

# REPORTING PUPIL PROGRESS TO PARENTS/LEGAL GUARDIANS

- I. Determining Letter Grades
  - A. Grades are used to report progress to parents/legal guardians and students and to supply achievement data for educational decisions. It is also recognized that grades serve as a motivating factor to students.
  - B. As a result of a commitment to develop all students to their fullest capacity, the Carroll County Public School System strives to teach each student at an appropriate instructional level. Consequently, in the Carroll County Public School System, letter grades will be derived by assessing progress on the work assigned. In determining the level of work assigned, student's past achievement is the factor most significant since it indicates basic foundations. In certain circumstances, a pass/fail system of evaluation may be employed.
  - C. Grade changes will be made only for grading errors and will occur by the end of the marking period following the marking period in which the error occurred. Once the student has completed a course, additional work for a higher grade will not be accepted.
- II. Guidelines for Reporting Pupil Progress in the Elementary School (See Reporting Pupil Progress to Parents/Legal Guardians)
  - A. Pupils who attend the elementary schools of Carroll County have varying needs, abilities, and interests. To ensure that all pupils have an opportunity to be successful, students' abilities are considered when programs of instruction are assigned. It is each teacher's responsibility to instruct pupils at levels consistent with their abilities as determined by performance on informal and formal tests and on the basis of performance on work assigned.
  - B. Grades should be determined by reviewing each pupil's work from the beginning to the end of the marking period. Grades should focus on the assessment of the progress or gain made during this period. The letter grade should reflect the pupil's progress in relation to the level of work assigned.
- III. If additional information is needed, refer to Reporting Pupil Progress to Parents/Legal Guardians in the Carroll County Public Schools.

Note: Appended by reference to this document is Carroll County Public School's "Procedures for Grading and Reporting Student Achievement to Parents" prepared by the Department of Curriculum and Instruction.

Revised 8/97, 7/01, 7/03

# GRADE REPORTING PROCEDURES FOR GATEWAY SCHOOL, HOME & HOSPITAL TEACHING, FLEXIBLE STUDENT SUPPORT PROGRAMS, AND THE COMMUNITY LEARNING & SUSPENSION SERVICE (CLASS) PROGRAM

## I. Gateway School

- A. A school number has been developed for the Gateway School.
- B. Students entering the Gateway School should be given a transfer code of T-10.
- C. A records request will be sent from the Gateway School to the home school. Records should not be sent until this request is received.
- D. The student's most up to date percentage grades should be included when the records are sent.
- E. The home school teachers will then enter in SASI a grade of WP or WF, as appropriate, during the next grade reporting opportunity.
- F. A single grade will be calculated by the Gateway staff for the student for each course, combining the percentage grade received from the home school and the grade received at Gateway. The following formula is recommended:

$$\frac{\# \text{ of weeks @ home school } \times \text{ grade } + \# \text{ of weeks @ Gateway } \times \text{ grade}}{\text{Grading period (9 or 18 weeks)}}$$

- G. If the student is enrolled in Gateway at the end of a marking period / semester, final grades will be given by the Gateway staff.
- H. In most instances, students will transfer back to their home school at the end of a semester.

## II. Home & Hospital Teaching

- A. Students placed on Home & Hospital Teaching remain on the rolls at their home school. No withdraw or transfer code is used.
- B. Participation in home and hospital teaching is recorded in SASI on a daily basis with the HTA code. A student is not considered absent unless the home teacher contacts the school indicating the student was unavailable for the Home & Hospital Teaching session.
- C. Grades will be calculated by the teacher(s) at the location at which the student is enrolled at the end of the marking period. If the student finishes the marking period on home teaching, the home teacher will determine the grade. If the student finishes the marking period in the home school, the classroom teacher will determine the grade.
- D. A single grade will be calculated for the student for each course, combining the grade received from the home school and the grade received on Home Teaching. The following formula is recommended:

$$\frac{\# \text{ of weeks @ home school } \times \text{ grade } + \# \text{ of weeks on Home Teaching } \times \text{ grade}}{\text{Grading period (9 or 18 weeks)}}$$

- E. The administration of mid terms and final exams and calculation of grades shall be at the discretion of the Home & Hospital teacher while the student is on Home & Hospital Teaching.

### III. Flexible Student Support Programs

- A. Students entering Flexible Student Support programs should be coded as follows:
- If the student is concurrently enrolled at his/her home school, no code is used. The student remains on the rolls of the home school and the rolls of flexible student support.
  - If the student is transferring to a Flexible Student Support program, and is not concurrently enrolled in his/her home school, the code of T-10 should be used.
- B. If the student enrolls in the Distance Learning Lab, the student must complete the entire course at FSS. No transfer grade is accepted for partial credit.
- C. If the student is enrolling in the Student Support Center program, or diversified occupations program, and is placed in the same course already enrolled in at the home school, a transfer percentage grade should be sent by the home school. A single grade will be calculated for the student for each course, combining the grade received from the home school and the grade received in Student Support Center. The following formula is recommended:
- $$\frac{\# \text{ of weeks @ home school } \times \text{ grade } + \# \text{ of weeks at SSC/DO } \times \text{ grade}}{\text{Grading period (9 or 18 weeks)}}$$
- D. Grade reports will be distributed to the home school, parent/legal guardian, pupil personnel worker, and Supervisor of Pupil Personnel and Student Support Services on the traditional grading schedule. Final grades for DLL, DO and High School Student Support Center will be entered in course history in SASI upon completion of the course. Final grades for the middle school student support program will be sent to the home school for recording
- E. Students may earn a maximum of eight credits thru flexible student support programs in a school year.

### IV. THE COMMUNITY LEARNING & SUSPENSION SERVICE (CLASS) PROGRAM

- A. Students entering class on short-term (1-10 day suspension) should not be coded as a transfer. Attendance and assignments will be forwarded to the home school for record keeping and grading. Attendance at class will be recorded in SASI at the home school with the attendance code of P-18.
- B. Students entering class as an extended suspension placement will be enrolled with the code of T-10.
- C. For extended suspensions students enrolled in CLASS, a single grade will be calculated by the class staff for the student for each course, combining the percentage grade received from the home school and the grade received at CLASS. The following formula is recommended:
- $$\frac{\# \text{ of weeks @ home school } \times \text{ grade } + \# \text{ of weeks at CLASS } \times \text{ grade}}{\text{Grading period (9 or 18 weeks)}}$$
- D. If the student is enrolled in CLASS at the end of a marking period/semester, final grades will be given by the CLASS staff.
- E. In most instances, students will transfer back to their home school at the end of a semester.

Revised 8/03, 7/05, 11/05

# **AUDITING OR WITHDRAWAL FROM CLASSES BY STUDENTS ADMINISTRATIVE REGULATIONS**

- I. Policy IHA states that Carroll County public high school students may audit and withdraw from regularly scheduled classes under certain circumstances. Administrative procedures shall be developed by the superintendent to implement this policy. Included shall be procedures and criteria permitting students to register for a course as an auditor, to change from credit to audit status once a course has begun, and to withdraw from courses.
  
- II. Initial Auditing of Courses - Courses in high schools in Carroll County Public Schools may be taken for audit. The request to audit is made when the subject election process takes place. The request will include the date and the date of approval to audit. No credit is earned when a course is selected for audit status.
  - A. Criteria for Approval or Denial by Principal
    1. Effect of student's total program
    2. Class size
    3. Availability of space, including Career and Technology programs
    4. Type of class
    5. Time of request
    6. Past academic performance
    7. Parent's/Legal Guardian's and student's reasons
    8. Benefit to student
    9. Recommendation of teacher and counselor
  
  - B. Implementation
    1. The student makes application in writing to the counselor. The parent/legal guardian and counselor must sign the application.
    2. The decision for audit status will be made by the principal. Written reason(s) will be given by the principal for denial and appeal is to the appropriate school director.
    3. The student may not take tests and examinations in a course taken for audit.
    4. The student must attend class on a regular basis.
  
- III. To Convert from Credit to Audit - Students may request to convert a scheduled credit course to audit status after the course has started. The request will include the date and the date of approval to convert from credit to audit. If the course status change is granted prior to 25% of the course duration, there will be no grade recorded on the student transcript. If the change is granted after 25% of the course, the grade will be recorded as a W – Pass or W – Fail.
  - A. Criteria for Approval or Denial by Principal
    1. Effect of student's total program
    2. Class size
    3. Availability of space, including Career and Technology programs
    4. Type of class
    5. Time of request
    6. Past academic performance
    7. Parent's/legal guardian's and student's reasons
    8. Benefit to student
    9. Recommendation of teacher and counselor

B. Implementation

1. The student makes application in writing to the counselor. The parent/legal guardian and counselor, must sign the application.
2. The decision for audit status will be made by the principal. Written reason(s) will be given by the principal for denial and appeal is to the appropriate school director.
3. The student may not take tests and examinations in a course taken for audit.
4. The student must attend class on a regular basis.

- IV. Withdrawal from Courses - A student may request to withdraw from a scheduled credit bearing course. The request will include the day and the date of approval to withdraw from courses. If the course status change is granted prior to the end of the second week for 90 minute mod classes or the fourth week for 45 minute mod classes, there will be no grade recorded on the student transcript. If the change is granted after aforementioned times, the grade will be recorded as a W – Pass or W – Fail.

Highly able and motivated middle school students are encouraged to take high school courses when appropriate. These courses result in high school credit and are included on the student's high school transcript and in the G.P.A. The full high school curriculum shall be taught in these courses, and all required county or state assessments shall be given to the students at the time the course is taken. At the request of a parent/legal guardian, student, or teacher, the principal may withdraw a student up to the end of the first semester (18 weeks) with no grade appearing on the permanent record.

A. Criteria for Approval or Denial by Principal

1. Effect of student's total program
2. Class size
3. Availability of space, including Career and Technology programs
4. Type of class
5. Time of request
6. Past academic performance
7. Parent's/legal guardian's and student's reasons
8. Benefit to student
9. Recommendation of teacher and counselor

B. Implementation

1. The student makes application in writing stating the reason(s) for withdrawal. This application must be signed by the teacher, counselor, and parent/legal guardian.
2. The decision for this withdrawal request will be made by the principal. Written reason(s) will be given by the principal for denial and appeal is to the appropriate school director.

Revised 8/98, 8/00, 9/04

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**CARROLL COUNTY PUBLIC SCHOOLS  
ADMINISTRATIVE REGULATIONS**

**BOARD POLICY IKE: PLACEMENT, PROMOTION, INTERVENTION,  
RETENTION AND ACCELERATION**

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**I. PURPOSE**

To set forth the procedures for placing, promoting, retaining, and accelerating students in a Carroll County public school.

**II. BACKGROUND**

Carroll County Public Schools believes that all students can learn and succeed--- no excuses, no exceptions. Educators shall strive to place students at the grade level best suited to their demonstrated levels of achievement, while maintaining an appropriate degree of challenge and rigor. Appropriate decisions regarding placement, promotion, intervention, retention, and acceleration are best made through a collaborative process involving school staff, parents, and the individual student. The final responsibility for these decisions rests with the principal.

**III. PROCEDURES**

**A. Placement**

1. The principal has final responsibility for grade and class placement of students. In determining placement, the principal shall consult with appropriate staff and parents/guardians and consider their recommendations.
2. Placement of students in kindergarten through first grade is governed by state law and regulations. (See Age at Entrance.)
3. Students in grades two through twelve who are new to CCPS and do not provide previous school records shall be placed in an age appropriate setting pending the review of further information.
4. For English language learners and other international students in all grades, placement, promotion, retention, and acceleration shall also include the recommendation of ESOL staff and shall be based upon an evaluation of the student's transcript and any available assessment data.
5. Students with documented special education needs shall be placed through the Individualized Education Plan (IEP) process. Refer to the Special Education Handbook.

B. Promotion/Retention

1. 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
  
1. 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.
  
2. Grades Three, Four and Five: To be promoted to the next grade, students must pass Integrated Language Arts (ILA) and mathematics.
  - A student who fails ILA 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 ILA and/or mathematics deficiencies, shall be promoted.
  
3. 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.

4. Grades Nine through Twelve: To be promoted, a student in grades nine through twelve should meet the following requirements:
  - 9<sup>th</sup> to 10<sup>th</sup> grade - completion of a minimum of 6 credits,
  - 10<sup>th</sup> to 11<sup>th</sup> grade - completion of a minimum of 12 credits
  - 11<sup>th</sup> to 12<sup>th</sup> grade - completion of a minimum of 18 credits and a minimum of 55 service learning hours
  - For graduation -See Graduation Requirements in the Student Services Manual

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.

#### C. Intervention

A student who is not performing according to expectations is provided with appropriate assistance that addresses specific academic needs.

Research-based intervention programs and services that provide extended learning opportunities will be available to all students who are at risk or who do not meet the established standards for promotion. Such programs may be implemented through computer-assisted instruction, extended day or extended year programs, Saturday or summer school programs, tutoring, small group instruction, or classroom intervention. Interventions will address specific academic needs of the individual student as determined by multiple assessments.

1. When a student in grades kindergarten through grade five is not attaining assigned objectives or meeting required grade level promotion standards, the teacher will initiate appropriate intervention strategies that address the academic needs of the student. If the student does not respond to strategies, the Instructional Support Team will develop an Individual Learning Plan. Parents/Legal Guardians will be included in the development of the plan, as will students, when appropriate. The principal will monitor the implementation of this plan.
2. When a student in grades six through eight develops a pattern of failure in a core subject area, the teacher will initiate appropriate intervention strategies that address the academic needs of the student. If, at the end of the second marking period, a child is in danger of failing one (1) or more core subjects, the academic team, guidance counselor, and other appropriate staff will meet to discuss possible additional interventions. At this time, the parents/legal guardians will receive a letter from the administration indicating the possibility of failure. If, at the end of the third marking period, the student is still in danger of failing, the administration will initiate a series of progress reports which will inform the parents/legal guardians of the student's continued failure or success. Decisions on retention will be made on a timely basis in order to allow for enrollment in the appropriate program.

3. When a student in grades nine through twelve is not attaining the course objectives, the teacher will initiate appropriate intervention strategies that address the academic needs of the student. If the student continues in not attaining course objectives, further school-based individualized intervention shall be developed and implemented through support teams such as the Instructional Support Team (IST), the Student Assistance Team, or Guidance and Student Services. In high school, credits earned determine promotion. For students who do not earn enough credits, a plan will be developed for credit recovery. Parents/legal guardians and students will be included in the development of this plan. The principal will have oversight of this planning process and monitor the implementation of this plan.
- a. Acceleration
    1. The principal may, upon the recommendation of school staff or parent/guardian, consider accelerating a student to an advanced grade when the student consistently demonstrates the ability to exceed grade-level content standards.
    2. School staff shall first attempt to address student advanced learning needs within the classroom or grade level through such program adjustments as flexible grouping, differentiated instruction, and enrichment.
    3. Other options may include partial day or subject area advancement to the next grade level or program.
    4. A student will not be accelerated to advanced grades against the wishes of his/her parent/guardian.
  - b. Appeals

In matters of disagreement with regard to placement, promotion, acceleration, or retention, the parent/legal guardian may appeal a decision by writing to the appropriate director (elementary, middle, or high school) within ten days of receipt of written notification of the decision from the school principal.

June 10, 2009

## **PROMOTION, RETENTION AND SKIPPING A GRADE**

### **I. Skipping a Grade**

- A. At the elementary and middle school level the decision to skip a grade is made by the principal. The following parties may also be involved: parents/legal guardians; teachers; counselor and appropriate central office staff.
- B. Factors to consider may include: standardized test scores; school records; school psychologist assessment; general attitude; age; size and maturity of student.
- C. At the high school level, the decision to skip a grade is determined by the appropriate number of Carnegie units.

Revised 8/92, 8/99, 1/03, 8/03

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**CARROLL COUNTY PUBLIC SCHOOLS  
ADMINISTRATIVE REGULATIONS**

**BOARD POLICY IKF:        REQUIREMENTS FOR GRADUATION FROM CARROLL  
   COUNTY HIGH SCHOOLS**

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FOR STUDENTS ENTERING GRADE 9

I.        Legal Foundation

The legal foundation of graduation requirements for public high schools in Maryland is derived from the following:

Public School Law 7-205  
COMAR 13A.03.02  
Carroll County Schools Board of Education Policy IKF

II.       Diplomas and Certificates

- A.        The diploma awarded to students upon graduation from a Maryland public high school shall be a State diploma in recognition of the fulfillment of the minimum enrollment, State assessment, credit, and student service learning requirements.
  
- B.        There shall be a State certificate named the Maryland High School Certificate awarded for completion of a special education program. This certificate shall be awarded only to students with disabilities who cannot meet the requirements for a diploma but who meet one of the following standards:
  - 1.        The student is enrolled in an education program for at least four years beyond grade eight or its age equivalent, and is determined by the IEP Committee, with the agreement of the parents/legal guardians of the student with disabilities, to have developed appropriate skills for the individual to enter the world of work, act responsibly as a citizen, and enjoy a fulfilling life. World of work shall include but not be limited to gainful employment, work activity centers, sheltered workshops, and supported employment.
  
  - 2.        The student has been enrolled in an education program for four years beyond grade eight or its age equivalent and has reached age twenty-one.
  
  - 3.        An exit document that describes the student's skills shall accompany the Maryland High School Certificate Program of Completion.

4. The decision to award a student with disabilities a Maryland High School Certificate will not be made until after the beginning of the student's last year in the high school unless the student is participating in the alternative Maryland School Assessment Program.

C. Graduation Procedure for Students with Disabilities

Recognizing that students with disabilities have very individualized needs, it is important to note that there is not one standard graduation procedure that will meet the needs of all students with disabilities. Therefore, when a student has reached senior status, or age 21, the following will apply:

1. A student with a disability who attains senior status or age 21 may qualify to receive a Maryland High School Diploma or a Maryland High School Certificate. If a student does not qualify for the Maryland High School Diploma, then the IEP Committee will determine if the student qualifies for the Maryland High School Certificate.
2. A student with a disability who has completed four (4) years of high school may be recommended through the IEP process to continue in an educational program, such as the Post-Secondary Program. If that option is elected, he/she may participate in his/her home school's graduation ceremony in one of the following ways:
  - a. At the end of four (4) years in high school:
    7. This permits participation in the graduation ceremony with long-standing classmates.
    8. The receipt of a diploma or certificate, however, will not occur until the completion of his/her Post-Secondary Program or age 21. The diploma or certificate will be awarded to the student in the Principal's office of his/her home school at the completion of the Post-Secondary Program.
  - b. At the end of the Post-Secondary Program or age 21:
    - (1) This permits participation in the graduation ceremony at the completion of the public school experience.
    - (2) The diploma or certificate will be awarded during this graduation ceremony.
3. Upon receipt of either the Maryland High School Diploma or the Maryland High School Certificate, the student will move on to the world of work or other education opportunities outside of the public school environment.
4. Once a student participates in a graduation ceremony, the student may not participate a second time in a formal high school graduation ceremony.

The procedures described above provide each student with the opportunity to address his or her unique needs as required by the Individuals with Disabilities Education Act.

### III Graduation Requirements

- A. Enrollment Requirement. The student shall satisfactorily complete four years of approved study beyond the eighth grade unless one of the alternatives to four-year enrollment in a public high school or alternatives to structuring programs is satisfied.

Although most high school students attend school for four full years beyond the eighth grade, there are occasions when students leave school prior to graduation and request to re-enter school at a later date.

- a. For students who withdraw for no more than one semester:
    - (1) The student and parent or guardian shall meet with the Pupil Personnel Worker to complete a probationary placement through Student Services.
    - (2) Upon successful completion of the probationary placement, the Pupil Personnel Worker will assist the student in transitioning to a comprehensive high school.
  - b. For students who have withdrawn for more than one semester:
    - (1) The procedure outlines in section a. (1) and (2) above will be followed.
    - (2) The plan that is developed will include the student's enrollment in at least 7 full semesters.
- B. Assessment Requirements. A student shall demonstrate proficiency as follows.

#### High School Assessments

- a. All students, including middle school students who take high school level courses, must take the Maryland High School Assessments for English, Algebra/Data Analysis, Biology, and Government.
- b. A student's performance on the Maryland High School Assessments shall be reported on the student's transcript.
- c. Beginning with students entering grade 9 in 2005-06, students must take the Maryland High School Assessments for English, Algebra/Data Analysis, Biology, and Government and achieve one of the

following:

- (1) The passing score on each test (as established by MSDE)
  - (2) Achieve a combined score of at least 1602 on all four assessments. A specific score on an MSDE-approved comparable assessment(s)
  - (3) A passing score on the four high school assessments by a combination of (1) and (2) above.
  - (4) Successfully complete the Bridge Plan for academic validation for those assessments which the student has not achieved the passing score or earned high enough to meet the combined score of 1602.
- d. A student who transfers into Carroll County Public Schools from a nonpublic school or a school out of state, who having already passed an HSA course, is exempt from taking the HSA exam for that course.
  - e. A student who transfers from a nonpublic school or from a school out of state into Carroll County Public Schools after the first semester of his or her senior year is exempt from the Maryland high school assessment requirements.

C. Credit Requirements

1. A student shall earn a minimum of twenty-five (25) credits at the completion of grade twelve. Students enrolled in Maryland State-accredited special education non-public schools will meet the graduation requirements as established by the Maryland State Department of Education. At least four of these credits shall be earned after the completion of grade eleven unless one of the alternatives to four-year enrollment in a public high school or alternatives for structuring programs is satisfied.

To be awarded the Maryland High School Diploma from Carroll County Public Schools, a student shall earn the following specified core credits as a part of the twenty-five (25) credit requirement:

- a. English - 4 credits - One credit must be English I and one credit must be Global Perspectives in Literature and Composition.
- b. Fine Arts - 1 credit
- c. Mathematics – 4 credits – One credit must be Algebra/Data Analysis I (or Algebra/Data Analysis A and B), one credit Intermediate Algebra, one credit Geometry, one credit Algebra II/Data Analysis  
or  
3 credits (For Career and Technology Completer Students) – Two credits of Algebra, one credit of Geometry (effective for students entering ninth grade in 2009 and thereafter)
- d. Physical Education - 1 credit
- e. Health Education – ½ credit (Health I)

- f. Science - 3 credits - Credits shall be from the earth, life and/or physical sciences in which laboratory experiences are an integral component. 1 credit must be Biology.
- g. Social Studies - 3 credits
  - One credit in United States History or Advanced Placement United States History
  - One credit in World History or Advanced Placement World History
  - One credit in Government
- h. Technology Education - 1 credit (Foundations of Technology)
- i. Financial Literacy – ½ credit (effective for students entering ninth grade in 2007 and thereafter).

In addition to meeting the specific credit requirements listed above, a student shall complete one of the following:

- World Languages - 2 credits of a single foreign language or
- Advanced Technology Education - 2 credits or
- A State-approved Career and Technology Completer Program – 4 – 9 credits

Students must also meet one of the following requirements listed below:

- The University System of Maryland Course Requirements and/or
- A State-approved Career and Technology Completer Program.

- D. Service Learning: Students must complete 75 hours of service learning

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### **Additional Procedures for Service Learning**

1. Students shall complete one of the following:
  - a. Seventy-five hours of student service that includes preparation, action, and reflection components that may begin during the middle grades.
  - b. A locally designed program in Service Learning that has been approved by the State Superintendent of Schools.
2. The Service-Learning Requirement for Carroll County Public School students is as follows:
  - a. Mission: The Carroll County Service Learning Program has been designed to benefit the student, school, and the community through developmentally appropriate service learning opportunities.
  - b. Definition: Students may earn service-learning hours by successfully completing designated courses as noted in the Carroll County Service-Learning Guidelines. Students may follow the Course-Related Option, as outlined in the Service-Learning Guidelines and complete the Service-Learning Requirement through completion of school courses.
  - c. Guidelines for Service Learning:
    - (i) The Carroll County Program will meet or exceed the minimum number of 75 hours:
    - (ii) Middle school students have the opportunity to earn thirty-five service learning hours through two subject areas. Sixth grade students earn ten service hours after the successful completion of their Outdoor School experience. After completion of outdoor school, students may choose to complete an approved, independent environmental service project to earn 10 additional hours. This project must be completed by October 31, of their 7<sup>th</sup> grade year and must be documented on an outdoor school service learning reflection form. Eighth grade students have the opportunity to earn fifteen service hours by successfully completing Family and Consumer Sciences which focuses on community issues.
    - (iii) Students may accumulate service hours from the time they complete fifth grade through grade 12; and, may choose to satisfy the service-learning requirement while in middle school. Students must complete a minimum of 55 service-learning hours by the end of the eleventh grade in order to be promoted to Senior status.

- (iv) Service-Learning hours will be documented on the Service Learning Reflection form and recorded in the service learning folder.
- (v) Service-Learning activities will be approved by the Principal/Service-Learning Coordinator in individual schools.
- (vi) Service-Learning hours will be prorated for students transferring into Carroll County Public Schools after the start of the sophomore year. Hours of service-learning required of transfer students are determined by when the student transfers into a Carroll County High School.
  - During the sophomore year - **40** hours
  - During the junior year - **30**hours
  - During the first semester of the senior year - **10** hours
  - During the second semester of the senior year - **5** hours

V. Unit of Credit Defined. A credit shall be defined as locally determined clock hours or successful demonstration of established learning outcomes for all original credit instruction.\*

\* *In Carroll County, beginning with school year 2001-02, students will earn credit for high school courses completed in middle school. Carroll County will also recognize credits earned prior to grade 9 for transfer students who have such credits on the transcript from the sending school system.*

VI. Other Provisions for Earning Credit. In addition to earning credits during the regular school day and year, credits may be earned, at the discretion of the local school system, through various other programs. These programs are:

- A. Summer School: A Summer School Program is offered as determined by the needs of students for original and review credit. In addition, credit may be given for acceptable summer study offered by approved public and non-public institutions in or outside of Maryland, provided the principal of the student's own school authorizes the study in advance.
- B. Flexible Student Support: The Flexible Student Support Program is a secondary academic intervention program comprised of three major components: the Student Support Center (SSC), a Distance Learning Lab (DLL), and Diversified Occupations (DO). The program components offer courses leading to academic credits that apply toward the Maryland High School Diploma. Students can apply to the program through their Pupil Personnel Worker. (Evening School - An Evening High School Program is provided as an extension of the regular school day for original or review credit as determined by the needs of students. Requirements for those subjects being used by student for high school graduation credit shall be the same as those required for subjects in the regular school day. Evening High School is now incorporated in the Flexible Student Support Program).
- C. Correspondence Courses and Online Courses: **Carroll County Public Schools does not grant credit through correspondence courses.** Credit may be given for MSDE approved online courses provided by Carroll County Public Schools.
- D. Tutoring: Extenuating circumstances may necessitate the assistance of tutors for certain students. However, tutoring should be considered only after all the

resources of the school system have been used fully and when it is felt definitely that the best interests of the students are being served. If tutoring is approved by the school Principal as an alternative for earning credit, the Pupil Personnel Worker will assist in making arrangements for tutoring.

- E. Work Study Programs, Job Entry Training Programs, or Experiences Outside the School. Work and experience outside the school are recognized as valid ways of learning. Time spent in these activities may be counted as a portion of the specified number of clock hours required for credit when identified as an integrated part of a planned program. For work or experience outside the school which is approved and supervised by the local school system, not more than nine elective credits toward meeting graduation requirements may be granted to a student.
- F. College Courses: With prior approval of the local Superintendent or designee, credit toward high school graduation may be given for courses at accredited colleges. The cost of these courses shall be borne by the student. The procedure for requesting permission to receive credit toward high school graduation for completion of college level courses is as follows:
1. A written request, signed by both the student and the parent/legal guardian, is to be made to the principal of the school prior to registering for the course.
  2. The request shall identify the name of the college where the course will be taken, the course title, college credit granted for the course, written course description, and the dates and times that the course will meet. The Career Connections/Released Time Application form shall be used and the appropriate guidelines followed. (See Alternatives for Structuring Programs)
  3. The principal may render a decision regarding the awarding of high school credit for college level work for high school *elective* credit only. Elective credit may be granted for college courses with numbers 100 or above. No credit may be granted for remedial classes.
  4. The Superintendent will render a decision regarding high school credit for college level work in the areas listed below. Requests submitted to the principal for these two areas, shall be forwarded to the Superintendent for consideration.
    - a. Courses in specific content areas required for graduation, i.e. English, Fine Arts, etc.
    - b. Remedial courses, i.e. those defined as 0-099 at Carroll Community College.
  5. The student shall submit a copy of the grade received in the college course approved for high school credit to the principal who shall authorize credit to be granted if the course is completed successfully.
  6. A three (3) credit course in college is equal to one-half credit toward meeting high school graduation requirements.
  7. Elective credit earned via concurrent enrollment may not count towards the 4 credit minimum nor the total 25 credits needed for graduation.

**Note:** Approval to waive the requirement of 4 years of approved study beyond grade 8 and/or the requirement of 4 credits earned after grade 11 shall continue to be forwarded to the Superintendent's office for approval.

- G. Credit by Exam. In Carroll County credit toward high school graduation may not be earned by passing an examination.
- H. Independent Study/Internship. Credit toward high school graduation may be earned in grades 9-12 for independent study or internships in which students successfully demonstrate locally pre-established curricular objectives.

VII. Alternatives to Four Year Enrollment in a Public High School

VIII. Alternatives for Structuring Programs

IX. Transfer Students.

A. **Attendance Requirements** - To receive a Maryland public high school diploma, a student shall be in attendance at a Maryland public high school one full semester immediately preceding graduation in addition to meeting the other diploma requirements.

- 1. In cases where this requirement creates an undue hardship for a student transferring to or from an out-of-state school and wishing to receive a Maryland high school diploma, the local Superintendent of Schools may waive the one full semester attendance requirement.
- 2. Exception shall be made for special education students in State-approved nonpublic programs.
- 3. Students transferring from one Maryland public high school to another during the second semester of their senior year and meeting all requirements for graduation shall be given the option of graduating from either high school by agreement of the local superintendent of schools or the respective local superintendents when more than one local school system is involved.

B. **Credit and High School Assessment Requirements**

A student who transfers from a non-public school or a school out-of-state may be exempt from one or more of the Maryland High School Assessments if, consistent with local school system policy and procedures, the principal of the school, in which the student enrolls, approves credit in accordance with inspection of transcripts and report cards from the sending school.

C. **Local Graduation Requirements** – A student who enters a local school system in his or her senior year shall be granted a waiver from locally established graduation requirements unless the student chooses to fulfill the requirements.

D. **Unavailability of Official Transcript** – If the transcript is not available, the local Superintendent or designee shall determine the appropriate placement through one or more of the following: administration of standardized tests, observation of the student in the classroom, inspection of report cards, and interviews focused on the demonstration of course content knowledge.

E. **Enrolling Military Children / Placement / Graduation** –

- 1. Local educational officials shall waive specific courses required for graduation if similar coursework has been satisfactorily completed in another local system or shall provide reasonable justification for any

denial; if the waiver is not granted, the local education system shall provide an alternative means of acquiring the required coursework so that graduation may occur on time.

2. If a military student who transfers at the beginning of or during their senior year and is ineligible to graduate from the receiving school systems after all alternatives have been exhausted, the sending and receiving schools shall ensure that student receive a diploma from the sending school system, provided the student meets the graduation requirements of the sending school system.
  3. When students transfer before or during a school year, the receiving school shall place the student in courses based on the student's enrollment in the sending school.
  4. Program placement in the receiving school shall be based on the program placement and recommendations made by the sending school.
  5. School systems have an obligation to exercise flexibility in waiving course/program prerequisites or other preconditions for placement in courses or programs offered through the local school system.
6. High School Year Defined.
- a. Maryland public high schools shall be open for at least 180 school days and a minimum of 1,170 school hours during a 10-month period in each school year.
  - b. A student begins grade 9 and each subsequent grade upon successful completion of the previous grade. For local requirements, please refer to the CCPS Placement, Promotion, Intervention and Retention Policy and Regulations (Policy IKE).

Revised 7/06

## **STATE ASSESSMENTS**

- A. Beginning with the 2001-02 school year, to be awarded the Maryland High School Diploma, all students, including middle school students who take high school level courses, shall take the Maryland High School Assessment for Algebra/Data Analysis, Biology, English, and Government.
- B. Beginning with the 2001-02 school year, for students entering the ninth grade and middle school students who take high school level courses, the student's performance on the Maryland High School Assessments shall be reported on the student's permanent record card.
- C. Appropriate assistance shall be provided for students who have not achieved satisfactory scores on the Maryland High School Assessments.
- D. See "Graduation Requirements" for additional information.

9/04, 5/05

## **COURSE SELECTION - NONDISCRIMINATION**

- I. Board of Education Policy JFA states:

No person will be denied admission to any school, or to any program or course of study in Carroll County Public Schools on the basis of race, color, national origin, sex, religion, or handicap.

Any student or parent/legal guardian having inquiries regarding the application of these rights should contact the school principal or the Director of Student Services.

- II. The school principal can be reached by calling or writing to the school. The Director of Student Services can be contacted by writing to 125 North Court Street, Westminster, Maryland 21157, or by calling 410-751-3120.

Revised 8/97.

## **STUDENT PARTICIPATION IN POLITICAL ACTIVITIES**

### **Board of Education Policy JBG**

The Board of Education recognizes the educational value of extended learning beyond the classroom and the school and affirms the value of participating in the democratic process of electing local, state and national leaders. Participation of student in the election process during the regular school day shall be allowed and absences shall be considered legal absences under the following guidelines:

1. Participation is limited to high school students who shall have parental consent to be excused from school
2. Each participating student must obtain the consent of the superintendent or his designee and must provide evidence that the candidate, a campaign coordinator, or in the case of a “get out the vote campaign” an organization (i.e., League of Women Voters) has agreed to utilize the services of the student.
3. Each participating student shall develop a personal plan of action, including an evaluation of the activity. Approval of the plan by the school principal or his/her designee, prior to participation in the election process during the regular school day, shall be required.
4. Students shall be given an opportunity to make up tests and/or any work missed during the absence.

ADOPTED: 1970  
REVISED: 3/80, 2/92

## ISSUING OF DIPLOMA/CERTIFICATES

- I. Student will be awarded a *Maryland High School Diploma* upon meeting all enrollment, credit, and service requirements, as well as complete state assessment requirements.
- II. Students with disabilities who have reached senior status or age 21, but who do not meet the requirements for a diploma, may be awarded a *High School Certificate of Program Completion* based on the recommendation of the school IEP committee (see Graduation Procedure).
- III. Foreign exchange students who have completed at least one year of study in a Carroll County High School shall receive the *Maryland International Student Certificate*. Foreign Exchange Students who meet all of the graduation requirements, including competency requirements, may be awarded a Maryland High School Diploma in addition to the Maryland International Student Certificate.
- IV. Diplomas and certificates will be received by students dated with the calendar year in which they complete graduation requirements.
- V. Maryland High School Diploma by Examination (GED) – A Maryland High School Diploma by examination may be awarded for satisfactory performance on approved general educational development tests as defined in education article §7-206, Annotated Code of Maryland, and COMAR 13a.03.03.01.
- VI. Maryland Adult External High School Diploma – a Maryland High School Diploma by examination may be awarded for demonstrating competencies in general life skills and individual skills on applied performance tests if the student meets those requirements as defined in COMAR 13a.03.03.02.

Revised 8/96, 5/05

## DIPLOMAS FOR WWII, KOREAN WAR, and VIETNAM VETERANS

Education Article §7-206.1 provides for the awarding of a high school diploma to an individual honorably discharged from military services if the individual withdrew from a regular full-time public or private high school accredited by the State Board to enlist in the armed forces of the United States during World War II, the Korean Conflict, or the Vietnam Conflict.

Veterans who qualify for and desire to obtain a diploma shall complete the “Veteran Application for High School Diploma.” The application is to be returned to the Student Services Office of Carroll County Public Schools.

A ceremony to recognize veterans and award diplomas will be jointly planned by Carroll County Public Schools and area veterans’ organizations. Appropriate times for this recognition may be Veteran’s Day ceremonies, high school graduation ceremonies, and/or Board of Education meetings.

Revised 6/06

# VETERANS APPLICATION FOR HIGH SCHOOL DIPLOMA

**Veteran's Name:** \_\_\_\_\_

**Name at the time of high school enrollment:** \_\_\_\_\_  
(if different than above)

**Current Address:** \_\_\_\_\_  
\_\_\_\_\_

**High School Attended:** \_\_\_\_\_ **County:** \_\_\_\_\_

**State:** \_\_\_\_\_

**Year Enlisted in Armed Services:** \_\_\_\_\_

***My signature below indicates each of the following:***

- I am a veteran of (circle one): **WWII** **Korean Conflict** **Vietnam Conflict**
- I withdrew from high school during my senior year to enlist in the United States Armed Forces
- I received an honorable discharge from military services

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Please return this application to:**

Director of Student Services  
Carroll County Public Schools  
125 North Court Street  
Westminster, Maryland 21157

Revised 7/01

## GRADE POINT AVERAGE (GPA) AND RANK IN CLASS

- I. Upon written request of the student or parent/legal guardian, a student's grade point average and/or class rank will be provided to appropriate people or institutions.
- II. Weighted and non-weighted grade point averages are calculated for each student.
  - A. The dual GPA/class rank system will be based on the following assignment of quality points. The charts below identify the quality points assigned in both the weighted and non-weighted system

### WEIGHTED GPA

STUDENTS ENTERING GRADE 9 IN 2005-2006				STUDENTS ENTERING GRADE 9 IN 2004-2005 AND BEFORE		
	AP/Transcripted	Honors	Academic		AP/Transcripted and Honors	Academic
<b>A</b>	5.0	4.5	4.0	<b>A</b>	5.0	4.0
<b>B</b>	4.0	3.5	3.0	<b>B</b>	4.0	3.0
<b>C</b>	3.0	2.5	2.0	<b>C</b>	3.0	2.0
<b>D</b>	1.0	1.0	1.0	<b>D</b>	1.0	1.0
<b>F</b>	0	0	0	<b>F</b>	0	0

### NON-WEIGHTED GPA

FOR ALL STUDENTS, IN ALL COURSES, AT ALL LEVELS
<b>A</b> = 4.0
<b>B</b> = 3.0
<b>C</b> = 2.0
<b>D</b> = 1.0
<b>F</b> = 0

- B. Each school will determine if a valedictorian will be chosen, and if so, what criteria will be used.
- C. Scholarships from the Maryland State Scholarship Program are granted based on criteria using a non-weighted GPA.
- D. Recipients of the Governor's/Presidential Award shall be selected based on the weighted GPA ranking. Each school's honor roll shall also be determined by using the weighted GPA.
- E. Students are selected for the National Honor Society based on criteria established by the county.

- F. Use of a weighted or non-weighted GPA/class rank for other scholarship purposes shall be determined by the sponsor of the scholarship.
  - G. Cumulative weighted and nonweighted grade point average shall be listed on the report card each semester.
- III. Grade point averages will be calculated by dividing the total number of quality points by the total number of credits.
- A. Quality points are calculated by multiplying the credit assigned to the course by a point value assigned to each grade (see chart above).
  - B. Credits are determined by the actual credit assigned to each course.
  - C. Pass-fail courses will not be used to compute the grade point average.
  - D. If a student repeats a course that may not be given repeat credit, the higher grade received will be calculated in the grade point average.
- IV. Grade point averages and class rank are calculated at the end of each semester.
- V. Students who are withdrawn from a school will not be included in the calculation of class rank.

### **HIGH SCHOOL HONOR ROLL**

To achieve honor status, a student must be enrolled in a minimum of three (3) classes for credit per day. Honor roll is based on weighted grades and students cannot have a grade below a "C." Students will be recognized as being on the honor roll with the following achievements:

Honor Roll	3.0 G.P.A.
Distinguished Honor Roll	3.75 G.P.A.
Straight "A" Honor Roll	All "A's" on Report Card

**GENERAL EDUCATION DEVELOPMENT TEST  
COMAR 13A.03.03.01**

- I. The Maryland High School Diploma by Examination (GED)
  - A. Program Description. The General Educational Development (GED) tests offer an alternate and acceptable way for an adult to earn a high school diploma. Candidates who successfully complete the GED tests are awarded a Maryland high school diploma by the State Board of Education. A GED graduate may not be awarded any other Maryland high school diploma either by the State Board of Education or by a local school system.
  - B. The GED Tests--Scope and Content. The GED tests include five tests which are writing skills, social studies, science, interpreting literature and the arts, and mathematics. Each test measures the major subject area skills considered to be the outcomes of a high school education.
  - C. Applicant Eligibility. To be eligible to take the GED tests, an applicant:
    - 1. Shall be a Maryland resident for at least 3 months at the time of testing;
    - 2. Shall be at least 16 years old;
    - 3. May not have obtained a high school certificate or diploma; and
    - 4. Shall have been officially withdrawn from a regular full-time public or private school for at least 3 months.
  - D. Persons interested in the GED exam shall contact Carroll Community College Adult Education Programs at 410-386-2550.

Revised 7/07

# ALTERNATIVES TO REGULAR PHYSICAL EDUCATION

Date: \_\_\_\_\_

To: Dr. \_\_\_\_\_

\_\_\_\_\_

From: \_\_\_\_\_

\_\_\_\_\_

Re: \_\_\_\_\_

Student's Name

Dear Dr. \_\_\_\_\_

The Maryland State Department of Education has stated that there will be no exemptions from physical education. Your help is needed in determining the most appropriate level of activity for this student.

The Carroll County Board of Education provides a continuum of services in the area of physical education for those students with limited mobility and/or restrictions due to physical needs or limitations. The program consists of (1) modifications and/or adaptations to the mainstream physical education class, (2) consultant services from motor development specialist, (3) adapted physical education/motor development classes.

Please fill out and return. (A release of records form is attached.)

1. Handicapping condition:

2. List any limitations, restrictions and or recommendations:

3. Check off those activities in which the student may participate:

- |   |  |  |   |
|---|--|--|---|
| <input type="checkbox"/> Aerobic dance        | <input type="checkbox"/> Flag football | <input type="checkbox"/> Rope jumping    | <input type="checkbox"/> Walking        |
| <input type="checkbox"/> Archery              | <input type="checkbox"/> Golf          | <input type="checkbox"/> Shuffleboard    | <input type="checkbox"/> Weight lifting |
| <input type="checkbox"/> Badminton            | <input type="checkbox"/> Gymnastics    | <input type="checkbox"/> Soccer          | <input type="checkbox"/> Wrestling      |
| <input type="checkbox"/> Basketball           | <input type="checkbox"/> Handball      | <input type="checkbox"/> Softball (slow) | <input type="checkbox"/> _____          |
| <input type="checkbox"/> Bocce Ball           | <input type="checkbox"/> Horseshoes    | <input type="checkbox"/> Table tennis    | <input type="checkbox"/> _____          |
| <input type="checkbox"/> Bowling              | <input type="checkbox"/> Jogging       | <input type="checkbox"/> Track and field |   |
| <input type="checkbox"/> Fitness calisthenics | <input type="checkbox"/> Racquetball   | <input type="checkbox"/> Volleyball      |   |

\_\_\_\_\_  
Physician's Signature

\_\_\_\_\_  
Date

Revised

8/91,

11/04

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