/legal guardian must provide an explanation of the absence within 5 school days of the student's return to school or the absence will be coded as unlawful.

Tardiness is treated in a similar manner as lawful or unlawful absences as it can be a serious disruption to a student's educational progress.

Student attendance requirements are described in the Annotated Code of Maryland and Code of Maryland Regulations. These absences are considered lawful and therefore excused with a parent explanation of the absence:

- Death in the immediate family
- Illness of the child
- Court summons
- Observance of a religious holiday
- Suspension.

An absence for any portion of the day, for any reason other than lawful excuses or emergencies as determined by the Carroll County Public Schools Superintendent or his designee, is presumed to be unlawful and may constitute truancy.

It is strongly recommended that parents plan vacations for times when school is not in regular session. It is recognized, however, that occasionally students are absent for necessary or important family activities. When this occurs, an excused absence may be requested in advance, through the school principal. Even though the absence may be excused, students are required to make up work missed during that time. It must be kept in mind that grades may be affected if students fail to follow through with make-up work. Some school work missed, such as class participation or laboratory experiments, does not lend itself to make-up. Missing such assignments may also affect a student's grade.

Doctor's notes may be required for absences when excessive or unlawful absences occur.

Students Scheduled for a Full Day

A student is counted present for a full day of school if the student is in attendance over 3 hours and 30 minutes of the school day. A student is counted present for 1/2 day if in attendance between 45 minutes and 3 hours and 30 minutes, but less than four hours. A student in attendance less than 2 hours of the school day is counted absent for the day.

Students Scheduled for an Individualized Modified Day

A student scheduled for less than a full day is to be counted present based on the amount of time he/she is scheduled. A student who is present 10-50% of the scheduled day is to be marked for a half a day. A student who is present over 50% of the scheduled day is to be marked present for the full day. A student present for less than 10% of the scheduled day is to be marked absent for the entire day.

continued

CCPS | Informational Calendar

ATTENDANCE *continued*

An example: A student who is scheduled to be present for a 2 hour block of time will be counted as present for the full day if the student is present for over 60 minutes of the time. A student who is present between 12 and 60 minutes will be considered present half a day. The student is considered absent the full day if there less than 12 minutes.

OUT-OF-DISTRICT

Students shall attend the school designated for the attendance areas in which they reside. In some circumstances, students may be considered for placement outside their designated attendance area. The Department of Student Services will receive and investigate requests for out-of-district placements. These written requests from parents or guardians may be granted if the school has adequate space and facilities to accommodate the pupil. Applications for out-of-district placement for the upcoming school year must be made by March 1 to be considered for a potential lottery. Rolling applications will be accepted through July 31. Additional information can be found on the CCPS website. A student will be approved for one out-of-district placement in a given school year.

If the out-of-district request is approved, transportation to and from the out-of-district school will be the responsibility of the parent(s) or guardian(s).

All out-of-district approvals are subject to further and ongoing review and may be rescinded upon recommendation by the Pupil Personnel Worker if one of the following conditions exists:

- Child's attendance, behavior, or grades are unsatisfactory;
- Child no longer meets out-of-district criteria;
- Any information provided on the application or supporting documentation is found to be false or misrepresented.

The residence of the pupil shall, in all cases, be considered the same as the **primary** residence of the parent or other legally appointed guardian. Purchasing a property, renting, moving into another family's home, etc. while at the same time maintaining another residence in the county, will not constitute a reason for enrollment in the attendance area of the secondary residence.

KINSHIP CARE

A student living in an informal kinship care arrangement with a relative may be eligible to enroll in Carroll County Public Schools. The relative shall file a Kinship Care Affidavit and provide supporting documentation of the family situation to the Student Services Department for consideration for enrollment. Call 410-751-3120 for additional information.

HOMELESS CHILDREN AND YOUTH

The McKinney-Vento Homeless Assistance Act, amended and reauthorized by subsequent Acts, including the Every Student Succeeds Act of 2015, ensures that all homeless children and youth have equal access to free, appropriate public education, including public preschool, school meals, career and technology, athletics and extracurricular activities, gifted and talented, and special education programs. Children identified as living in homeless situations may also qualify for other services, including remaining in their school of origin for the remainder of the school year.

Parents who experience a loss of permanent housing and who believe their child may qualify for services as a homeless student should contact the pupil personnel worker assigned to the child's school at 410-751-3120 or the homeless liaison at 410-386-1822.

ADMISSION OF FOREIGN EXCHANGE STUDENTS

Carroll County Public Schools recognizes the value of foreign exchange programs and appreciates the

contributions exchange students make to the school and community. Administrative regulations regarding the acceptance/enrollment of foreign exchange students are as follows:

1. In order to be considered for enrollment, foreign exchange students should be at least fifteen years of age and be under the auspices of an approved exchange student organization or agency. Approved agencies are those authorized by the United States Department of State and for which an exchange visitor program number has been assigned.
2. High school principals will be responsible for approving enrollment of foreign exchange students in their respective schools. Principals will determine by April 1 the maximum number of foreign exchange students who may be enrolled for the following year. Priority is given to applicants who will reside with host families that have children attending the host school.
3. Sponsoring programs must complete a Foreign Exchange Student Enrollment Application by June 15.
4. Sponsoring programs must submit transcripts and health/immunization records to the school principal with the Foreign Exchange Student Enrollment Application.
5. Enrollment will be considered for full year or semester programs only.
6. Students must meet Board of Education requirements with regard to school attendance areas.
7. All participants in a student foreign exchange program who complete at least one year of study shall be eligible to receive the Maryland International Student Certificate.
8. Questions concerning the various exchange programs or current program numbers should be referred to the Director of High Schools (410-751-3044).

Applications for foreign student enrollment and administrative guidelines are available in each high school and from the Student Services Office at the Board of Education.

CCPS | Informational Calendar

ADMISSION OF NONRESIDENT STUDENTS

The Board of Education recognizes as its first responsibility the education of school-age children who are bona fide residents of Carroll County. Only bona fide residents are eligible for free school privileges.

A child is a bona fide resident if that child actually lives within Carroll County with a parent or other person who has **court-appointed legal custody or legal guardianship** of the child. The determination whether a pupil is a bona fide resident shall be based on facts present in each individual situation and applicable state and local regulations. Should it be determined that a student who is not a bona fide resident attended CCPS, the student's parents or guardians, or eligible student, if the student is 18 years of age or older, will be assessed tuition and/or withdrawn from Carroll County Public Schools. Further, the matter may be referred to the State's Attorney for prosecution.

In specific and limited circumstances, a non-resident student may be considered for enrollment in Carroll County Public Schools if the student meets certain criteria. The applicant must submit supporting documentation along with a non-resident application form to the Student Services Department. Tuition charges may apply.

Questions regarding the nonresident policy should be referred to the Supervisor of Student Services/Pupil Services in the Student Services Department.

ALTERNATIVES TO FOUR-YEAR ENROLLMENT

Alternatives to four-year enrollment include:

- Early College Admission Program
- Early Admission to Approved Vocational, Technical or Other Post-Secondary School
- Alternatively Structured Programs.

Alternative programs must be developed with the school counselor. A written request should be made to the school principal by the student and parents/guardians stating in detail the reason for the request.

Alternatives to a four-year enrollment must be approved by the Superintendent of Schools or his designee and must be in compliance with the Graduation Requirements for Public High Schools in Maryland and the standards established by the Board of Education of Carroll County. Additional information may be obtained from the school counselor.

DROPOUT AND RETURN TO SCHOOL

Carroll County Public Schools makes every effort to assist students in succeeding in school and obtaining their high school diploma.

When a student experiences academic difficulty, intervention by various school staff is available to help each student. Teachers and staff are available to help the student identify and use appropriate intervention strategies.

In the event a parent requests permission for a student to drop out of school, every effort will be made to keep the student enrolled. However, a parent has the right to decide to allow his/her child (18 years or older) to withdraw from Carroll County Public Schools. An Exit Interview will be held as part of the withdrawal process. Information about alternative programs and adult education programs shall be provided to the student.

If a student wishes to re-enroll in Carroll County Public Schools, he/she may be required to return through a probationary placement determined by the Student Services Department. By demonstrating regular attendance, appropriate behavior, and measured achievement during his/her probationary placement, a student may be permitted to return to a comprehensive high school.

DUAL ENROLLMENT

Dual enrollment provides high school juniors and seniors the opportunity to enroll in college level courses through local colleges while enrolled in a Carroll County public

high school. Some dual enrollment courses are offered in many of our high schools, while others require the student to access the course on the campus of the college. Dually enrolled students may take college courses for which they have met the prerequisite requirements and for which they have received authorization by both a parent/guardian and a designated school official.

Approval for participation is dependent upon the student's GPA, service learning hours, and attendance requirements. Courses may be selected from either the general education component or the career completer courses of CCPS state-approved programs offered at the College. Courses not eligible for the dual enrollment program include summer courses and non-credit bearing courses. With preapproval from the principal, students may take courses at the college level during summer sessions. However, there is no financial discount for summer college courses. Upon successful completion of the course(s), the student will receive college credit. The grade report will be forwarded at the conclusion of each semester directly to the high school. Select Dual Enrollment courses are also offered at each individual high school.

Dual enrollment courses will be reflected on the student's high school transcript and the final grade will be calculated into the high school GPA. College courses at the 100 level or above will receive .5 high school credit for 1-2 college course credits and 1.0 high school credit for 3-5 college course credits. Dual enrollment courses will be weighted as a transcripted/AP course and may count toward graduation requirements. Students must be enrolled in a minimum of 3 courses at the college and/or CCPS, 2 of which must be credit bearing.

Students must make an appointment with their school counselor and have a parent conference to review the educational plan, discuss course options at the college, fees, and obtain appropriate paperwork.

CCPS | Informational Calendar

WORK PERMITS

The Maryland Department of Labor and Industry establishes regulations concerning employment of minors (persons under the age of 18). These regulations specify the conditions under which a minor may be employed, including that the student must be at least 14 years of age to obtain a work permit.

A complete set of regulations is available at all middle and high schools and from the Student Services Office at the Board of Education. Many employers also have applications. Work permit applications are available online at www.dlir.state.md.us/labor/wages/empm.shtml.

CUSTODY OF STUDENTS

When parent(s)/legal guardian(s) are separated or divorced, either parent(s)/legal guardian(s), regardless of custodial status, may inspect and review his/her child's school record unless there is a court order, or other legal document, which specifically denies such access by one of the parent(s)/legal guardian(s). Unless otherwise specified in a court order, the custodial parent/legal guardian shall make all educational and medical decisions for the child.

- The non-custodial parent may visit the school/observe instruction, attend conferences, view school records, and receive school communications.
- A non-custodial parent or step-parent may pick a child up from school with permission of the custodial parent.
- Persons sharing joint custody may both make educational and medical decisions. If parents disagree, the decision of the registered parent will be recognized and implemented, as appropriate. Consent/requests/decisions from either parent are sufficient.

Please refer to the Student Services Manual for complete administrative regulations pertaining to custody.

REMOVAL OF A CHILD FROM SCHOOL

A child may be removed from school by a custodial parent, a legal guardian, a primary care parent or a foster care parent unless a situation below applies. Other persons wishing to remove a child from school may do so only with the permission/consent of the child's registered custodial parent, primary care parent, legal guardian, or agency assigned foster parents. Photo Identification may be required of anyone picking up a child from school.

If a custodial parent, primary care parent, legal guardian, or foster care parent desires for a child to be dismissed from school prior to the end of the school day, the custodial parent, primary care parent, legal guardian, or foster care parent must notify the school principal or designee.

A non-custodial parent/non-primary care parent may only pick up a child from school with the permission/consent of the custodial parent/primary care parent. If that parent does not give permission, the child shall not be released from school. It is the intention of the Carroll County Public Schools to remain neutral in matters concerning separation/divorce and child custody. However, school officials may intervene and make decisions in order to ensure the safety and welfare of the child as well as maintain order and decorum in the school.

In the case of joint physical custody, a student may only be removed from school with permission from the registered parent or the parent with arranged physical custody according to the documentation provided by the registered parent.

Parents may authorize individuals other than themselves to contact in case of an emergency, by including the individual's/individuals' name and phone number on the emergency procedure card. School staff shall attempt to contact the parent/legal guardian prior to releasing the child from school. In the case of an emergency, the principal or designee, will make a reasonable attempt to contact the parent. If parent contact cannot be made, the

principal or designee will make a reasonable attempt to contact the individual(s) designated on the emergency procedure card. If this contact cannot be made, the principal may authorize removal and/or transportation to a person listed on the emergency card, as appropriate.

Children who are under the care and custody of community agencies may be removed from school by authorized representatives of the agency in order to receive services. Such removal must be through prior arrangement between the home, the agency, and the school principal.

When a subpoena is presented to remove a child from school, a legal document called a "body attachment" must be included before the child may be released.



Artwork by Taylor Palomo, Winters Mill High School

CCPS | Informational Calendar

CHILD ABUSE – CHILD NEGLECT

Maryland law defines **child abuse** as the physical or mental injury of a child by any parent or other person who has permanent or temporary care or custody or responsibility for supervision of a child, or by any household or family member under circumstances that indicate that the child's health or welfare is harmed or at substantial risk of being harmed, or sexual abuse of a child, whether physical injuries are sustained or not.

Sexual abuse is defined as any act or acts involving sexual molestation or exploitation, including but not limited to incest, rape, or sexual offense in any degree, sodomy, or unnatural or perverted sexual practices, of a child by a parent or any family or household member or by any other person who has the permanent or temporary care or custody or responsibility for supervision of a minor child. In addition, the sex trafficking of a child by any individual is defined as sexual abuse. Sex trafficking means the recruitment, harboring, transportation, provision, obtaining, patronizing, or soliciting of a child for the purpose of a commercial sex act.

Child neglect is the failure to give proper care and attention to a child, including the leaving of a child unattended by the child's parent, or other individual who has permanent or temporary care or custody, or responsibility for supervision of the child, under circumstances that indicate that the child's health or welfare is harmed or placed at substantial risk of harm. Indicators of neglect include a child who is left unattended or inadequately supervised for long periods of time, consistently or frequently receiving insufficient food, consistently or frequently wearing inadequate or weather-inappropriate clothing, at risk of substantial harm due to lack of a safe home environment, and ignored or badgered by the caretaker. Neglect does not include failure to provide necessary assistance and resources for the physical needs or mental health of a child when failure is due solely to a lack of financial resources or homelessness.

Child abuse and child neglect are unlawful. Educators, health care workers, police officers and others are required by law to report suspected abuse or neglect. School volunteers and community members are to report as well. The name of the reporter is confidential, by law, and may not be disclosed.

Should you have reason to believe that a child is being abused or neglected, contact the Carroll County Department of Social Services, 410-386-3434.

REGISTRY OF SEX OFFENDER INFORMATION

Citizens interested in information on the location of registered sexual offenders may obtain this information from the following website:

<http://www.dpsecs.state.md.us/sorSearch/> or
<http://www.socem.info>

SEXUAL HARASSMENT OF STUDENTS

The Board of Education policy on sexual harassment states:

The Board recognizes that harassment on the basis of sex is a violation of both federal and state employment discrimination laws and Board of Education policies. Further, the Board believes that sexual harassment is both morally wrong and offensive and will not tolerate such conduct on the part of any employee, supervisor, manager, administrator, student, or visitor. It is the Board's intent to provide to all employees and students a work and learning environment free from sexual harassment.

Sexual harassment is defined as:

Unwelcome verbal or physical conduct of a sexual nature, by student or school employee, which:

- *denies, limits, conditions or interferes with the provision of education, assistance, or services protected under Title IX, or*
- *creates a hostile or intimidating educational environment.*

Sexual harassment may include, but is not limited to, sexual name-calling, making derogatory comments relating to appearance, displaying sexually derogatory posters, and unwanted touching.

Any student or adult, without fear of reprisal or retaliation, who has a complaint of sexual harassment occurring at school or any school function by anyone, whether it be another student or a school employee, should bring the concern to the attention of the school principal, or the Title IX Coordinator at 410-751-3000.

The principal will make an investigation and contact the parents of the students involved as soon as practicable or legally possible. Consequences of offenders may be a conference, a verbal or written reprimand, a suspension, or more severe discipline, depending on the nature of the incident.

If the person making the report of sexual harassment is not satisfied with the outcome, the Grievance Procedure listed in student handbooks and/or the Carroll County Student Services Handbook may be followed.

STAFF AND STUDENT RELATIONSHIPS

The relationship between students of any age and staff, an employee in any position with Carroll County Public Schools, is to be one of a professional nature at all times. Any person who believes that staff and student relationships are inappropriate should immediately bring the matter to the attention of the principal. The following are examples of staff behavior or interactions with students which will not be tolerated:

- child abuse
- sexual harassment
- making personal or intimate references to self or others
- giving intimate or inappropriate gifts

CCPS | Student/Parent Handbook

STAFF AND STUDENT RELATIONSHIPS *continued*

- sending letters/communications of an intimate or nonprofessional nature
- making telephone calls regarding nonprofessional matters or concerns
- meeting a student for nonprofessional reasons including dating and/or sexual relations
- condoning or participating with student(s) committing illegal acts or acts in violation of school rules
- initiating, encouraging or engaging in obscene or pornographic discussions or displays with student(s)
- grooming behaviors intended to build trust, such as establishing or maintaining a relationship involving secrecy.

ACADEMIC HONESTY

Academic honesty is an essential part of any school community. Carroll County Public Schools seeks to promote the importance of honesty as a basis of respect and cooperation among all of its members. All parties – students, teachers, administrators, and staff – have the obligation to act in a consistently honorable manner with one another.



Artwork by Lyonia Morsberger, Mt. Airy Middle School

Academic dishonesty/cheating, in any form on a graded assignment, will not be tolerated. Examples include, but are not limited to, turning in work as your own when someone else has done all or part of the assignment; knowingly giving or receiving information about answers to homework, quizzes, or tests; and plagiarism. Schools encourage students to value personal integrity and to emphasize the responsibility that individuals have for their own honesty.

ATTENDANCE AND EXTRACURRICULAR ACTIVITIES

Students are required to attend school in order to participate in any after-school or evening activity. Students may not participate in any school-sponsored function if they have not been present on that day without administrative approval.

**For high school eligibility, see the athletic handbook.*

BULLYING, HARASSMENT, INTIMIDATION, DISCRIMINATION, OR HAZING

The Board of Education of Carroll County is committed to establishing and promoting a safe, non-threatening environment for all students to learn. Therefore, the Board believes that bullying, harassment, intimidation, discrimination, or hazing are both morally wrong and offensive and will not tolerate such conduct on the part of any employee, supervisor, manager, administrator, student, or visitor. It is the Board's intent to provide to all employees and students a work and learning environment free from such acts.

The Annotated Code of Maryland Education Article 7-242 provides parents, students, a student's close adult relative(s), or a school staff member the opportunity to file a written report about alleged bullying or intimidation that substantially disrupts the orderly operation of a school and/or that may have occurred on school property, at a school sponsored event, or on a school

bus. In addition, the Act requires that students and parents be notified of the reporting procedures.

Bullying/Harassment/Intimidation

According to Annotated Code of Maryland Education Article 7-424, "bullying, harassment, or intimidation" means intentional conduct, including verbal, physical, or written conduct or an intentional electronic communication that creates a hostile education environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological wellbeing and is:

- 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 and mental ability or disability; or
- threatening or seriously intimidating; and,
- occurs on school property, at a school activity or event, or on a school bus; or
- substantially disrupts the orderly operation of a school.

Discrimination

Unequal or unlawful treatment of persons on the basis of race, color, sex, age, national origin, religion, disability, sexual orientation, or gender identity.

Hazing

Doing or causing any activity which recklessly or intentionally subjects a student to the risk of bodily injury or humiliation for the purpose of initiating into a student group or organization; to harass, by exacting unnecessary or demeaning physical or mental work or activity by way of intimidation.

Any person who has a complaint regarding an act of bullying, harassment, intimidation, discrimination, or

continued

CCPS | Student/Parent Handbook

BULLYING, HARASSMENT, INTIMIDATION, DISCRIMINATION, OR HAZING continued

hazing that substantially disrupts the orderly operation of a school and/or may have occurred at school during school hours, or at any school-sponsored function, or on a school bus, by another student or a school employee or volunteer, shall report the matter to a school employee, or in the case of sexual harassment, to the county Title IX Coordinator. If the adult to whom the report was made is an adult other than the principal (or designee), that adult shall assist the student in reporting the act to the school principal (or designee). When reporting such incidents, a student, parent, close adult relative of the student, or school staff member with the complaint or concern will be given the opportunity to complete the Harassment/Intimidation Report Form. This form is available in school offices, counseling offices, health suites, and on the Student Services webpage. An investigation of the incident will occur as outlined below.

Only situations reported by students, parents, close adult relatives, or school staff members on the Harassment/Intimidation Report Form are to be investigated and documented via the Harassment/Intimidation School Investigation Form. Incidents reported, but not documented on the Harassment/Intimidation Report Form shall be investigated in a manner consistent with Carroll County Public Schools procedures and do not involve the use of such forms.

The school administrator is responsible for investigating acts of intimidation and will determine the appropriate consequences for the behavior. These consequences may include but are not limited to: student/parent conference, verbal or written reprimand, mediation when appropriate, completion of assignments designed to promote student understanding or empathy, in or out of school suspension, referral for outside counseling, or extended suspension/expulsion.

In cases where the act of intimidation is connected to membership of an organization or team, the student may be removed or suspended from that organization or team. In cases of pervasive violation by team or organization members, the group shall be dissolved or disbanded for a period of time. Parents of all students involved will be contacted by the administrator.

All staff are to report known acts of intimidation to the school administrator. Students are strongly encouraged to report any acts to school staff.

DISCIPLINE INTERVENTIONS/CONSEQUENCES

The Board of Education of Carroll County is committed to providing a safe and secure environment in which all individuals are free to learn. Therefore, inappropriate behavior will be promptly addressed. In those instances when the behavior of a student, on or off school property, is disruptive and/or detrimental to the operation of the school or the safety of students or staff, the student may receive disciplinary consequences including suspension and expulsion.

School staff shall implement interventions and consequences for student behavior that interrupts the educational process. Reasonable force in self-defense or in restraint of a student to prevent harm to that student or to others may be used only if necessary.

Interventions/consequences include, but are not limited to:

- exclusion from the classroom
- after-school detention (may be implemented if the parent/guardian has been notified, if transportation has been arranged, and if the student will be doing school work)
- referral to school counselor
- referral to peer mediation programs
- referral to a counseling agency

- parent conference
- referral to pupil personnel worker, school psychologist and/or behavior specialist
- in-school intervention
- referral to Saturday School programs
- in-school suspension
- out-of-school suspension
- placement in alternative education programs.

In order to successfully implement any of the above strategies, parent contact and involvement is essential. If students believe they have been subjected to unfair punishment, they and/or their parents have the right to use the grievance/appeal procedure.

DISCIPLINE RECORDS

Records maintained for disciplinary purposes fall into two (2) categories:

Suspension Notices – includes information which supports or verifies in-school suspension, out-of-school suspension (for ½ or more days) or expulsion of a student; at a minimum this information must include a description of the student's behavior that resulted in disciplinary action, and a copy of the correspondence sent to the parent(s) informing them of the student's suspension or expulsion. (Note: "reportable offenses" are specifically excluded from being part of the student record.) Discipline information must include suspension and extended suspension and expulsion information.

Suspension Notices shall be maintained in the student's cumulative folder.

Suspension Notices must be maintained until the student graduates or completes his/her education program or the student reaches 21 years of age.

Suspensions involving drug/alcohol violations and high risk threats, imminent threats, and violent acts are

continued

CCPS | Student/Parent Handbook

DISCIPLINE RECORDS continued

cumulative over a student's school career beginning with the age of responsibility (seven [7] years of age).

Other Disciplinary Information – includes information regarding action other than suspension or expulsion taken to correct the student's behavior, and information describing the student's behavior that resulted in disciplinary action. This information may include: office referrals, detentions, etc.

Other disciplinary records, including electronic systems, will be maintained until the student graduates or completes his/her educational program, or the student reaches 21 years of age.

Suspension notices must be sent to other schools or other school systems when a student transfers. In addition, the student's current discipline report in the electronic discipline system and the previous year's report should be sent to the receiving school.

DRUG AND ALCOHOL PROGRAMS, POLICIES AND PROCEDURES

The Board of Education of Carroll County strongly supports substance abuse education programs and endorses aggressive disciplinary action for the use, possession, manufacture, solicitation, or distribution of controlled dangerous substances, drug paraphernalia, controlled paraphernalia, look-alike drugs, over-the-counter and prescription drugs/medications/inhalants, and alcohol by students. Violations of drug/alcohol regulations will be handled as illegal actions, as well as disciplinary infractions. School officials will involve appropriate law enforcement agencies when violations occur. Disciplinary measures, in response to violations of drug/alcohol regulations by students, may include actions ranging up to suspension and expulsion. In all cases of suspension or expulsion, a mandatory referral to an alcohol/drug screening program will be made by

school officials in order to help the student. The use of drug detection dogs and undercover police officers is authorized as a possible resource to assist school officials in drug investigations.

Students may not use, be in actual or constructive possession of, manufacture, solicit, distribute, or attempt to distribute any controlled dangerous substance, drug paraphernalia, controlled paraphernalia, look-alike drug, inhalant, alcohol (the possession, use, transfer, or sale of which is prohibited by law), prescription and/or over-the-counter drugs/medications, at any time, on school property, at school-sponsored or related functions, and on school-sponsored travel. Constructive possession is failure to remove oneself as quickly and safely as possible from a person or area where alcohol/drugs are known to be illegally present.

The Board of Education also believes that students need acceptable reasons to make the right decisions not to succumb to peer pressure to use drugs or alcohol. Students in violation of drug/alcohol policies, at any time, on school property, school buses, or at school-sponsored activities, will be subject to disciplinary action under Carroll County Public Schools' eligibility regulations.

Disciplinary Regulations

In addition to the infractions listed below, the Supervisor of School Security and Emergency Management and/or appropriate law enforcement agencies will be contacted. Students shall be required to complete a mandatory drug/alcohol screening. In addition, students shall maintain participation and/or complete any education/treatment program recommended through the screening process.

Possession/Use of a Student's Own Prescription and/or Over-the-Counter Drugs/Medication and Distribution of Over-the-Counter Drugs/Medication within Proper Dosage (unless authorized by health care provider to carry)

First Offense - The Principal will determine appropriate action depending upon the severity of the offense. Examples include parent conference, in school suspension, and out of school suspension with the potential of a cumulative offense coding.

Second and Subsequent Offenses - Disciplinary action taken for the first offense shall determine the action to be taken for second and subsequent offenses.

Students who use Alcohol/Drugs or Inhalants and Students who Manufacture or Possess Alcohol/Drugs, Inhalants, Drug Paraphernalia or Controlled Paraphernalia (including prescription drugs or over-the-counter drugs/medication if not covered by previous section).

First Offense – May result in suspension from school for five (5) days or suspension from school for ten (10) days and recommendation to the Superintendent for an extended suspension from the assigned school.

Second Offense – May result in suspension from school for ten (10) days and recommendation to the Superintendent for an extended suspension from the assigned school.

Third Offense – May result in suspension from school for ten (10) days and recommendation to the Superintendent for expulsion from school.

Students who Attempt to Distribute or Distribute Alcohol/Drugs (including Over-the-Counter Drugs/Medication in Excess of the Recommended Dosage and Any Amount of Prescription Drugs) and Students who Attempt to Distribute or Distribute Drug Paraphernalia, Controlled Paraphernalia or Inhalants

First Offense – May result in suspension from school for ten (10) days, a recommendation to the Superintendent for an extended suspension from the assigned school, or suspension from school for ten (10) days and a recommendation to the Superintendent for an expulsion from Carroll County Public Schools.

continued

CCPS | Student/Parent Handbook

DRUGS AND ALCOHOL *continued*

Second Offense – May result in suspension from school for ten (10) days and recommendation to the Superintendent for expulsion from school.

Note: Violations involving alcohol/drugs or inhalants may result in mandatory drug/alcohol education/treatment and are cumulative for a student's entire school career; e.g., one offense in the eighth grade and a second offense in the eleventh grade equal two offenses, and the regulations for the second offense are applied in the eleventh grade.

Students who Solicit the Purchase or Transfer of Drugs, Alcohol, Inhalants, or Paraphernalia

Contact Supervisor of School Security and Emergency Management

May result in non-cumulative suspension from school as appropriate up to three (3) days

Refer to the Student Services Team or offer referral for optional alcohol/drug education/treatment program

Students Seeking Help

Students who want help to overcome a drug abuse problem are encouraged to talk to a teacher, counselor, school nurse, or administrator, or to contact the Carroll County Youth Service Bureau. No disciplinary action can result from what is said during such a conference and assistance will be given and/or arranged.

EXCLUSION, SECLUSION AND PHYSICAL RESTRAINT

Use of Exclusion:

- School personnel may use exclusion to address a student's behavior:
 - a) If the student's behavior unreasonably interferes with the student's learning or the learning of others;

- b) If the student's behavior constitutes an emergency and exclusion is necessary to protect a student or other person from imminent, serious, physical harm after other less intrusive, nonphysical interventions have failed or been determined inappropriate;
 - c) If exclusion is requested by the student; or
 - d) If supported by the student's behavior intervention plan.
- School personnel shall consider the need to initiate a referral to a pupil services or IEP team if a nondisabled student has experienced excessive exclusion, to determine if the student has a disability that may require the provision of special education and related services.

Use of Seclusion:

- The use of seclusion is prohibited in public agencies and nonpublic schools until there is an emergency situation and seclusion is necessary to protect a student or other person from imminent, serious, physical harm after other less intrusive, nonphysical interventions have failed or been determined inappropriate.
- Once seclusion has been used or school personnel have made a student-specific determination that it may need to be used, seclusion may be included in a student's behavioral intervention plan or IEP to address the student's behavior in an emergency situation, provided that school personnel:
 - a) Review available data to identify any contraindications to the use of seclusion based on medical history or past trauma, including consultation with medical or mental health professionals as appropriate;
 - b) Identify the less intrusive, nonphysical interventions that will be used to respond to the



Artwork by Paige Martin, Manchester Elementary School

- a) student's behavior until seclusion is used in an emergency situation; and
 - c) Obtain written consent from the parent.
- Seclusion shall only be applied by school personnel trained in the appropriate use of seclusion.

continued

CCPS | Student/Parent Handbook

EXCLUSION, SECLUSION continued

- Unless otherwise provided for in the student's behavior intervention plan or IEP, each time seclusion is used, school personnel shall provide the student's parent with verbal notification or send written notice within 24 hours.

Use of Physical Restraint:

- The use of physical restraint is prohibited in public agencies and nonpublic schools until there is an emergency situation and physical restraint is necessary to protect a student or other person from imminent, serious, physical harm after other less intrusive, nonphysical interventions have failed or been determined inappropriate.
- Once physical restraint has been used or school personnel have made a student-specific determination that it may need to be used, physical restraint may be included in a student's behavioral intervention plan or IEP to address the student's behavior in an emergency situation, provided that school personnel:
 - a) Review available data to identify any contraindications to the use of physical restraint based on medical history or past trauma, including consultation with medical or mental health professionals as appropriate;
 - b) Identify the less intrusive, nonphysical interventions that will be used to respond to the student's behavior until physical restraint is used in an emergency situation; and
 - c) Obtain written consent from the parent.
- Physical restraint shall be applied only by school personnel who are trained in the appropriate use of physical restraint.
- In applying physical restraint, school personnel shall only use reasonable force as is necessary to protect a student or other person from imminent, serious, physical harm.

- Each time restraint is used, parents shall be provided oral or written notification within 24 hours, unless otherwise provided for in a student's behavior intervention plan or IEP.

NOTE: The physical restraint regulations are not an attempt to prohibit all physical contact between student and staff. For example, touches on the shoulder or an appropriate hug are outside of this definition. Physical restraint also does not include:

- a) Briefly holding a student in order to calm or comfort the student
- b) Holding a student's hand or arm to escort the student safely from one area to another
- c) Moving a disruptive student who is unwilling to leave the area if other methods, such as counseling, have been unsuccessful, or
- d) Intervening in a fight.

Referral to Pupil Services or IEP Team

If restraint or seclusion is used for a student who has not been identified as a student with a disability, the student shall immediately be referred to the school's pupil services team or an IEP team.

If restraint or seclusion is used for a student with a disability, and the student's IEP or behavior intervention plan does not include the use of restraint or seclusion, the IEP team shall meet within 10 business days of the incident to consider:

- a) The need for a functional behavioral assessment;
- b) Developing appropriate behavioral interventions; and
- c) Implementing a behavioral intervention plan.

If restraint or seclusion is used for a student with a disability, and the IEP or behavior intervention plan includes the use of restraint or seclusion, the student's

IEP or behavior intervention plan shall specify how often the IEP team shall meet to review or revise, as appropriate, the student's IEP or behavior intervention plan.

Parental Consent

- The IEP team shall obtain the written consent of the parent if the team proposes to include restraint or seclusion in the behavior intervention plan or IEP to address the student's behavior.
- If the parent does not provide written consent, the IEP team shall send the parent written notice within 5 business days of the IEP team meeting that states:
 - The parent has the right to either consent or refuse to consent to the use of restraint or seclusion; and
 - If the parent does not provide written consent or a written refusal within 15 business days of the IEP team meeting, the IEP team may implement the proposed use of restraint or seclusion.
- If the parent provides written refusal, the IEP team may use the dispute resolution options listed in Education Article, §8-413, Annotated Code of Maryland, to resolve the matter. COMAR 13A.08.04.04 and 13A.08.04.05



Artwork by Evan Livingston, Carroll Springs School

CCPS | Student/Parent Handbook

GRADUATION REQUIREMENTS FOR STUDENTS ENTERING GRADE 9 PRIOR TO 2021

Subject	Required Credits	Required Courses
English	4	English 9; English 10; English 11 or AP Language and Composition; English 12 or AP Literature and Composition or AP Seminar or AP Research*
Social Studies	3	Government or AP United States Government and Politics; United States History or AP United States History; World History or AP World History
Science	3	Conceptual Physics; Chemistry I; Biology
Mathematics	3 All students shall enroll in a mathematics course each year of high school.	Two credits of Algebra; One credit of Geometry The fourth course must be 1 credit in duration and may be selected from the Program of Studies Mathematics course offerings.
Physical Education	1	Physical Education I (½ credit)
Health	½	Health I
Fine Arts	1	Completed credit in any Fine Arts course may be applied to the Fine Arts graduation requirements unless otherwise indicated.
Technology Education	1	Foundations of Technology, Exploring Computer Science, Principles of Engineering (part of Project Lead the Way completer program), or AP Computer Science Principles
Graduation Pathway: • World Language • <u>Or</u> American Sign Language • <u>Or</u> Advanced Technology • <u>Or</u> State Approved Career and Technical Education Completer Program	2 2 2 3-9	Two credits of the same World Language Sign Language I, II, III See Technology Courses See Completer Programs
Financial Literacy	½	Financial Literacy or Managing Personal Finances Using Excel (1 credit)
Electives	6-12	
Total Credits Required	25	

NOTE: This chart will be subject to change pending any State action on graduation requirements.

*Students who earn scores of 3 or higher in AP Seminar *and* AP Research receive the AP Seminar and Research Certificate™. Students who *also* earn scores of 3 or higher on four additional AP exams at any time in high school receive the AP Capstone Diploma™.

Credit will be awarded for high school courses completed successfully in middle school.

Additional Requirements

- Four years of approved study beyond grade 8.
- Four credits must be earned after the completion of grade 11.
- State-mandated 75 hours of service-learning may be met by completing the course-related option and/or the exemplary service option. (see Service-Learning Program guidelines)
- Students must meet the High School Assessment requirements for Algebra I, English 10, Biology (Life Science MISA), and

Government. Testing requirements and passing scores vary based on the year of course completion. Details related to each content area are provided below.

- All students shall be assessed no later than grade 11 to determine if the student meets the Maryland State Department of Education criteria for College and Career Readiness in English Language Arts and Mathematics.
- Transition courses or other instructional opportunities will be delivered in grade 12 to students who have not achieved College and Career Readiness by the end of grade 11.

High School Assessment Requirements

Algebra I

- Students taking Algebra I during the 2020-2021 and 2021-2022 school years will be required to participate in the Maryland [High School] Comprehensive Assessment for Algebra I (MCAP) to meet the graduation requirement. Beginning with the 2022-2023 school year, a student will take the Maryland [High School] Comprehensive Assessment for Algebra I as an end-of-course assessment in Algebra I, accounting for twenty percent of the student's final grade.

English 10

- Students taking English 10 during the 2021-2022 school year will be required to participate in the Maryland [High School] Comprehensive Assessment for English (MCAP) to meet the graduation requirement. Beginning with the 2022-2023 school year, a student will take the Maryland [High School] Comprehensive Assessment for English as an end-of-course assessment in English 10 accounting for twenty percent of the student's final grade.

Biology

- Students taking Biology during the 2020-2021 school year will be required to participate in the last administration of the High School Maryland Integrated Science Assessment (HS-MISA) to meet the graduation requirement. Students taking Biology during the 2021-2022 school year will be required to participate in the new Maryland [High School] Comprehensive Assessment for science (Life Science MISA) to meet the graduation requirement. Beginning with the 2022-2023 school year, a student will take the Maryland [High School] Comprehensive Assessment for science as an end-of-course assessment in Biology accounting for twenty percent of the student's final grade.

Government

- Students taking Government during the 2021-2022 school year will be required to participate in the Maryland [High School] Comprehensive Assessment for government (Government MCAP) to meet the graduation requirement. Beginning with the 2022-2023 school year, a student will take the Maryland [High School] Comprehensive Assessment for government as an end-of-course assessment in Government accounting for twenty percent of the student's final grade.

Combined Score Option

- Students can meet the MCAP/MISA requirements through a combined score passing option set by MSDE. The combined score total needed to pass varies based on the year in which the assessment is taken. See your school counselor for details.

CCPS | Student/Parent Handbook

GRADUATION REQUIREMENTS FOR STUDENTS ENTERING GRADE 9 IN 2021 AND BEYOND

Subject	Required Credits	Required Courses
English	4	English 9; English 10; English 11 or AP Language and Composition; English 12 or AP Literature and Composition or AP Seminar or AP Research*
Social Studies	3	Government or AP United States Government and Politics; United States History or AP United States History; World History or AP World History
Science	3	Conceptual Physics; Chemistry I; Biology
Mathematics	4 All students shall enroll in a mathematics course each year of high school.	Algebra I; Geometry; One additional Algebra-based credit The fourth course must be 1 credit in duration and may be selected from the Program of Studies Mathematics course offerings.
Physical Education	1	Physical Education I (½ credit)
Health	1	Health I; Health II
Fine Arts	1	Completed credit in any Fine Arts course may be applied to the Fine Arts graduation requirements unless otherwise indicated.
Technology Education	1	Foundations of Technology, Exploring Computer Science, Principles of Engineering (part of Project Lead the Way completer program), or AP Computer Science Principles
Graduation Pathway: • World Language • <u>Or</u> American Sign Language • <u>Or</u> State Approved Career and Technical Education Completer Program	2 2 3-9	Two credits of the same World Language Sign Language I, II, III See Completer Programs
Financial Literacy	½	Financial Literacy or Managing Personal Finances Using Excel (1 credit)
Electives	6-12	
Total Credits Required	25	

NOTE: This chart will be subject to change pending any State action on graduation requirements.

*Students who earn scores of 3 or higher in AP Seminar *and* AP Research receive the AP Seminar and Research Certificate™. Students who *also* earn scores of 3 or higher on four additional AP exams at any time in high school receive the AP Capstone Diploma™.

Credit will be awarded for high school courses completed successfully in middle school.

Additional Requirements

- Four years of approved study beyond grade 8.
- Four credits must be earned after the completion of grade 11.
- State-mandated 75 hours of service-learning may be met by completing the course-related option and/or the exemplary service option. (see Service-Learning Program guidelines)
- Students must meet the High School Assessment requirements for Algebra I, English 10, Biology (Life Science

MISA), and Government. Testing requirements and passing scores vary based on the year of course completion. Details related to each content area are provided below.

- All students shall be assessed no later than grade 11 to determine if the student meets the Maryland State Department of Education criteria for College and Career Readiness in English Language Arts and Mathematics.
- Transition courses or other instructional opportunities will be delivered in grade 12 to students who have not achieved College and Career Readiness by the end of the grade 11.

High School Assessment Requirements

Algebra I

- Students taking Algebra I during the 2020-2021 and 2021-2022 school years will be required to participate in the Maryland [High School] Comprehensive Assessment for Algebra I (MCAP) to meet the graduation requirement. Beginning with the 2022-2023 school year, a student will take the Maryland [High School] Comprehensive Assessment for Algebra I as an end-of-course assessment in Algebra I, accounting for twenty percent of the student's final grade.

English 10

- Students taking English 10 during the 2021-2022 school year will be required to participate in the Maryland [High School] Comprehensive Assessment for English (MCAP) to meet the graduation requirement. Beginning with the 2022-2023 school year, a student will take the Maryland [High School] Comprehensive Assessment for English as an end-of-course assessment in English 10 accounting for twenty percent of the student's final grade.

Biology

- Students taking Biology during the 2021-2022 school year will be required to participate in the new Maryland [High School] Comprehensive Assessment for science (Life Science MISA) to meet the graduation requirement. Beginning with the 2022-2023 school year, a student will take the Maryland [High School] Comprehensive Assessment for science as an end-of-course assessment in Biology accounting for twenty percent of the student's final grade.

Government

- Students taking Government during the 2021-2022 school year will be required to participate in the Maryland [High School] Comprehensive Assessment for government (Government MCAP) to meet the graduation requirement. Beginning with the 2022-2023 school year, a student will take the Maryland [High School] Comprehensive Assessment for government as an end-of-course assessment in Government accounting for twenty percent of the student's final grade.

CCPS | Student/Parent Handbook

GRIEVANCE AND APPEAL PROCEDURES

Grievance and appeal procedures exist to give students the opportunity to resolve a complaint regarding an alleged violation, misinterpretation, or inequitable application of an established school rule, regulation, policy, or administrative regulation. At any level of the grievance or appeal procedure, the student has the right to involve a representative (parent, guardian, etc.) on his/her behalf.

Students have the right to frankly discuss their problems and concerns with staff members without fear of retribution.

Grievance Procedure

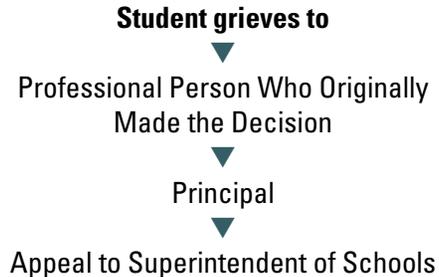
The grievance procedure serves to resolve complaints regarding **decisions made by school staff** (e.g. classroom rules, team membership, grades). The student is encouraged to discuss the issue in question with the professional person (teacher, administrator, etc.) who originally made the decision in an effort to resolve the issue at the lowest level. If the issue has not been resolved at this level, it may then be grieved, in writing, to the principal within three (3) school days. The principal shall render a decision, in writing, to all parties involved within five (5) school days of the receipt of the written grievance.



Artwork by Taylor Snyder, Northwest Middle School

If the student is not satisfied by the principal's decision, he or she may then file an appeal, in writing, to the Superintendent of Schools within five (5) school days of the principal's decision. The appeal will be processed according to the provisions of Section 4-205(c) of the Education Article. A decision shall be rendered by the Superintendent, or designee, within fifteen (15) school days of the receipt of the written grievance.

Grievance Procedure Steps



Note: In each high school, a trained peer facilitator will be available to assist a student in understanding and implementing the grievance procedure.

Appeal Procedure

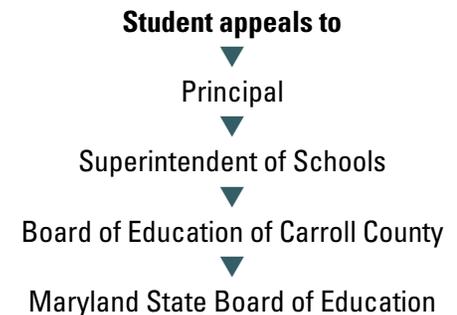
The appeal procedure serves to resolve complaints regarding **discipline of students enforced by administrators relating to established policy or administrative regulation** (suspension, extended suspension, expulsion, etc.). An appeal does not stay the principal's decision on a suspension or other matter.

When a student is disciplined, the student will be given notice of the charge against him/her and the opportunity to explain the alleged incident. If the issue is not resolved at this level, it may then be appealed, in writing, to the principal within three (3) school days. The principal shall render a decision in writing to all parties involved within five (5) school days of such an appeal. If the student is not satisfied by the principal's decision, he

or she may then appeal the decision, in writing, to the Superintendent of Schools within five (5) school days of the principal's decision. The appeal will be processed according to the provisions of Section 4-205(c) of the Education Article. A decision shall be rendered by the Superintendent, or designee, within fifteen (15) school days of such an appeal.

The decision of the Superintendent may be appealed to the Board of Education, if taken in writing within thirty (30) days after the decision of the Superintendent. The decision may be further appealed to the State Board if taken in writing within thirty (30) days after the decision of the County Board of Education.

Appeal Procedure Steps



Note: In the case of discipline situations which result in the principal recommending a suspension beyond 10 school days or an expulsion, the Superintendent, or designee, will schedule a conference with the student and parent(s)/guardian(s) within 10 school days of the date of the suspension notice. The student will be given notice of the charges against him/her and the opportunity to explain the alleged incident. The first appeal of a suspension for more than 10 days or an expulsion is to the county Board of Education under Section 7-305 of the Education Article.

CCPS | Student/Parent Handbook

PLACEMENT, PROMOTION, INTERVENTION, RETENTION, AND ACCELERATION OF STUDENTS

Administrative procedures have been established to guide the implementation of Board Policy IKE – Placement, Promotion, Intervention, Retention, and Acceleration of Students. The procedures dealing specifically with the promotion and retention of students are as follows:

The principal shall consider a student for retention when a student fails to meet grade-level standards. The principal may also consider for retention a student who is recommended by school staff or parents/guardians for other reasons. The principal must consider whether the needs of the student can be best met through retention and offer the parent/guardian an opportunity to be included in the process. The principal shall make the decision based on a number of factors including, but not limited to:

- Academic achievement data
- Response to academic interventions
- Age of the student
- Previous retention(s)
- Attendance record
- Parental concerns
- Developmental factors
- Health factors
- Emotional factors
- Report card
- IEP
- 504 Plan.

Kindergarten, Grades One and Two

Students at these grade levels exhibit a wide range of cognitive, physical, social, and emotional developmental levels; therefore, promotion is expected.

Students who are not performing according to expectations shall be provided additional intervention prior to consideration for retention.

Grades Three, Four and Five

To be promoted to the next grade, students must pass English Language Arts (ELA) and mathematics.

- A student who fails ELA and/or mathematics for the year (as determined by the average of the grades over the four [4] marking periods) shall be considered for retention.
- A student who successfully participates in appropriate interventions, such as extra assistance, a pull-out program, extended day programs, extended year programs, etc., to address the ELA and/or mathematics deficiencies shall be promoted.

Grades Six, Seven and Eight

To be promoted to the next grade, students must pass all core academic subjects (mathematics, reading/language arts, science, and social studies).

- A student who fails any of the core subjects for the year shall be considered for retention.
- A student who successfully participates in appropriate interventions, such as extra assistance, a pull-out program, extended day programs, extended year programs, etc., to address the subject-area deficiencies shall be promoted.

Grades Nine - Twelve

To be promoted, a student in grades nine through twelve should meet the following requirements:

- **9th to 10th Grade** – Completion of a minimum of 6 credits
- **10th to 11th Grade** – Completion of a minimum of 12 credits
- **11th to 12th Grade** – Completion of a minimum of 18 credits and a minimum of 55 service learning hours
- **For Graduation** – See Graduation Requirements.

The final responsibility for decisions on promotion of a student rests with the principal, except when decisions are made through the IEP process for students with documented special education needs. The principal is

responsible for monitoring the decision. If the parent/guardian disagrees with the IEP Team decision, he or she has the right to appeal the decision according to legally mandated mediation/due process procedures.

PORTABLE ELECTRONIC DEVICES AND CELL PHONES

The Board of Education values instructional time and seeks to create a focused educational environment. To help keep the focus on academics and to reduce unnecessary distractions, the following regulations govern the possession and use of portable electronic devices, including cell phones, in Carroll County Public Schools.

A. Families

1. Whether or not a student has a personally owned device is a family decision. Students are not required or expected to bring their own device to school.
2. Students may bring their personally owned devices to schools, as long as they abide by these regulations. Student misuse of his or her device shall result in disciplinary action.
3. Parents who need to make emergency contact with their child during the school day should contact the school's main office.

B. Students in Elementary Schools

1. Devices must be silenced and stored (out of sight) upon entry to the school until exit from the school. It is highly recommended that elementary students not bring their devices to school or on the school bus.
2. No portable electronic device shall be used to record, store, or transmit any type of image, sound, or video except for approved projects with the express permission of school staff.
3. The audible notification sounds and volume of portable electronic devices shall be silenced or

continued

CCPS | Student/Parent Handbook

PORTABLE ELECTRONIC DEVICES AND CELL PHONES *continued*

directed through headphones at school and on school buses.

4. Disciplinary action, as outlined in the Carroll County Public Schools Student Services Manual, shall be taken when a student fails to follow the directions of a staff member regarding portable electronic devices or if reasonable belief exists that the student has violated the terms of the acceptable use procedures and guidelines or other school policy.

C. Students in Middle Schools

1. Devices must be silenced and stored (out of sight) while in classrooms, the media center, the gymnasium, restrooms, and locker rooms for the entire school day.
2. Students may use their devices before school, after school, and during lunch in a non-disruptive manner, unless otherwise directed by a school administrator.
3. The audible notification sounds and volume of portable electronic devices shall be silenced or directed through headphones at school and on school buses.
4. Classroom teachers have the authority to make exceptions to allow students to use their devices for instructional purposes within the confines of the classroom.
5. No portable electronic device shall be used to record, store, or transmit any type of image, sound, or video except for approved projects with the express permission of school staff.
6. Disciplinary action, as outlined in the Carroll County Public Schools Student Services Manual, shall be taken when a student fails to follow the directions of a staff member regarding portable electronic devices or if reasonable belief exists that the student has violated the terms of the acceptable use procedures and guidelines or other school policy.

D. Students in High Schools

1. Devices must be silenced and stored (out of sight) while in classrooms, the media center, the gymnasium, restrooms, and locker rooms for the entire school day.
2. Students may use their devices before school, after school, in the hallways during class changes, and during lunch in a non-disruptive manner, unless otherwise directed by a school administrator.
3. The audible notification sounds and volume of portable electronic devices shall be silenced or directed through headphones at school and on school buses.
4. Classroom teachers have the authority to make exceptions to allow students to use their devices for instructional purposes within the confines of the classroom.
5. No portable electronic device shall be used to record, store, or transmit any type of image, sound, or video except for approved projects with the express permission of school staff.
6. Disciplinary action, as outlined in the Carroll County Public Schools Student Services Manual, shall be taken when a student fails to follow the directions of a staff member regarding portable electronic devices or if reasonable belief exists that the student has violated the terms of the acceptable use procedures and guidelines or other school policy.

CCPS assumes no responsibility for the loss, damage, theft, or charging of personally owned portable electronic devices and/or related accessories brought to school or on the school buses. Students bring these devices to school at their own risk.

RELEASE OF STUDENT INFORMATION TO AN INSTITUTION OF HIGHER LEARNING

The Federal No Child Left Behind Act requires that schools shall provide access to student names,

addresses, and telephone numbers upon request by an institution of higher education for recruiting purposes. However, an eligible student or the student's parent/legal guardian may request that the school not release the student's information by opting out of the disclosure of directory information.

RELEASE OF STUDENT INFORMATION TO MILITARY PERSONNEL

The Federal No Child Left Behind Act requires that schools shall provide access to student names, addresses, and telephone numbers upon request by military recruiters for recruiting purposes. However, an eligible student or the student's parent/guardian may request that the school not release the student's information. An opportunity to opt out of the release of information to the military will be provided annually.

SEARCH AND SEIZURE

A. Search

1. **Searches of students at school:** A principal, assistant principal, or the Supervisor of School Security and Emergency Management may conduct a search of a student and/or personal property on school premises or at school functions off school grounds if he/she has reasonable belief that the student has in his/her possession an item, the possession of which is illegal under the laws of this state or a violation of a policy or regulation of the Board of Education. Such a search must be justified at its inception by a reasonable suspicion and the scope of the search must be reasonably related to the circumstances which gave rise to it. The search must be made in the presence of an adult third party of the same gender as the person being searched and will avoid pat downs of intimate body parts.
2. **Searches of personal electronic devices:** A student's personal electronic device(s) may be

continued

CCPS | Student/Parent Handbook

SEARCH AND SEIZURE *continued*

searched if a school official has a reasonable belief that the student has an item on the device which violates the law or rules of the school.

- 3. Searches of the school and school property:** Every principal, assistant principal, or the Supervisor of School Security and Emergency Management may conduct a search of the physical plant of the school and every appurtenance thereof, including students' lockers and school computers, with or without reasonable suspicion.
- 4. Searches on school-sponsored trips:** On school-sponsored trips, a principal, assistant principal, the Supervisor of School Security and Emergency Management or trained, designated teacher may conduct a reasonable search under the conditions listed above.
- 5. Refusal of students to allow search:** Any student who willfully refuses to cooperate with an authorized searcher is subject to disciplinary action and notification of parent(s)/legal guardian(s) and/or police if the student has been advised of such consequences.



Artwork by Kaylea McKay-Troutman, Mechanicsville Elementary School

- 6. Searches by police:** Police officers shall conduct searches of students and the school premises in accordance with established policies and procedures consistent with COMAR 13A.08.01.14D. School officials should cooperate with police but not conduct searches themselves if directed by police officers. If an authorized searcher has a reasonable belief that a student has concealed an unlawful item in the student's automobile, the police will be contacted. If police are unavailable or the situation does not allow for police presence, an authorized searcher may search the student's automobile only when the student or owner consents.
- 7. Parent notification:** A reasonable attempt shall be made to contact a parent(s)/legal guardian(s) of the student searched to provide information related to the reason for the search and the outcome of the search as soon as possible.

B. Seizure

All items that are the object of a search and unlawful items found during the search will be seized by the authorized searcher. As required by law or school regulations, all items will be turned over to the police.

STATE SUPERVISED CARE

As required by law, Carroll County Public Schools will forward the records of students in State Supervised Care within three days of an official request to do so.

STUDENT DRESS CODE

Students of Carroll County Public Schools are required to groom themselves in a manner that is not disruptive to the educational process and is reflective of a learning environment. Students are expected to abide by this dress code from their arrival to the school building to the defined ending of the school day as well as at any school-sponsored or school-sanctioned event. The requirements include, but are not limited to:

Head Coverings:

- Be removed upon entering the school building, unless approved for religious or medical reasons.
- Certain headbands, scrunchies, and folded bandannas, which are used to hold hair in place and do not cover the entire head, are permitted.
- One's face must be visible at all times.

Shirts:

- Shall reasonably cover the back, the cleavage area, and the entire midriff area.
- See-through or mesh shirts are not permitted, unless worn in conjunction with an appropriate top.

Dresses/Shorts/Skirts/Skorts/Pants:

- Shall cover the entire buttocks and private areas while the student is sitting, standing, and bending over.
- Pants shall cover undergarments at all times; that is, the waistline of the pants shall be on the upper hips.

Other:

- Appropriate shoes shall be worn.
- No bedroom slippers or pajamas shall be worn.
- Clothing that may endanger health or safety, that may be used as a weapon, or that may cause damage to property shall not be worn.
- Undergarments shall not be worn as outerwear or be visible through outer-garments.
- Clothing shall not be worn that would lead school officials to reasonably believe that such attire will materially disrupt, interfere with, disturb, or distract from school activities, the safe operation of the school, or the rights of other students to access and participate in a safe and welcoming educational environment.
- Clothing shall not convey advertisements for or promote the use of condoms or other birth control devices, tobacco, alcohol, drugs, or the unlawful use of weapons, stated or implied.

continued

CCPS | Student/Parent Handbook

STUDENT DRESS CODE continued

- Clothing shall not convey profanity or symbols/ messages depicting, implying, or which are reasonably perceived as promoting intolerance, hatred, and/or a hostile educational environment or harassment/ bullying on the basis of age, color, genetic information, marital status, mental or physical disability, ancestry or national origin, race, religion, sex, sexual orientation, gender identity or gender expression. This prohibition includes, but is not limited to, Confederate Battle Flags and swastikas.
- Clothing and accessories shall not depict symbols/ messages of groups which are generally recognized as promoting intolerance, hatred, and harassment/ bullying, such as the Ku Klux Klan or Aryan nation.
- Clothing shall not convey establishments or products whose names can be directly interpreted or construed as carrying a “double meaning” involving sexual innuendo, gang symbols, or sexual activity.
- Body art, whether permanent or temporary, which would otherwise violate this policy if depicted on attire, must be completely covered during the school day or at any school-sponsored or school-sanctioned event.

Violations: All student dress code violations shall be addressed in a respectful manner. When possible, a student’s dress code concerns shall be addressed by a staff member of the student’s gender identity.

A student found wearing inappropriate clothing will be asked to change or remove the item, and will be given an opportunity to do so. Should the student not be able to change or remove the item, clothing may be provided by the individual school. Student failure to cooperate will be referred to an administrator. Any student not complying with the direction of the administrator may be considered insubordinate and subject to appropriate disciplinary action. The Superintendent/designee may enforce

additional restrictions in order to maintain a safe and orderly environment.

Request for Exceptions: Exceptions to the dress code for the purpose of school spirit activities by clubs or organizations will occur at the discretion of the school administration.

STUDENT RECORDS

Student records are made and maintained by teachers, counselors, administrators, and other school personnel in accordance with the Public School Laws of Maryland, the Rules and Regulations of the Maryland State Board of Education, the policies of the Board of Education of Carroll County, and the administrative regulations of Carroll County Public Schools.

Student records are confidential in nature with access to them granted only for legitimate and recognized educational ends. Individual student records, except those records that are designated as permanent, or otherwise excepted by law, are destroyed when they no longer serve a purpose.

There are three categories of student records:

Directory Information: The student’s name, photograph, grade placement, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, diplomas and honors received, and the most previous educational agency or institution attended. Directory Information is disclosed upon request. However, any parent, guardian or eligible student (18 years of age or older) who does not want the school to release those items listed as Directory Information must notify the school principal in writing of this request no later than September 30 of the current school year. This notification must be submitted each year. In addition, those students/parents who opt out of having directory information shared in their final year of attendance shall have that request honored from that year forward.

Limited Directory Information: The addresses, email addresses, phone numbers, and student identification numbers. Limited Directory Information may be provided to school parent organizations (such as the PTA and Booster groups) and organizations providing a service to students such as senior portraits, yearbooks, class rings, etc. when that group has a legitimate need for the information as determined by the principal in consultation with the Director of Student Services.

Personally Identifiable Information: Data or information, excluding directory information as listed above, including the name of a student, the name of the student’s parent, guardian or other family member, the address of the student, the phone number of the student, a personal identifier such as the student’s social security number or student number, a list of personal characteristics which would make it possible to identify the student with reasonable certainty, or other information which would make it possible to identify the student with reasonable certainty; or other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.

Requests for the disclosure of Personally Identifiable Information are granted when authorized by the student’s parent, legal guardian or the eligible student. However, Personally Identifiable Information is released without the written consent of the parent when the information is requested by school officials within Carroll County who have legitimate educational interests or to school officials of another school or another school system in which the student seeks or intends to enroll.

A school official has legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. A school

continued

CCPS | Student/Parent Handbook

STUDENT RECORDS *continued*

official is a person employed by Carroll County Public Schools as an administrator, supervisor, coordinator, instructor, or support staff (such as counselor, health or medical staff, pupil personnel worker, school psychologist, and security or law enforcement personnel), and a person or organization with whom the school system has contracted to perform a special task (such as an attorney, auditor, medical consultant, therapist, or educational service provider).

Official school records for a specific student are available for review and inspection by the parent, legal

guardian, and/or the eligible student. Such requests shall be made to the school principal, in writing.

Requests for access to records will be granted within 45 days of the day the principal receives a written request. Parents, legal guardians and eligible students also have the right to request an amendment of the student's education records if the parent or student believes information in the record is inaccurate.

The parent, guardian or eligible student shall be given an opportunity for a hearing to challenge the content of the school record should the records be alleged to be inaccurate, misleading or otherwise in violation of the student's personal rights.

In the case of separated or divorced parents, either parent, regardless of custodial status, has the authority to inspect and review their child's records unless there is a court order or other legal document which specifically denies access to records by one of the parents/guardians.

Parents and students who feel their rights have been violated may file a complaint with the Director of Student Services.

For further information regarding school records, contact your local principal or the Student Services Department.

STUDENTS' RIGHTS AND RESPONSIBILITIES

Student rights and responsibilities are listed below. For more information on student responsibilities, please see the Student Handbook for your specific school. Students are responsible to be familiar with the school regulations.

Student Rights	Student Responsibilities
To a free public education in Carroll County Public Schools.	To follow state and local attendance and residency requirements.
To be treated with respect by all and to access and participate in a safe and welcoming educational environment free from drugs, weapons, violence, bullying/harassment, discrimination, disrespectful behavior, and symbols that are reasonably perceived as promoting intolerance, hatred or a hostile educational environment including, but not limited to, Confederate Battle Flags and swastikas.	To follow CCPS policies, regulations and procedures. To honor the rights of others and act with respect, integrity and academic honesty.
To express oneself, including the expression of one's religious and personal beliefs, free from intimidation and hostility.	To be respectful of the rights of others to hold various beliefs and differing viewpoints and ideas. To express oneself in a manner that is appropriate for a school setting and avoid expression and conduct that can be reasonably forecasted to either materially disrupt the educational environment or infringe upon the rights of other students to access and participate in a safe and welcoming educational environment. This responsibility includes refraining from the display of symbols that are reasonably perceived as promoting intolerance, hatred or a hostile educational environment including, but not limited to, Confederate Battle Flags and swastikas on school property or at school-sponsored events.
To expect confidentiality and protection of personal information.	To respect the privacy and confidentiality rights of others.
To have the opportunity to participate in student groups, organizations, and extra-curricular activities.	To conduct oneself according to established CCPS administrative regulations and to secure the principal's permission to form a student group.
To due process (telling the "student side of the story").	To be familiar with CCPS administrative regulations, including the process for grievance and appeal.
To keep personal items and school property assigned to the student on one's person or in one's locker.	To possess only personal items (at school, on school property, or at school-sponsored events) that do not violate state/school regulations. To understand the CCPS search/seizure policy.

CCPS | Student/Parent Handbook

STUDENTS WHO COMMIT REPORTABLE OFFENSES

The Safe Schools Act of 2010 requires the reporting of certain crimes committed in the community to the local Superintendent of Schools. Some of these crimes include but are not limited to abduction; arson; kidnapping; manslaughter; murder; mayhem; maiming; rape; robbery; carjacking; sexual offenses in the first, second and third degrees; use of a handgun in the commission of a felony or other violent crimes; and offenses involving gang affiliation. A complete list of charges can be found in the Student Services Manual.

Upon notification from the police, school staff may convene a formal assessment team to develop an educational placement or program and related services for the student to maintain a safe and secure school environment for all students and school personnel. The student's parent/legal guardian will be invited to attend a portion of the assessment meeting to share pertinent information. They shall be excused from the meeting prior to a discussion and decision by the assessment team. If the plan results in a change to the student's educational placement or program, the Supervisor of School Security and Emergency Management will promptly notify the parent/legal guardian of the plan.

The school principal or designee and appropriate staff shall periodically hold meetings to review the plan and the student's status and make adjustments as appropriate.

While a student is incarcerated, Carroll County Public Schools will not provide an educational program.

SUSPENSION, EXTENDED SUSPENSION AND EXPULSION

Suspension:

The principal of each school, in accordance with the rules of the county Board of Education, has the right to suspend temporarily, for cause, any pupil in the school for a period of not more than ten (10) school days, provided, however, that the pupil, parent or guardian shall be given a conference promptly with the principal and appropriate personnel during the suspension period. (Section 7-305 Public School Laws of Maryland) Students with qualified disabilities will be accorded all due process rights.

Due Process:

The following information regarding due process and suspension procedures in the Carroll County Public School System is presented for parents and students:

- The student must be given an oral or written notice of the charges and reasons for the suspension.
- If the student denies the charges, the student is entitled to an explanation of the evidence the authorities have and must be given an opportunity to explain his/her reason for denial.
- The student can be removed from the school prior to the notice and explanation of suspension if, in the opinion of the principal, the student's presence endangers persons or property or threatens disruption of the normal school process. The necessary notice and explanation must follow as soon as possible.
- School officials must promptly inform the parent or guardian of the suspension and its cause.
- The parent or guardian must be provided a prompt conference with the principal and appropriate personnel within ten (10) school days after the suspension is initiated in an effort to resolve the suspension.
- Upon suspension, the student/parent will be provided with a list of community agencies.

Extended Suspension and Expulsion:

At the request of a school principal, the Superintendent of Schools or his designee may suspend a student for more than ten school days or expel that student. If a principal finds that a suspension of more than ten (10) days or expulsion is warranted, he or she shall report the matter in writing to the Superintendent.

The Superintendent or his designee shall make a prompt, thorough investigation of the matter. If, after the investigation, the Superintendent finds that a longer suspension or expulsion is warranted, the Superintendent or designee shall arrange a conference with the student and the parent or guardian. If, after the conference, the Superintendent or his designee finds that a suspension of more than ten (10) school days or expulsion is warranted, the suspension will be upheld. Alternatives for the student's education will be explored with the parent and conditions for the student's return to school will be determined.

The student or parent may:

- Appeal to the Board of Education of Carroll County within ten (10) days after the determination
- Be heard before the Board of Education of Carroll County or its designated committee or hearing officer
- Bring counsel and witness to the hearing.

The appeal to the Board of Education of Carroll County does not stay the decision of the Superintendent. The decision of the Board of Education of Carroll County is final for appeals of extended suspension and expulsion. (Section 7-305 Public School Laws of Maryland)

A student on suspension or expulsion must remain off school property. When a student is suspended from a home school, that student is also suspended from all other programs where the student is enrolled.

CCPS | Student/Parent Handbook

TELECOMMUNICATIONS/INTERNET SAFETY

Carroll County Public Schools strives to communicate regularly with parent(s)/legal guardian(s) in a variety of ways. When communicating personally identifiable information regarding an individual student, Carroll County Public Schools shall communicate with parent(s)/legal guardian(s) via secure electronic mail (e-mail) if the parent(s)/legal guardian(s) provides an e-mail address. Permission to communicate via unsecure e-mail may be authorized by the parent(s)/legal guardian(s).

Unauthorized access to e-mail is always a possibility, regardless of the level of security of the e-mail system. Although Carroll County Public Schools endeavors to ensure the confidentiality of its e-mail system, Carroll County Public Schools cannot guarantee confidentiality or security of information communicated via e-mail.

The Internet and other instructional technologies are valuable tools for learning. The Carroll County Public School System recognizes the positive impact technology can have on education, while recognizing the challenges it also presents. It is to be used for educational purposes only. Students have no expectation of privacy for material stored or sent on school computers.

The use of technology is a privilege, not a right, and is to be used for educational purposes only.

Students are expected to:

- ✓ Use network and technology-related services for curriculum-related purposes
- ✓ Monitor time online in consideration of others and in a courteous manner
- ✓ Use appropriate language/behavior
- ✓ Observe copyright laws/property rights
- ✓ Practice responsible, ethical, and legal behavior.

Students may not:

- ✗ Use technology for financial gain or any illegal purpose
- ✗ Degrade or disrupt the technology system performance
- ✗ Access information inconsistent with curriculum-related purposes
- ✗ Reveal home telephone numbers, home addresses, or other personal information
- ✗ Attempt to access network and technology resources inconsistent with curriculum-related purposes
- ✗ Make any attempt to bypass security devices or CIPA (Children's Internet Protection Act) required content filtering on the CCPS network or computers
- ✗ Install non-CCPS equipment or software on CCPS computers, networks, and/or other CCPS assets
- ✗ Violate the privacy of others, share passwords or computer accounts, or attempt to access others' accounts
- ✗ Cyberbullying is strictly prohibited, as are other forms of computer misuse.

Failure to Follow Procedures

The consequences of unacceptable use are decided by the principal or designee and could result in cancellation of this privilege or other disciplinary action, up to and including suspension and/or expulsion. The consequences can be the result of actions taken by students at school or at home.

THREATS, VIOLENT ACTS, FIREARMS AND WEAPONS PROHIBITED

The Board of Education strives to ensure the safety of all students, employees, and visitors to Carroll County Public Schools. Therefore, threats, violent acts, and the possession of weapons (including look-alike weapons) are prohibited on school property, on school buses, and at school sponsored events. Also prohibited are threats, violent acts, or the use of a weapon against a Carroll

County School employee by a student at any time and/or place. Threats of violence, violent acts, and use of a weapon directed against a student away from school are also prohibited when it is determined to impact the safety or the orderly operation of the school.

Threats made by any individual(s) will be taken seriously. The definition of a threat is an expression of an intent to cause physical harm to someone. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means; and is considered a threat regardless of whether it is observed by or communicated to a third party; and regardless of whether the target of the threat is aware of the threat. Threats may be direct or indirect and fall into four risk levels; low risk threat, moderate risk threat, high risk threat, and imminent. Violent acts include, but are not limited to, the use or attempted use of physical force against a person with the intent to cause significant injury. CCPS administrative regulations ADD: Threats, Violent Acts, Firearms, and Other Weapons Prohibited address the specifics on how these issues are addressed.

Violent acts include, but are not limited to, the use or attempted use of physical force against a person with the intent to cause significant injury. A behavioral threat assessment may be employed to assess the level of threat risk and to determine next steps. A behavioral threat assessment is a structured group process used to identify, assess, and manage the risk of threats of targeted violence posed by an individual or group. For high and imminent threats, the CCPS Threat Management Team (TMT) may be involved. The TMT is a multi-disciplinary team charged with oversight of the threat management process, conducting behavioral threat assessments, supporting school staff in mitigating threat risks, ensuring safety plans are followed, and connecting

CCPS | Student/Parent Handbook

THREATS, VIOLENT ACTS, AND WEAPONS PROHIBITED continued

individuals with the appropriate mental and behavioral health supports they need in order to keep CCPS a safe place for students, employees, and visitors.

Student discipline records for high risk threats, imminent threats, and violent acts shall be cumulative over a student's school career. For example, a student who commits a high risk threat and subsequently commits a violent act will be disciplined for a second offense. Records of such offenses shall be forwarded to any school in which a student enrolls upon transfer of the student.

Criminal Law Article 4-102 prohibits persons from carrying or possessing a firearm, knife or deadly weapon of any kind on public school property. Weapons are defined as any device defined in The Criminal Law Article § 4-101, § 4-501 and Public Safety Article § 10-110, including any look-alike weapon or any other object used to inflict serious bodily harm. Firearms, for the purpose of CCPS regulations, are defined as any device which is designed to or may readily be converted to expel a projectile by the action of an explosive or any other destructive device.

For all instances of threats, violent acts, and weapon (or look-alike weapon) possession, the school-based administrator/supervisor shall take steps to contain the threat and minimize risk to students, employees, and visitors. This process will include contacting the Supervisor of School Security and Emergency Management and when appropriate the involvement of local law enforcement. In all cases of suspension or expulsion for a high or imminent threat or violent act, Carroll County Public Schools' Supervisor of School Security and Emergency Management and/or the police will be contacted.

Student disciplinary measures in response to threats, acts of violence, and weapons possession may include

suspension/expulsion from school. The penalties shall be progressive in severity if threats and/or violent acts continue; however, school officials shall have the latitude to impose severe discipline, up to and including expulsion, for first-time offenses if such discipline is deemed appropriate for the particular offense. The principal shall recommend to the Superintendent an extended suspension or expulsion for any student who uses, possesses or transports firearms onto school property, a school bus, or at a school-sponsored activity. The Federal Gun Free Schools Act and the Annotated Code of Maryland mandate that each local education agency remove from school for a period of not less than one year any student who is determined to have brought a firearm to school.

TOBACCO, PRODUCTS CONTAINING NICOTINE, AND NICOTINE REPLACEMENT PRODUCTS

The possession and/or use of tobacco, products containing nicotine, and nicotine replacement products by students on school premises, buses, or at school functions is prohibited.

Any violations involving tobacco or products containing nicotine, and nicotine replacement products by students will be handled as school disciplinary infractions as well as student health concerns. The following disciplinary guidelines are recommended for secondary school administrators:

1st Offense

- Discipline as appropriate including an assignment to the first Tobacco Education Group (TEG) program (TEG 1).
- Failure to complete the TEG program assignment may result in a 3 day suspension.

2nd Offense

- Discipline as appropriate including an assignment to the TEG 1 program (if not completed on the first offense) or the TEG 2 program.

- Failure to complete the TEG program assignment may result in a 3 day suspension.
- File a letter of complaint with the Department of Juvenile Services.

3rd Offense

- Assign up to a 5 day suspension for tobacco violation.
- Assignment to the TEG 1 or TEG 2 program (if not completed on previous offenses).
- Notify the Pupil Personnel Worker.
- Contact the police to request a citation be issued (should the police elect not to issue the citation, the school administrator may file a complaint regarding the student with the Department of Juvenile Services.)

4th Offense

- Assign up to a 10 day suspension with a recommendation to the Superintendent of Schools for an extended suspension.
- Contact the police to request a citation be issued (should the police elect not to issue the citation, the school administrator may file a complaint regarding the student with the Department of Juvenile Services.)



Artwork by JoyKim Huynh, Winters Mill High School

CCPS | Student/Parent Handbook

SCHOOL START, DISMISSAL AND EARLY DISMISSAL TIMES 2021-2022 SCHOOL YEAR

School	Grade	Reg. Time a.m./p.m.	1 Hr	2 Hrs	2 ¾ Hrs	3 Hrs
Carrolltowne Elementary	K – 5	9:15 – 3:45	2:45	1:45	1:00	12:45
Cranberry Station Elementary	K – 5	9:15 – 3:45	2:45	1:45	1:00	12:45
Ebb Valley Elementary	K – 5	9:15 – 3:45	2:45	1:45	1:00	12:45
Eldersburg Elementary	K – 5	7:45 – 2:15	1:15	12:15	11:30	11:15
Elmer Wolfe Elementary	K – 5	9:15 – 3:45	2:45	1:45	1:00	12:45
Freedom District Elementary	K – 5	9:00 – 3:30	2:30	1:30	12:45	12:30
Friendship Valley Elementary	K – 5	7:45 – 2:15	1:15	12:15	11:30	11:15
Hampstead Elementary	K – 5	9:15 – 3:45	2:45	1:45	1:00	12:45
Linton Springs Elementary	K – 5	8:35 – 3:05	2:05	1:05	12:20	12:05
Manchester Elementary	K – 5	9:15 – 3:45	2:45	1:45	1:00	12:45
Mechanicsville Elementary	K – 5	9:30 – 4:00	3:00	2:00	1:15	1:00
Mt. Airy Elementary	3 – 5	9:15 – 3:45	2:45	1:45	1:00	12:45
Piney Ridge Elementary	K – 5	9:15 – 3:45	2:45	1:45	1:00	12:45
Parr’s Ridge Elementary	K – 2	9:15 – 3:45	2:45	1:45	1:00	12:45
Robert Moton Elementary	K – 5	8:30 – 3:00	2:00	1:00	12:15	12:00
Runnymede Elementary	K – 5	9:15 – 3:45	2:45	1:45	1:00	12:45
Sandymount Elementary	K – 5	9:30 – 4:00	3:00	2:00	1:15	1:00
Spring Garden Elementary	K – 5	7:45 – 2:15	1:15	12:15	11:30	11:15
Taneytown Elementary	K – 5	8:30 – 3:00	2:00	1:00	12:15	12:00
Westminster Elementary	K – 5	9:30 – 4:00	3:00	2:00	1:15	1:00
William Winchester Elementary	K – 5	9:15 – 3:45	2:45	1:45	1:00	12:45
Winfield Elementary	K – 5	9:30 – 4:00	3:00	2:00	1:15	1:00
East Middle	6 – 8	8:35 – 3:10	2:10	1:10	12:25	12:10
Mt. Airy Middle	6 – 8	8:25 – 3:00	2:00	1:00	12:15	12:00
North Carroll Middle	6 – 8	8:30 – 3:05	2:05	1:05	12:20	12:05
Northwest Middle	6 – 8	8:25 – 3:00	2:00	1:00	12:15	12:00

School	Grade	Reg. Time a.m./p.m.	1 Hr	2 Hrs	2 ¾ Hrs	3 Hrs
Oklahoma Road Middle	6 – 8	8:25 – 3:00	2:00	1:00	12:15	12:00
Shiloh Middle	6 – 8	8:25 – 3:00	2:00	1:00	12:15	12:00
Sykesville Middle	6 – 8	8:25 – 3:00	2:00	1:00	12:15	12:00
West Middle	6 – 8	8:35 – 3:10	2:10	1:10	12:25	12:10
Century High	9 – 12	7:30 – 2:20	1:20	12:20	11:35	11:20
Francis Scott Key High	9 – 12	7:30 – 2:20	1:20	12:20	11:35	11:20
Liberty High	9 – 12	7:30 – 2:20	1:20	12:20	11:35	11:20
Manchester Valley High	9 – 12	7:30 – 2:20	1:20	12:20	11:35	11:20
South Carroll High	9 – 12	7:30 – 2:20	1:20	12:20	11:35	11:20
Westminster High	9 – 12	7:30 – 2:20	1:20	12:20	11:35	11:20
Winters Mill High	9 – 12	7:30 – 2:20	1:20	12:20	11:35	11:20
Carroll Springs School	K – 12	8:35 – 3:05	2:05	1:05	12:20	12:05
Gateway School	6 – 12	7:35 – 1:52	12:52	11:52	11:07	10:52
CCC & T Center	9 – 12	7:30 – 3:40				



Artwork by Andrew Buseck,
Freedom Elementary School



Artwork by Andrea Jimenez,
Winters Mill HS

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MAP LOCATION



▲ KEY

1. Century High School
2. Francis Scott Key High School
3. Liberty High School
4. Manchester Valley High School
5. South Carroll High School
6. Westminster High School
7. Winters Mill High School

★ KEY

8. East Middle School
9. Mt. Airy Middle School
10. North Carroll Middle School
11. Northwest Middle School
12. Oklahoma Road Middle School
13. Shiloh Middle School
14. Sykesville Middle School
15. West Middle School

● KEY

16. Carrolltowne Elementary School
17. Cranberry Station Elementary School
18. Ebb Valley Elementary School
19. Eldersburg Elementary School
20. Elmer Wolfe Elementary School

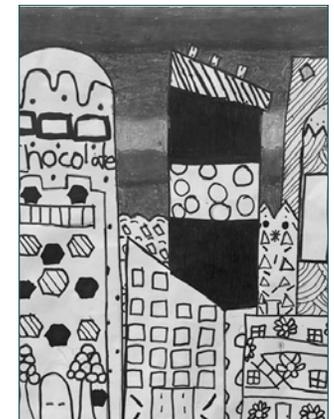
21. Freedom Elementary School
22. Friendship Valley Elementary School
23. Hampstead Elementary School
24. Linton Springs Elementary School
25. Manchester Elementary School
26. Mechanicsville Elementary School
27. Mt. Airy Elementary School
28. Parr's Ridge Elementary School
29. Piney Ridge Elementary School
30. Robert Moton Elementary School
31. Runnymede Elementary School
32. Sandymount Elementary School
33. Spring Garden Elementary School
34. Taneytown Elementary School
35. Westminster Elementary School
36. William Winchester Elementary School
37. Winfield Elementary School

■ KEY

38. Carroll County Career and Technology Center
39. Carroll Springs School
40. Gateway School/Crossroads Middle School



Artwork by Harlow Mandella,
Elmer Wolfe Elementary School



Artwork by Wynn Vaughn,
Robert Moton Elementary School

CCPS | Student/Parent Handbook

STANDARD RESPONSE PROTOCOL

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE! Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults



Artwork by Ryan Brammer, Eldersburg Elementary School

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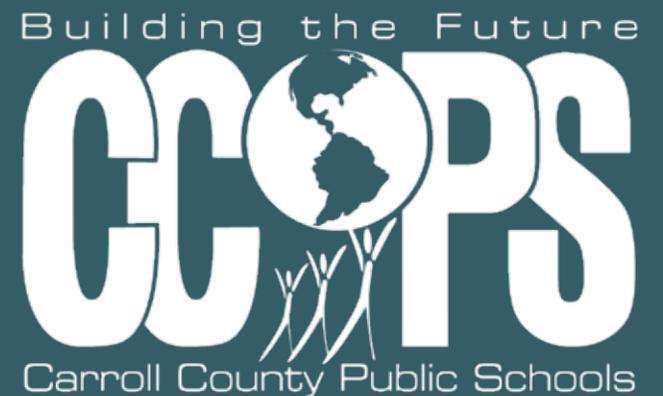
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Published by the Communications Office

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125 North Court Street
Westminster, Maryland 21157

410.751.3000
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Web: www.carrollk12.org
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