Welcome parents and guardians to Prince George's County Public Schools, the 18th largest school system in the United States. We are a large school district; therefore, we have developed this Parent Information Guide to help you find answers to your questions. This guide contains information about our programs, services, and procedures.

We believe that parents should have the information needed to guide them in planning for their child’s education. This document contains a listing of resources that will help parents stay connected.

To learn more about Prince George’s County Public Schools visit us at:
www.pgcps.org or follow us on Twitter @PGCPSHite.

William R. Hite, Jr., Ed.D
Superintendent
ABOUT PGCPS

The birthplace of Strive for Five - Prince George’s County Public Schools (PGCPS) is committed to graduating all students to the next level of education and transitioning graduates directly into the workforce.

We are proud to be the 18th largest school district in the nation, with 198 schools, over 127,000 students, and nearly 18,000 employees. Our school system serves students living in urban, suburban, and rural communities.

We are nationally recognized for innovative programs and services, including the expansion of Advanced Placement courses, partnership programs with businesses and higher education, and the FIRST teacher incentive program.

Under the esteemed direction of the PGCPS Board of Education; our mission is to advance the achievement of our diverse student body through: community engagement, sound policy governance, accountability, and fiscal responsibility.

Please visit our website to learn more about PGCPS at: www.pgcps.org or follow us on Twitter @pgcps
# TABLE OF CONTENTS

**REGISTRATION & ENROLLMENT**  
PG. 4-8

**HIGH SCHOOL GRADUATION**  
Graduation Requirements  
PG. 16-17  
Student Service Learning  
PG. 18-19

**TRANSPORTATION**  
PG. 24

**MEALS**  
PG. 25-26

**HEALTH SERVICES**  
PG. 27-28

**PUPTIL PERSONNEL SERVICES**  
PG. 36

**PSYCHOLOGICAL SERVICES**  
PG. 38

**ATHLETIC PROGRAMS**  
PG. 42-44

**CONSTITUENT SERVICES**  
PG. 63

**GRADE REPORTS, ATTENDANCE, PROGRESS**  
PG. 9  
Student Progress and Grading  
PG. 10-14  
School Attendance  
PG. 11  
Promotion, Retention and Acceleration  
PG. 12-13  
Student Records  
PG. 14

**STUDENT BEHAVIOR**  
PG. 20  
Code of Student Conduct  
PG. 21  
Cooperative Discipline  
PG. 21-22  
Positive Behavior Intervention and Supports (PBIS)  
PG. 22

**COUNSELING SERVICES**  
PG. 29  
The Role of the School Counselor  
PG. 30  
International Student Counseling  
PG. 32  
Personal Education Plan  
PG. 32  
College and Career Readiness  
PG. 33-34

**STUDENT LEADERSHIP**  
PG. 39  
Generating Outstanding Leadership Development (G.O.L.D.)  
PG. 40  
Student Government Association (SGA)  
PG. 41  
Prince George’s Regional Association of Student Governments (PGRASG)  
PG. 41

**STUDENT SUPPORT SERVICES**  
PG. 45  
Homeless Services  
PG. 46  
Interpreting and Translation Services (ASL & Foreign Language)  
PG. 47  
Student Assistance Program  
PG. 47  
Section 504  
PG. 47  
Court Liaison  
PG. 48  
Student Transfers  
PG. 48  
Bridge to Success — Neediest Kids  
PG. 49  
Proactive Student Services Intervention  
PG. 40-50

**EDUCATIONAL PROGRAM OFFERINGS**  
PG. 51  
Early Childhood Programs  
PG. 52  
Head Start  
PG. 52-53  
Even Start Family Literacy Program  
PG. 53  
Before and After School Extended Learning Program  
PG. 54  
English for Speakers of Other Languages (ESOL)  
PG. 54-55  
Special Education  
PG. 55-56  
Talented and Gifted  
PG. 56-57  
Career and Technical Programs  
PG. 57  
Specialty Programs  
PG. 58  
Junior Reserve Officer Training Corps (JROTC)  
PG. 59  
Title I  
PG. 59  
Secondary School Reform  
PG. 60  
Homebound and Hospitalized Instruction  
PG. 60  
Library Media Services  
PG. 61
WHAT IS NEEDED TO REGISTER A CHILD FOR SCHOOL?
Only a parent or court-appointed guardian may register a student in Prince George’s County Public Schools. If a student is residing with anyone other than the parent, they must either obtain legal court-appointed guardianship or apply for a kinship care approval/tuition waiver. A child may not be registered on a notarized statement giving guardianship. For additional information, call the Department of Pupil Accounting and School Boundaries at 301-952-6302.

ITEMS NEEDED TO REGISTER A CHILD FOR SCHOOL:
• Proof of birth (containing student’s name, date of birth and parent’s name).
• Immunization records
• Proof of residency
• Transcripts or report cards (if transferring from another system or school).
• Parent Identification

WHO NEEDS A KINSHIP CARE/TUITION WAIVER?
Students whose parent(s) or court-appointed guardian(s) is/are not bona fide residents of Prince George’s County and are considered nonresident students.

Non-resident students may be enrolled in Prince George’s County Public Schools if the parent/guardian agrees to pay tuition.

KINSHIP CARE/TUITION WAIVER CONTINUED:
If the student is residing with a bona fide resident of the county, and they have requested and are approved for a kinship care/tuition waiver; the student may be enrolled without the payment of tuition. Waivers may be granted based on extenuating circumstances of either financial hardship or home conditions. If the student and the responsible adult with the student identify him/her self as being homeless, they must be referred to the Homeless Office at 301-925-2482. Please note that it is not necessary to apply for court appointed guardianship to apply for a kinship care/tuition waiver. Students placed in pre-adoptive homes by a State agency are not charged tuition.

WHAT IS “PROOF OF RESIDENCE”?
Proof of residence means specific documents that show that the parent/legal guardian of the child lives in Prince George’s County. Proof of residence is required for admission into Prince George’s County Public Schools. The parent or legal guardian registering a student in school for the first time must complete an Affidavit of Disclosure, as required by law, verifying the legal residence. Proof of residence must have the name and address of the parent/guardian registering the student listed. It must also be provided to school personnel with any change in residence, any change in schools (such as a transfer) and at each transitional grade.
WHAT DOCUMENTS MUST I PROVIDE TO SHOW PROOF OF RESIDENCE?
Proof of residence may be established by any of the following documents: settlement papers, lease agreement, rental receipt, deed of property, mortgage statement, letter from the apartment complex on official letterhead, or a property tax assessment bill. The documents must be originals, not copies.

NOTE: If there is a question regarding the validity of one of the proofs, school personnel may require additional information, such as a recent utility bill or employment verification.

WHAT IS SHARED HOUSING?
Shared housing is when someone lives with another person who is renting or owns a property.

WHAT DOCUMENTS ARE REQUIRED FOR SHARED HOUSING?
If parent/court-appointed guardian is living with a friend or relative, a notarized Shared Housing Disclosure Form, signed by both parties detailing the living arrangement, is required. The following conditions also must be met: 1) All parties must sign the notarized Shared Housing Disclosure; 2) The relative or friend with whom the parents reside must show their proof of residence; 3) The parent registering the child must present official mail to the school within 30 days of enrollment. Proof items such as a statement from an employer showing the new address, bank statements, car registration, car insurance policy, government or official correspondence, etc.; 4) The parent should be advised that the school system reserves the right to monitor this type of proof periodically or as needed. The shared-housing agreement must be renewed each year.

HOW CAN AN INTERNATIONAL STUDENT REGISTER FOR SCHOOL?
If the primary language SPOKEN IN THE HOME is other than English, or the child was born outside of the U.S., or has studied in a foreign school system, the parent/guardian must call the International Student Counseling Office (ISCO), at 301-445-8460 for a registration appointment. Staff in this office will interview the family and provide assistance in completing registration forms. The International Student Counseling Office will need to see the following:
• Parent/guardian with a photo ID
• The student’s birth certificate
• School records
• Immunizations
• Proof of address

Students may not be enrolled into a school until such an interview has taken place. PreKindergarten students register directly at the school.

WHAT SHOULD I DO IF MY CHILD MUST ATTEND A NEW SCHOOL DUE TO A CHANGE IN OUR HOME ADDRESS?
Inform the current school that you will be moving and need to withdraw your child. The school will prepare a withdrawal form, with the student’s last report card, a copy of the birth certificate and immunization records attached. When you go to register, these forms should then be presented to the new school along with your new proof of address.

WHAT DOCUMENTS DO I NEED TO PROVIDE AS PROOF OF MY CHILD’S AGE?
Proof of age is required for all students being registered in Prince George’s County Public Schools. An original proof of birth must be provided for students entering the school system for the first time. Sources for birth verification include: birth certificate, hospital certificate, physician’s certificate, and birth registration. The student’s name, student’s birth date and the name of the parent who is registering must be listed on the proof of birth. If the student has been previously registered in one of Prince George’s County Public Schools, original birth verification is not required; a copy may be accepted. The new school will call the last school attended to see if a copy of the birth verification is already on file in the student’s folder. If a copy is on file, an original document is not needed.

WHAT HAPPENS IF MY FAMILY MOVES DURING THE SCHOOL YEAR?
If a student moves during the school year you must provide the school with the new address. Each time a student moves from one address to another, even within the same school boundary, a Student Registration Form (PA-14) needs to be completed BY THE PARENT. If a student moves during the summer, the parent should notify the school of the new address.

WHAT IS REQUIRED FOR EARLY CHILDHOOD REGISTRATION?
Head Start
This program is federally funded; and promotes school readiness by enhancing the social and cognitive development of children through the provision of education, health, nutrition, social and other services to enrolled children and families. The purpose of the program is to increase school readiness of young children in low-income families. Programs are provided at various sites in the county throughout the school year and during the summer, and include services for students with disabilities. Children admitted to Head Start must be three (3) years old by September 1 and meet the federal poverty guidelines. For site locations and registration information, contact the Head Start Program Office at 301-408-7100. Families must meet program income eligibility guidelines.
WHAT IS REQUIRED FOR EARLY CHILDHOOD REGISTRATION?

PreKindergarten
Prince George’s County Public Schools’ PreKindergarten program provides early childhood education to four-year-olds to help prepare them for Kindergarten. As mandated by the State of Maryland, children admitted to the PreKindergarten program in the public schools must be four (4) years old on or before September 1st of the school year in which they are applying. Early entrance will be considered for children turning four (4) years of age between September 2nd and October 15th of the school year for which they are requesting early entrance. Parents/Guardians seeking early entrance must complete the PreKindergarten and early entrance applications available at the boundary school. Applicants for early entrance will be placed on a waiting list and will be placed in the program after October 15th if space is available based on system-wide enrollment. Detailed procedures and guidelines regarding early entrance are available at any elementary school or at www.pgcps.org/earlychildhood. After June 18th, parents can apply for PreKindergarten at any elementary school on a space available basis. Transportation will only be provided to students attending their boundary elementary schools. Families must meet program income eligibility guidelines. Students who meet age requirements and who are homeless will receive top priority.

For PreKindergarten site locations and registration information contact Early Childhood Office at H. Winship Wheatley Early Childhood Center, 8801 Ritchie Drive, Capitol Heights, MD 20743. Telephone: 301-808-2707.

Kindergarten
As mandated by the State of Maryland, children admitted to the Kindergarten program in the public schools must be five (5) years old on or before September 1st of the school year in which they are applying. Early entrance will be considered for children turning five (5) years of age between September 2nd and October 15th of the school year for which they are requesting early entrance. Those seeking early entrance into Kindergarten must demonstrate developmental readiness by achieving a score of 90% or better on an early entrance assessment. Participation in public Kindergarten or an approved alternative program is required for all students in the State of Maryland.

For detailed information on Kindergarten admission procedures or to apply for early entrance testing, contact your boundary school.

First Grade Registration
Children admitted to the first grade in the public schools must be at least six (6) years old on or before September 1st of the school year in which they apply for entrance. Children cannot be enrolled in first grade unless they meet the age of entrance and have completed a public or private Kindergarten program, one of the three (3) alternative program settings, or home school instruction. This applies to all children who are Maryland residents. Students who do not meet the age of entrance will be placed in Kindergarten and the parent may nominate the child for Early Entrance to First Grade. A six (6) year old moving into Maryland from another state may be enrolled in first grade if the parent or guardian can provide proof that the child attended Kindergarten or one of the alternative programs. If the parent cannot provide proof, the child must be enrolled in Kindergarten. The parent or guardian must provide proof that they just moved into the state of Maryland and must complete the Affidavit of Disclosure (PA-15) to establish proof of their legal residence.

WHAT HEALTH-RELATED DOCUMENTS ARE REQUIRED FOR REGISTRATION?
The following health documents are required for registration:

1. Immunization record:
The student’s immunization record is required for registration to show that your child has received the required immunizations. Parents must provide proof of immunizations. Students without the required immunizations will be excluded from school.

The following immunizations are required before children can be admitted to school:

- Diphtheria
- Tetanus
- Polio
- Rubeola (measles)
- Rubella (3-day measles)
- Mumps
- Varicella (chicken pox)
- Hepatitis B vaccines
- Pertussis (whooping cough) vaccine is also required for children through age six (6)
- Haemophilus influenza (HIB) and Prevnar (PCV7) vaccines are required for children in preschool programs
REQUIRED HEALTH-RELATED DOCUMENTS CONTINUED:

2. Physical Examination:
A physical examination is recommended for each child entering the Maryland Public School System for the first time. The examination must be performed within the period of nine months before school entry to six months after entry. The Health Inventory form is available from each school or from the Health Services webpage at: www.pgcps.org.

3. Lead Screening Certificate:
All newly enrolled students in pre-Kindergarten through grade 1 must submit a form DHMH 4620 documenting that: 1) Blood lead testing was done; OR 2) The child has never lived in a targeted ZIP Code; OR 3) The parent has a religious objection to the testing. The documented tests should be at 12 months and 24 months of age. Two test results are required if the first test was done prior to 24 months of age. If the first test is done after 24 months of age, one test result is required. If there is a religious objection to the blood test, a Lead Risk Assessment must be administered by a health care provider. The form is available from each school or from the Health Services page on the school system web site, www.pgcps.org.

WHERE CAN I GET MY CHILD'S IMMUNIZATIONS IF I DO NOT HAVE A PRIMARY CARE PROVIDER?
The Prince George’s County Health Department provides free immunizations to county residents who are uninsured. Call 301-583-3300 for appointments and additional information.
GRADE REPORTS, ATTENDANCE, PROGRESS
In grades 2 through 12, the following letter grades and/or percentages are used:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent progress toward meeting course objectives &amp; learning outcomes</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>Above average progress toward meeting course objectives &amp; learning outcomes</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>Average progress toward meeting course objectives &amp; learning outcomes</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>Below Average progress toward meeting course objectives &amp; learning outcomes</td>
<td>60-69%</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete. The “I” grade may be used temporarily for secondary students who have been lawfully absent from school and have not had an opportunity to make up missed work in a timely manner. The “I” grade will not be included in the calculations of the student’s Grade Point Average.</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn. Student drops a course after twenty (20) school days from the start of the course or ten (10) days in a semester course. &quot;W&quot; does not factor into grade averaging.</td>
<td></td>
</tr>
</tbody>
</table>

In Head Start, Pre-Kindergarten, Kindergarten and Grade 1 the following grades and/or percentages are used:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PR</td>
<td>Proficient: child can demonstrate indicator independently 90 – 100%</td>
</tr>
<tr>
<td>IP</td>
<td>In Process: child can reliably demonstrate indicator 80 – 89%</td>
</tr>
<tr>
<td>EM</td>
<td>Emerging: child demonstrates indicator with assistance 70 – 79%</td>
</tr>
<tr>
<td>ND</td>
<td>Needs Development: child does not demonstrate indicator 50 – 69%</td>
</tr>
<tr>
<td>A</td>
<td>Excellent progress toward meeting course objectives &amp; learning outcomes 90-100%</td>
</tr>
<tr>
<td>B</td>
<td>Above average progress toward meeting course objectives &amp; learning outcomes 80-89%</td>
</tr>
<tr>
<td>C</td>
<td>Average progress toward meeting course objectives &amp; learning outcomes 70-79%</td>
</tr>
<tr>
<td>D</td>
<td>Below Average progress toward meeting course objectives &amp; learning outcomes 60-69%</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete. The “I” grade may be used temporarily for secondary students who have been lawfully absent from school and have not had an opportunity to make up missed work in a timely manner. The “I” grade will not be included in the calculations of the student’s Grade Point Average.</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn. Student drops a course after twenty (20) school days from the start of the course or ten (10) days in a semester course. &quot;W&quot; does not factor into grade averaging.</td>
</tr>
<tr>
<td>P</td>
<td>Pass (credit bearing)</td>
</tr>
<tr>
<td>F</td>
<td>Fail (not credit bearing)</td>
</tr>
</tbody>
</table>
HOW CAN PARENTS MONITOR STUDENT GRADES, ATTENDANCE AND DISCIPLINE?

• A student’s grades, attendance, and discipline can be monitored online by parents and students who have registered on SchoolMAX, our online student information system. On the Prince George’s County Public Schools homepage, click “Parents”, then click “SchoolMAX Family Portal,” and register using the parent access key provided by the school. Parents can also contact the school counselor or classroom teacher for information about grades.

• All students in grades K – 12 receive Interim Progress Reports at the middle of each quarter and Report Cards at the end of each quarter. The dates for distribution of progress reports and report cards are available online from the Prince George’s County Public Schools.org homepage by clicking “Calendar,” or by picking up a printed calendar from the school.

• Parent conferences are encouraged at any time during the school year. Contact the school to schedule a parent conference to discuss your child’s progress.

WHAT SHOULD I DO IF I THINK MY CHILD IS FAILING?

If you think your child is in danger of failing you should contact the school immediately and request a meeting with the teacher, counselor and/or school team.

WHAT GRADES DO TRANSFER STUDENTS RECEIVE?

If a student transfers into Prince George’s County Public Schools from a school that is accredited or approved by the Maryland State Department of Education, the student’s grades from their previous school are averaged with grades earned in Prince George’s County Public Schools for similar courses to determine a marking period grade. A student who transfers into Prince George’s County Public Schools from non-accredited or unapproved schools are not granted credit, unless they pass a subject area test. Only the counselors of the International School Counseling Office (ISCO) evaluate international student records for grade level and the awarding of high school credit.

HOW DO I FIND OUT HOW MANY STUDENT SERVICE LEARNING HOURS MY CHILD HAS ON RECORD?

The report card should show the number of service learning hours that have been earned to date. Please contact the school counselor if you have questions about the number of hours your child has completed.

WHAT HAPPENS IF MY CHILD IS ABSENT FROM SCHOOL?

Attending school is the law. When your child misses school, they miss valuable instruction. If your child is absent for a lawful reason, the parent/guardian must send a note with the reason for the absence. If the student is ill for 3 days or more, a doctor’s note is required.

CAN MY CHILD RECEIVE MAKE-UP WORK WHEN HE/SHE IS ABSENT FROM SCHOOL?

Yes, all students, including students who have been suspended, are to be offered make-up work for the time during which they were lawfully absent.

Absence from school, including absence for any portion of the day will be considered lawful only under the following reasons:

• Death in the immediate family
• Illness of the student. A physician’s certificate will be required from a student who is continuously absent for illness.
• Court Summons (for the child, not the parent)
• Hazardous weather conditions that would endanger the health or safety of a student when in transit to/from school.
• Work approved or sponsored by the school, the local school system, or the State Dept. of Education, as reason for excusing the student
• Observance of a religious holiday
• State emergency
• Suspension
• Lack of authorized transportation. This will not include students denied authorized transportation for disciplinary reasons.
• Other emergency or set of circumstances which in the judgment of the Superintendent of Schools or designee, constitutes a good and sufficient cause for absence from school.

WHAT ARE SOME EXAMPLES OF UNEXCUSED ABSENCES?

Babysitting, going on vacations, extended visits out of the area are considered unexcused absences.

WHAT HAPPENS IF MY CHILD IS LATE FOR SCHOOL?

Students are expected to report to school on time; however, the student will be admitted into school regardless of the time of arrival. Your child will be given a late pass. Students must bring in a note from the parent/guardian with the reason for the lateness.
HOW IS PROMOTION HANDLED FOR ELEMENTARY SCHOOL STUDENTS?

Elementary School
Promotion is considered appropriate when the student has demonstrated specific levels of achievement and would benefit from the program of study designed for the next grade level. Students are expected to become creative and innovative thinkers and master certain skills if they are to be successful in succeeding years.

Essential foundation skills in reading, writing, and mathematics must be developed in Grades K-3. If these skills are not mastered, the student may experience difficulty with school tasks in subsequent years. In grades 4-6, emphasis is placed on applying basic skills and strategies, developing higher order thinking and communication skills to learn content, and independent learning. Promotion from grade 5 to middle school shall be based on a student’s mastery of specific transition skills in reading, writing, mathematics, social studies, the arts, physical education, health and technology.

WHEN IS RETENTION CONSIDERED FOR ELEMENTARY AGED STUDENTS?

Retention is considered appropriate when the student has not demonstrated specific levels of achievement, in response to interventions based upon his/her needs, and would benefit from additional experiences with the curriculum at the same grade level.

When retention is determined to be the appropriate course of action, written notification will be sent to parents or guardians and at least one conference per semester will be held with parents or guardians, prior to the retention.

If the parent and school personnel cannot reach an agreement regarding retention, the final decision will be made by the elementary school principal and communicated in writing to parents or guardians.

Middle School
All students are expected to successfully complete all courses taken. A middle school student is any student in grade 6 (including elementary based), 7, and 8. Promotion to high school from middle school will be based on mastery of specific transition skills in reading, mathematics, science, social studies, world language, physical education, health, the arts and technology.

In the absence of successful completion, promotion to the next grade shall be by action of the middle school principal, upon recommendation of the School Instructional Team to which the student has been assigned.

WHEN IS RETENTION CONSIDERED FOR A MIDDLE SCHOOL STUDENT?

Retention will be considered appropriate when the student has not achieved satisfactorily in response to interventions based upon his/her needs and would benefit from additional experiences with the curriculum at the same grade level. When retention is determined to be the appropriate course of action, written notification should be sent to parents or guardians and at least one conference per semester will be held with the parents or guardians prior to the retention.

Middle School students that have failed at least one of the core content courses (Mathematics, Reading, Social Studies and Science) and who are considered candidates for retention will be given the option of attending summer school for those courses which they have failed. Students must complete the courses with at least a grade of “C” to be considered for promotion to the next grade. Fees for summer school are the responsibility of the parent/guardian.

If the parent and school personnel cannot reach an agreement regarding retention, the final decision will be made by the middle school principal. Promotion and retention of students from middle school to high school will be discussed in collaboration with the Instructional Director with the final decision for retention being made by the Associate Superintendent.
HOW MANY CREDITS ARE NEEDED TO BE PROMOTED IN HIGH SCHOOL?

(1) Promotion from grade nine to ten, a student must have a total of five units of credit, including one credit of English. Progress toward fulfilling the graduation requirement with regards to the Maryland High School Assessment should be included.

(2) From grade ten to eleven, a student must have a total of ten units of credit, including two credits of English, one credit of mathematics, one credit of science, and one credit of social studies. Progress toward fulfilling the graduation requirement with regards to the Maryland High School Assessment should be included.

(3) From grade eleven to twelve, a student must have a total of fourteen units of credits, including three credits of English, two credits of mathematics, one credit of science, one credit of social studies, and be able to fulfill all requirements not to exceed nine credits per year, for a Maryland High School diploma in June. In addition, the student must have taken all four high school assessments. An exception will be made for students entering a high school their senior year from another Maryland school district or from out of state. Students must sit for the appropriate high school assessment at the end of the course before being promoted to twelfth grade.

HOW CAN A STUDENT IN GRADES 2-5 BE RECOMMENDED FOR ACCELERATION IN GRADE?

Accelration will not apply to kindergarten and 1st grade students. Students may be referred for acceleration by the teacher, parent, or self nomination. Students referred for accelerated placement must be evaluated for appropriateness. The building principal will schedule all evaluations. Normally, changes in a student’s schedule will occur only at the start of a semester. Before a student is evaluated for accelerated placement, the principal (or his/her designee) shall obtain written permission from the student’s parent/guardian.

HOCAN A STUDENT IN GRADES 2-5 BE RECOMMENDED FOR ACCELERATION IN GRADE?

An acceleration evaluation team convened by the Principal will determine whether the student will be permitted to skip a grade level (i.e., whole-grade acceleration), or take a subject at a higher grade level or skip a course in the usual and customary academic sequence (i.e., individual subject acceleration).

The acceleration evaluation team shall issue a written decision on the outcome of the evaluation process to the principal and the student’s parent/guardian. This notification shall include instructions for appealing the decision and become a part of the student’s cumulative folder. If the student is recommended or whole-grade or individual subject acceleration, the acceleration evaluation committee will develop a written acceleration plan. The parent/guardian shall be provided with a copy of the plan. The plan shall specify placement of the student in an accelerated setting.

Appeals must be made in writing to the Associate Superintendent within thirty (30) calendar days of the parent/guardian receiving the committee’s decision. The Associate Superintendent or his/her designee shall review the appeal and notify the parent/guardian of his/her decision within thirty (30) calendar days of receiving the plan. The Associate Superintendent or his/her designee’s decision shall be final.

WHAT PROCEDURES SHOULD ALL SCHOOLS USE IN DETERMINING WHETHER A STUDENT IS PROMOTED, RETAINED OR ACCELERATED?

Prince George’s County Public Schools maintains an administrative procedure AP 5123.2 titled, General Procedures Pertaining to Promotion, Retention and Acceleration of Students, that governs how students will move through their educational experience. This procedure has been revised to now include information on acceleration and the new version will be posted August 2011 for the new school year. For additional information please refer to this procedure on the PGCPS website at www.pgcps.org by clicking on “Parents” and “Policies and Administrative Procedures” in the “Publications” box.
WHAT DOCUMENTS ARE CONTAINED IN A STUDENT RECORD?
A student’s permanent record contains enrollment and academic history. Individual student records are maintained for each student.

The Maryland State Department of Education requires that the following information be maintained for each student:
- Registration documents
- Personal data
- Attendance
- Report Cards
- State mandated and local school system test results
- Health screening
- Withdrawal/transfer history
- Discipline Reports

Confidential documents are maintained in a separate file called the “Limited Access Folder”.

HOW CAN I ACCESS MY CHILD’S STUDENT RECORD?
Contact your child’s school and schedule an appointment with a records secretary, counselor or principal.

CAN OTHERS GAIN ACCESS TO MY CHILD’S STUDENT RECORD?
Only a parent/guardian or a student 18 years or older may have access to the record unless there is a court order.

WHAT HAPPENS TO MY CHILD’S RECORDS AFTER GRADUATION?
After graduation, records are reviewed for accuracy and the permanent records cards, shot records and the final transcript are microfilmed.

HOW CAN I GET A COPY OF MY CHILD’S FINAL TRANSCRIPT?
Recent graduates can contact their school counseling office. Prior year graduates must contact the Microfilming Office at 301-952-6024.

WHO DO I CONTACT IF I HAVE A QUESTION ABOUT MY CHILD’S SCHOOL RECORD?
Contact your child’s school if you have questions regarding your child’s record.

WHAT IS A PARENT CONFERENCE?
A parent conference is a meeting held with your child’s teacher, counselor, the school team or administrator to discuss your child.

WHY ARE PARENT CONFERENCES IMPORTANT?
Parent conferences are important because you have the focused attention of school staff to discuss your child’s academic and social progress. During the conference you may develop a plan of support, discuss progress, challenges, your child’s Personal Educational Plan or other topics that are important to support your child’s performance in school.

WHO CAN PARTICIPATE IN A PARENT CONFERENCE?
The parent or school staff may request a parent conference. You may invite professionals or family, with knowledge of your child’s strengths and needs. This may include a community partner, medical provider, mentor or others that you feel can contribute to the meeting.

HOW DO I SCHEDULE A PARENT CONFERENCE?
Contact the professional school counselor, teacher or administrator at your child’s school to schedule a parent conference.

HOW CAN I PLAN TO MAKE THE CONFERENCE SUCCESSFUL?
- Before the conference review your child’s work and progress reports on the Parent Portal.
- Make a list of things you want to discuss at the conference.
- Ask your child if there is anything that he/she would like to talk about with the teacher or for you to discuss on his or her behalf.
- During the conference focus on how your child is doing in school and how to support your child to do better.
- Ask what you can do at home to support your child.
- Develop a plan that you and the teacher, counselor or administrator work out together and discuss the plan with your child.
- Stay in touch with the school to regularly discuss progress.

Source: Harvard Family Research Project
WHAT IS REQUIRED IN ORDER TO EARN A DIPLOMA IN PGCPS?

Prince George’s County Public Schools mandates its students complete a minimum of 21 credits in the following areas:

<table>
<thead>
<tr>
<th>CORE SUBJECTS</th>
<th>CREDITS</th>
<th>MANDATORY COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0 credits</td>
<td>English 9, 10, 11, 12</td>
</tr>
<tr>
<td>Math</td>
<td>3.0 credits</td>
<td>Algebra I, Geometry</td>
</tr>
<tr>
<td>Science</td>
<td>3.0 credits</td>
<td>Biology, 2 courses with a lab</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3.0 credits</td>
<td>U.S. History; Local, State and National Government and World History</td>
</tr>
</tbody>
</table>

WHAT ARE THE HIGH SCHOOL ASSESSMENT (HSA) REQUIREMENTS FOR GRADUATION?

All students (including middle school students who take high school level courses) shall take the Maryland High School Assessment (HSA) after the student completes the appropriate course in the following areas:

<table>
<thead>
<tr>
<th>HSA SUBJECT AREA</th>
<th>REQUIRED PASSING SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra/Data Analysis</td>
<td>412</td>
</tr>
<tr>
<td>Biology</td>
<td>400</td>
</tr>
<tr>
<td>English 10</td>
<td>396</td>
</tr>
</tbody>
</table>

Note: Government HSA (384) is not required after May 2011, but the score can be used for students who have already taken the test. For more information refer to the following questions and answers.

<table>
<thead>
<tr>
<th>OTHER REQUIREMENTS</th>
<th>CREDITS</th>
<th>MANDATORY COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts</td>
<td>1.0 credit</td>
<td>None specified</td>
</tr>
<tr>
<td>Physical Education</td>
<td>0.5 credit</td>
<td>Personal Fitness 1</td>
</tr>
<tr>
<td>Health</td>
<td>0.5 credit</td>
<td>None specified</td>
</tr>
<tr>
<td>Technology Education</td>
<td>1.0 credit</td>
<td>None specified</td>
</tr>
<tr>
<td>Completer and Electives</td>
<td>5 credits</td>
<td>2 credits of either*</td>
</tr>
</tbody>
</table>

*World Language or American Sign Language (both credits must be in the same language per local requirements) and 3 credits in electives OR 5 credits OR 2 credits of Advanced Technology Education and 3 credits in electives OR 4-9 CTE credits plus electives OR Complete (4-9 credits) a State-Approved Career and Technology Education (CTE) program and any remaining credits in electives

Total: 21 credits

*4 credits MUST be earned after Grade 11.
**WHAT ARE THE HIGH SCHOOL ASSESSMENT (HSA) REQUIREMENTS FOR GRADUATION?**

All students (including middle school students who take high school level courses) shall take the Maryland High School Assessment (HSA) after the student completes the appropriate course in the following areas:

<table>
<thead>
<tr>
<th>HSA Subject Area</th>
<th>Required Pass Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra/Data Analysis</td>
<td>412</td>
</tr>
<tr>
<td>Biology</td>
<td>400</td>
</tr>
<tr>
<td>English 10</td>
<td>396</td>
</tr>
</tbody>
</table>

Note: Government HSA (394) is not required after May 2011, but the score can be used for students who have already taken the test. For more information refer to the following questions and answers.

**IN ORDER TO BE ELIGIBLE FOR GRADUATION, THE STUDENT MUST FULFILL ONE OF THE FOLLOWING HSA OPTIONS:**

High School Assessment (HSA) Completion Options

Students may meet HSA requirements in any of the three following ways:

1. Pass each of the three High School Assessment (HSA) tests.

   **Substitutions are as follows:**
   - Advanced Placement (AP) or International Baccalaureate (IB) Tests: For students who have earned a score approved by the Maryland State Department of Education (MSDE) on the HSA-related Advance Placement (AP) or International Baccalaureate (IB) test.
   - Modified HSA—an alternative test for students with disabilities who meet the specific participation criteria based on their Individualized Education Plan (IEP).

2. One of the below combined score options:
   - Achieve a combined score of 1208 on the three HSA tests. (Students graduating after SY 2010 - 2011 are no longer required to take the Government HSA.)
   - Achieve a combined score of 1602 on four HSA tests. (Students graduating by May 2012 who have taken the Government HSA may still use the score to graduate.)

3. Participate in the Bridge Plan for Academic Validation for students who meet eligibility criteria.

**HAS THE ADMINISTRATION OF THE GOVERNMENT HIGH SCHOOL ASSESSMENT (HSA) BEEN ELIMINATED?**

Yes. The last administration of the Government HSA was May 2011.

**WILL A STUDENT WHO IS SCHEDULED TO GRADUATE IN 2012 OR BEYOND BE ABLE TO USE THE SCORE ON THE GOVERNMENT HSA IN THE COMBINED SCORE OPTION?**

Yes. Students who have taken or will have taken all four (4) assessments may continue to use the April 15, 2011 combined score option of 1602. Students may use the Government HSA score to meet the 1602 combined score for four (4) assessments to meet their graduation requirement. Some students have a stronger score on the Government HSA test than on the other assessments. These students could benefit by using their Government score to help reach the 1602. The Government Bridge Plan option will not be available to these students after the 2010-2011 school year.

**WHAT HAPPENS TO A STUDENT WHO DID NOT GRADUATE IN 2011 DUE TO A FAILING SCORE ON THE GOVERNMENT HSA REQUIREMENT?**

Students who did not meet graduation requirements in 2011 and therefore are receiving their diploma in 2012 and beyond do not have to pass the Government HSA to graduate. If this is your child’s situation, please contact your school counselor immediately for next steps to ensure your child is provided with accurate information and assistance in obtaining a diploma.

**MUST STUDENTS ATTEND HIGH SCHOOL FOUR YEARS OR MAY THEY GRADUATE EARLY?**

Students may wish to graduate at the end of their junior year and attend college immediately thereafter. This process is called Early College Admissions. Students wishing to elect this option should apply with their school counselor at the end of their 10th grade year. Make an appointment to speak with your child’s school counselor in order to map out the route that’s best for your child.

**WHAT IS MEANT BY BRIDGE PLAN FOR ACADEMIC VALIDATION?**

The Bridge Plan for Academic Validation is an alternative way for students to demonstrate their understanding of the core concepts from the High School Assessment courses and meet the HSA graduation requirement. This program may be an option for students who are having difficulty passing one or more of the High School Assessments (HSA).

Students, who have not passed an HSA after taking the test twice and have participated in a Prince George’s County Public Schools extended learning/tutoring program, can complete one or more project units in the subject area they have failed. Upon completion, the projects units will be submitted to a local review panel and the local superintendent for approval.
HOW MANY STUDENT SERVICE-LEARNING HOURS ARE REQUIRED TO GRADUATE?
Student Service-Learning is a graduation requirement. Students must earn a minimum of 75 Service-Learning Hours. However, 51 of the hours are included in the school’s social studies and science curriculum.

- Students in the graduating classes of 2010-2013 must earn 36 independent Service-Learning Hours.
- Students in graduating classes of 2014 and beyond must earn 24 independent Service-Learning Hours.

For more information, please reference the “Student Service-Learning” section in this guide.

MAY STUDENTS ATTEND HIGH SCHOOL AND TAKE COLLEGE COURSES AT THE SAME TIME?
There are many options for students who wish to accelerate their educational experience in Prince George’s County Public Schools. Students in 11th and 12th grades may attend high school and take college courses. This is called dual enrollment. This dual enrollment may also include online college courses that are approved by MSDE.

HOW WILL I KNOW IF MY CHILD IS ON TRACK TO GRADUATE?
A Graduation Notification/Agreement will be completed with each senior in a conference with his/her counselor during the first eight weeks of the senior year. A copy of this notification will be U.S. mailed to the parent or guardian prior to the end of the first grading period.

Additional notification of students’ progress on the Maryland High School Assessment requirements, credits earned, and grades are provided in the form of progress reports and report cards issued every nine weeks. Ongoing communication will be provided to parents of seniors in danger of not graduating. Students not meeting graduation requirements will be notified immediately following final examinations by a personal conference with appropriate staff, a telephone call to parents or guardians, and a certified letter sent to parents or guardians.

MY CHILD HAS EXPERIENCED DIFFICULTY IN THE REGULAR CLASSROOM SETTING AND HAS FAILED A FEW COURSES. ARE THERE OTHER OPTIONS FOR EARNING HIGH SCHOOL CREDITS?
A number of avenues for students desiring to earn new credits or for credit recovery exist within our school district. These options include Summer School, Evening High School, Dual Enrollment and online classes through Access Online. For students who may have encountered academic or disciplinary issues, intervention programs are available in order to provide the support to these students to ensure graduation as well. These alternative programs include, Green Valley, Annapolis Road Academy, Tall Oaks and Croom Vocational Center. The Community Based Classroom, designed for students 16 to 20 years of age is another option. Incarcerated Youth also receive a full range of educational instruction despite being detained that apply towards graduation.

For additional information regarding online, evening and summer school, please call the Office of Portfolio Schools at 301-618-7320. In order to apply to alternative schools, please talk with your school counselors regarding the process. As an additional contact, you may also call the Office of School Counseling at 301-567-8669.

For detailed information on all graduation options and requirements review the Administrative Procedure 6150 Student Enrollment in Courses and Educational requirements and Options in Secondary Schools. This procedure can be found at www.pgcps.org on the “Parents” page on “Policies and Administrative Procedures” in the “Publications” box.

WHAT IS STUDENT SERVICE-LEARNING?
Service-learning is a learning experience that combines meaningful service to the community with curriculum-based learning. Students improve their academic skills by applying what they learn in school to the real world; they then reflect on their experience to reinforce the link between their service and their learning.

Only approved activities may qualify for service learning credit. Talk to your child’s school counselor or the school-based Service Learning Coordinator assigned to the school.
**HIGH SCHOOL GRADUATION**

**HOW IS SERVICE-LEARNING DIFFERENT FROM OTHER TYPES OF SERVICE?**

Volunteers engage in service for a variety of personal reasons. They do not necessarily link their service to academic studies nor do they receive academic credit for their efforts.

Community Service: People engaging in community service do so for a variety of reasons. This is a broad term that can encompass court ordered, stipend supported or volunteer service. It also does not necessarily link to academic studies.

Work Study Internship: Student interns frequently work at for-profit business to benefit the financial standing of that business. They are not necessarily working to improve their communities through these internship experiences. There can be overlap between work study internships and service-learning. Students are engaged in service-learning if through their internship experiences they work to improve the health or welfare of their community while linking this to their academic studies.

Service learning combines **MEANINGFUL** service to the community with **CURRICULUM-BASED LEARNING**.

**HOW ARE STUDENT SERVICE-LEARNING HOURS DOCUMENTED?**

The student must provide the Student Service-Learning Verification form to the person supervising each service learning activity for signature. The completed form must be returned to the School-Based Service-Learning Coordinator. Student Service-Learning hours earned in class do not require a verification form.

**HOW CAN I GET MORE INFORMATION ABOUT STUDENT SERVICE-LEARNING?**

Refer to the “Student Service-Learning” webpage at: www1.pgcps.org/ssl/. The webpage has the Student Service-Learning Verification form that can be downloaded, links to approved service-learning activities and information for parents, students, teachers and the community.
WHAT IS THE CODE OF STUDENT CONDUCT?
The Code of Student Conduct contains the rules that all students must follow while they are in school, as well as during school sponsored events, field trips, athletic functions, and other locations where public school administrators have authority over students. Misbehavior is categorized into 4 levels. Each level has suggested consequences to ensure that students are treated fairly and consistently throughout the school system.

Level 1: Violations of General Classroom and Bus Rules

Level 2: Conduct requiring Administrative intervention

Level 3: Suspension or removal to a Disciplinary Alternative Education Program

Level 4: Expulsion and/or Removal to a Disciplinary Alternative Education Program

Federal and State law provide additional disciplinary protections for students with disabilities. Parents can obtain a copy of the Code of Student Conduct from their child’s school. The Code can also be found on the internet at www.pgcps.org

WHAT IS THE PURPOSE OF THE CODE OF STUDENT CONDUCT?
The purpose of the Code of Student Conduct is to provide guidelines and procedures to govern student conduct and discipline in Prince George’s County Public Schools. It was developed to help maintain a safe and orderly environment necessary for student and school success. Students are taught the Code of Student Conduct during assemblies and/or during class every school year.

WHAT IS COOPERATIVE DISCIPLINE?
Cooperative Discipline is a focused classroom management program used to improve the effectiveness of schools. It is a comprehensive, easy-to-implement approach that helps teachers find solutions to classroom disruptions in order to create safe and orderly classrooms.

WHAT DOES COOPERATIVE DISCIPLINE INVOLVE?
Cooperative Discipline fosters a change process that incorporates:
• Corrective, supportive, and preventive strategies for achieving order and control in the classroom
• A positive classroom and school climate
• Enhanced self-concept for all students
• Effective partnerships between teachers and administrators, teachers and students and teachers and parents
STUDENT BEHAVIOR

WHO BENEFITS FROM COOPERATIVE DISCIPLINE?
Cooperative Discipline benefits ALL students in ALL settings. Cooperative Discipline helps staff use the same approach when managing behaviors. Cooperative Discipline enables schools and parents to communicate clearly when discussing behavioral concerns.

For more information about Cooperative Discipline contact the Student Affairs/Safe and Drug Free Schools Office at 301-749-4379.

WHAT IS POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)?
PBIS is a research-based framework that enables schools to improve school climate and student behavior. PBIS allows schools to integrate a variety of programs and interventions such as character education, peer mediation and “Check-in, Check-out”. PBIS allows schools to capture data that can then be provided to school staff and parents, and allows schools to address areas of concern.

WHAT ARE THE FEATURES OF PBIS?
• Define and teach positive social expectations
• Acknowledge positive behavior
• Provide consistent consequences for problem behaviors
• Collect and use data for decision-making
• Provide individual interventions for students
• Implement a consistent program throughout the school

WHY DO WE NEED PBIS?
Student success is directly related to school climate; improving school climate improves student success. PBIS is a tool to make that happen!

HOW CAN I FIND OUT IF MY CHILD’S SCHOOL USES POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS?
To find out more about PBIS in your son/daughter’s school, contact the school principal or the Student Affairs/Safe and Drug Free Schools Office at 301-749-4379.
TRANSPORTATION
HOW DOES A PARENT/GUARDIAN LEARN IF A CHILD IS ELIGIBLE FOR TRANSPORTATION SERVICES?
The Transportation Department will send a letter to all students identifying their bus stop if they are eligible for transportation services, or that will be notified that they live in a “no-transportation zone”.

A parent/guardian may either:
• Check the school system website’s Transportation Link to see if a bus is assigned for their address
• Contact the Transportation Office at 301-952-6570
• Contact the school

WE LIVE WITHIN THE NO TRANSPORTATION ZONE, BUT ARE VERY CLOSE TO A BUS STOP FOR MY CHILD’S SCHOOL. MAY MY CHILD RIDE THE BUS FROM THE STOP?
Students are not permitted to ride a school bus if he/she is within the no transportation zone.

THE BUS DIDN’T SHOW UP ON TIME FOR MY CHILD. HOW LONG SHOULD HE/SHE WAIT AT THE BUS STOP?
Your child should arrive at the bus stop at least ten minutes before the arrival time of the bus. If there is a substitute driver, pick-up times may not be consistent with the regular time period. Wait 15 minutes after the scheduled pick-up then contact the Bus Lot Foreman at the area bus lot or the Transportation Office at 301-952-6570.

WHAT SHOULD BE DONE IF THERE IS A TRANSPORTATION-RELATED PROBLEM AFTER OFFICE HOURS?
If there is a problem after regular office hours, call School Security at (301) 499-7000. School Security is on duty 24 hours – 7 days a week. School Security will contact the Transportation Supervisor to handle any type of school bus issue(s).

WHY ARE BUSES SOMETIMES LATE?
School bus drivers can have the same reasons for being late as any commuter. For example, there may be traffic delays, weather conditions, accidents, mechanical break-downs, or red light malfunctions. Or, a driver may call in sick, requiring a substitute driver. Additionally, bus drivers make multiple runs, so when a bus is late, it will probably continue to be late for all of its runs.

WHY AREN’T SEAT BELTS REQUIRED ON SCHOOL BUSES?
The US Department of Transportation has determined that compartmentalization was a better solution than seat belts because it is more manageable, works well for one, two or three students per seat, and is most affordable.
WHAT MEALS ARE OFFERED IN PRINCE GEORGE’S COUNTY PUBLIC SCHOOLS?
Breakfast and lunch are offered in all schools.

ARE MEALS FREE FOR ALL STUDENTS?
No. Based on family size and income eligibility some students will qualify for free or reduced-price meals. Some students must pay full price.

ARE MEALS FREE FOR ALL STUDENTS?
All children in households receiving benefits from the Supplemental Nutrition Assistance Program (SNAP) or Temporary Cash Assistance (TCA) automatically qualify to receive meal benefits. In addition, your child may be eligible for meal benefits if your household’s gross income is within the limits of the Federal Income Guidelines.

MY CHILD’S MEAL BENEFIT APPLICATION WAS APPROVED LAST YEAR. DO I NEED TO FILL OUT ANOTHER ONE?
Yes. Your child’s application is only good for one school year, and for the first few days of the following school year. You must send in a new application, unless you received a letter stating that your child is eligible for the new school year.

DO I NEED TO FILL OUT A MEAL BENEFIT APPLICATION FOR EACH CHILD?
No. Complete one Free and Reduced-price Meal Benefit Application and list all children in your household. We are unable to approve applications that have missing information. Fill out all required information and return the completed application to the school.

CAN I PUT MONEY ON MY CHILD’S MEAL ACCOUNT?
Yes. We offer an online payment service through PayPAMS, (Parent Account Management Systems). The link is located on the PGCPS website. We also accept cash or checks in the school cafeteria. For questions about PayPAMS visit www.paypams.com or call 1-888-994-5100.

WHERE CAN I FIND THE SCHOOL MENUS?
Menus are posted on the Prince George’s County Public Schools website, and copies are sent home with elementary school students. Go to www.pgcps.org to view the daily menu.

WHO DO I CONTACT IF I HAVE QUESTIONS ABOUT THE MEALS IN MY CHILD’S SCHOOL?
For questions about school meals call the cafeteria manager at your child’s school.
HEALTH SERVICES
WHAT HEALTH CONCERNS ABOUT MY CHILD SHOULD I SHARE WITH THE SCHOOL NURSE?
Please contact the school nurse if your child has a health concern and/or a medical condition. The school nurse is the health care professional who assists students in managing both chronic and acute health conditions, treats emergencies, administers medications, conducts screenings and serves as a resource for health information.

WHEN SHOULD I KEEP MY CHILD HOME FROM SCHOOL?
The goal is to keep students healthy and ready to learn. Sick children should be kept home from school. Resting at home will help them get better more quickly and will prevent them from exposing other children or staff to their illness. Please see the Parent Fact Sheet on the parent page of the school system’s web page.

WHAT SHOULD I DO IF I DO NOT HAVE HEALTH INSURANCE?
If you do not have health insurance please share this information with the school nurse who can assist you, or call the Prince George’s County Health Department’s Healthline at 1-888-561-4049.

WHAT IF MY CHILD NEEDS TO TAKE MEDICINE AT SCHOOL?
If it is necessary for a child to take a medicine at school, parents must provide a Prescriber's Medication Order form signed by the prescriber and parent.

Parents must notify the school nurse in advance when sending medicines to school with the student. Controlled substances (such as but not limited to Ritalin and Codeine) must be brought to school by a responsible adult. The possession of prescription or over the counter medicine without authorization from a school nurse is a level IV violation of the Code of Student Conduct.

Parents should send medicine to school in the original pharmacy bottle, not in a bag or an envelope. The bottle must have a pharmacy label with:

- The child’s name
- The prescriber’s name
- The name of the medicine
- How much and when to give the medicine

The prescriber’s medication forms can be downloaded from the health services web page.

If you have additional questions, please contact the school nurse.
WHAT IS A SCHOOL COUNSELOR?
School Counselors are state-certified professionals with a Master’s degree in School Counseling whose work is conducted in a school setting. In the learning environment, school counselors work with all students by implementing a school-wide counseling program that will support students in three main areas: academics, personal/social growth and career development. Therefore, school counselors often act as helpers, advisors, leaders, champions of change and educational travel agents as they work to ensure that students maximize their learning experience on the journey from kindergarten through graduation.

WHAT DOES THE SCHOOL COUNSELOR DO?
School Counselors spend 70% of their time working with students directly. These direct services are provided to students one-on-one, in small groups and in the classroom setting. Direct services may include but are not limited to:

- School Counseling Curriculum (classroom lessons)
- College and Career Readiness Counseling (see college and career readiness section for expanded description of services)
- Personal/Social Counseling and Peer-to-Peer Problem Solving
- Academic Advising and Course Selection
- Developing the Personal Education Plan (PEP)
- Career Assessment
- College and Career Selection and Application Processes
- Test Interpretation (SAT, PSAT, MSA, HSA)
- School Crisis Intervention

WHAT DOES THE SCHOOL COUNSELOR DO CONTINUED:
The remaining 30% of the School Counselor’s time is spent providing indirect services that support the total school program and are conducted on the behalf of students. These services may include but are not limited to:

- Analyzing student data to develop and evaluate the counseling program
- Collaborating with teachers and other professionals to help students
- Collaborating with parents to assist students in being successful in school and planning for the future (grades, service learning, college, job shadowing, etc.)
- Referring students/families to community agencies for resources
- Serving on School Instructional Team (SIT) to address students who have academic or behavioral challenges
- Teaming with others to develop Behavior Intervention and 504 Plans
- Providing professional development to staff
- Conducting student observations in the classroom setting
- Reviewing student transcripts, grades, attendance, courses and PEPs
COUNSELING SERVICES

HOW DOES MY CHILD GET TO SEE THE SCHOOL COUNSELOR?
Counselors work with students who are referred to them by the teacher, principal or parent/guardian. Students may refer themselves for counseling services at any time. Counselors also make the determination to check-in with students with poor grades, irregular attendance, frequent suspensions, health issues, concerns with peers and problem behavior or a lack of school interest. All student referrals are handled with urgency to assist students with remaining connected to school for increased success.

WHAT CONCERNS SHOULD I DISCUSS WITH MY CHILD’S SCHOOL COUNSELOR?

ACADEMICS
• When your child is having difficulty with subjects or making poor grades
• When your child appears to be having consistent learning problems
• When your child has a high number of absenteeism from class
• When your child appears unable to stay on task or is bored
• When your child does not complete assignments or if work is not challenging
• When your child lacks an interest in school or needs advanced instruction

PERSONAL/SOCIAL
• When your child indicates that they are worried about being bullied
• When your child verbalizes they are depressed or show signs of it
• When your child has experienced thoughts about suicide and/or hurting others
• When your child is dealing with a lot of internal family problems (situations like divorce, separations, and death)
• When your child is involved with drugs and alcohol
• When your child is talking about dropping out of school
• When your child expresses low self-esteem
• When your child has difficulty with a relationship with students, adults and persons of authority

CAREER/COLLEGE
• When your child sees no connection between academics and real life
• When your child lacks dreams and plans for the future
• When your child does not know his/her skills, talents or abilities
• When your child wants to enroll into a specific career academy
• When your child has thoughts about his/her career and/or college and need direction or scholarship information
• When your child wants job shadowing, apprenticeships or internships
• When your child wants dual enrollment or early college admission
• When you or your child need more information about all options available after graduation

HOW DO I GET MORE INFORMATION ABOUT THE COUNSELING PROGRAM?
The role of the School Counselor is provided in detail within the Administrative Procedure 4104 titled Role and Responsibilities of the School Counselor. This procedure is maintained on the PGCPS homepage at www.pgcps.org by viewing the Parent’s Page and searching for Policies and Administrative Procedures.

Additional information regarding the counseling program can be obtained by contacting the school and requesting to speak with the School Counselor or by contacting the Office of Counseling Services at 301-567-8669.
WHAT IS AN INTERNATIONAL STUDENT?
An international student in Prince George’s County Public Schools is a student who was born outside the United States, or who speaks a language other than English at home, or who has studied in a school outside the United States.

WHAT SERVICES DOES THE INTERNATIONAL STUDENT COUNSELING OFFICE (ISCO) PROVIDE FOR FAMILIES?
The ISCO can help international families in these ways:

1. Register children into school for grades K-12.
2. Refer to ESOL (English for Speakers of Other Languages) testing.
3. Make grade placements for international students.
4. Evaluate foreign transcripts for high school students.
5. Provide guidance and counseling services to students and families.
6. Help families find resources in the schools and in their communities.
7. Provide workshops to students and parents on important topics such as adjusting to the United States, how to help your child do well in school, discipline, college and career readiness, and others. Many of these workshops are in Spanish and interpreters can be used for other languages.

WHAT IS A PERSONAL EDUCATION PLAN (PEP)?
A “Personal Education Plan” (PEP) is an online planning tool for students that begins in elementary school and continues through high school. The Personal Education Plan helps students plan for high school graduation and college and/or their desired career. This plan is developed collaboratively with the student, parent/guardian and school counselor. Together they discuss and record the student’s academic strengths, school classes, interests, postsecondary options, and extracurricular activities. The PEP also introduces career clusters and connects the students’ skills, strengths, and hobbies to career possibilities.

WHEN WILL MY CHILD AND I PARTICIPATE IN DEVELOPING THE PEP?
The PEP is mandatory for grades 1, 4, 7, 9 and 11. Students enrolled in these grades will have a one-on-one PEP talk with their school counselor to develop the online Personal Education Plan. Students new to Prince George’s County Public Schools and students re-entering school after a suspension should also participate in a PEP talk with the counselor in order to establish a plan of focus.

WHAT IS THE BENEFIT OF THE PEP?
Both the ongoing conversations that the student and parent have with the school counselor and the electronic record of these discussions encourage serious thinking about future planning. Through these sessions held in grades 1st, 4th, 7th, 9th and 11th, students are able to periodically review their plans for the future and determine how they are aligned with their current course selection, academic performance, career academy, job shadowing, service-learning activities, exploration and decision of a college and/or career. This affords students an opportunity to rethink, reorganize and re-engage in more purposeful activities that will actually lead them to their desired goals.

Counselors can build on and modify students’ responses from previous years and align students’ academic courses and overall school experience to match their career interests for further exploration. This document should guide the child’s school experience as it relates to the following:

• Specialty middle school
• High school career academy
• Course selections
• Career-focused electives
• Service-learning activities
• Summer bridge or internship opportunities
• Extra-curricular activities
• Job-shadowing locations
• Selection of postsecondary institution
• Career choice

HOW CAN I GET MORE INFORMATION ABOUT THE PERSONAL EDUCATION PLAN?
For more information please contact your child’s school counselor and schedule your PEP talk today!
WHY IS COLLEGE AND CAREER READINESS IMPORTANT?
In today’s economy, a college education is the gateway to better lifelong opportunities. The US Department of Education noted that 86% of America’s high school students expect to attend college, but many lack the support and guidance they need to prepare for enrollment and success in college.

It is Prince George’s County Public School’s goal that all students graduate career and/or college ready. It is through College and Career Readiness Counseling that students will become better prepared to make meaningful post-secondary choices.

WHAT SERVICES DO SCHOOL COUNSELORS PROVIDE TO ASSIST STUDENTS BECOME PREPARED FOR COLLEGE AND/OR CAREERS?
All counselors are actively engaged in implementing programs that will introduce career awareness, exploration and preparedness to students from kindergarten through 12th grade. There are eight main categories that drive the work counselors do to assist students in becoming better equipped in choosing their next course of action upon graduating from high school. These categories are as follows:

• College Aspirations
• Academic Planning for College and Career Readiness
• Enrichment and Extracurricular Engagement
• College and Career Exploration and Selection Processes
• College and Career Assessments
• College Affordability Planning
• College and Career Admissions Processes
• Transition from High School Graduation to College Enrollment

Under each category are specific activities that school counselors oversee in order to ensure students are inspired to seek options towards employment or postsecondary education that are most appropriate for them. These college and career readiness counseling components and connected activities include the following:

1. College Aspirations - School Counselors build a college-going environment in our schools focused on early college awareness by encouraging students to believe that they can succeed in college despite challenges they face along the way.

COUNSELORS PREPARED FOR COLLEGE AND/OR CAREERS CONTINUED:
For example, school counselors:
• Assist students in completing a Personal Education Plan (PEP)
• Ensure students participate in CollegeEd and Advisories
• Introduce careers through classroom guidance lessons

2. Academic Planning for College and Career Readiness – School Counselors ensure students’ planning, preparation, participation and performance in a rigorous academic program that connects to their college and career aspirations and goals.

For example, school counselors:
• Encourage students to participate in orientations and summer bridge programs
• Advise students to enroll in career academies of their interest
• Advise students to enroll in all career fuller elective courses
• Encourage students enroll in Advanced Placement (AP) courses
• Encourage students to complete Algebra I & II and Foreign Languages
• Ensure students needing support are referred to the school instructional team (SIT) to reduce school failure and discourage dropout

3. Enrichment and Extracurricular Engagement – School Counselors ensure students’ equal exposure to wide ranges of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.

For example, school counselors:
• Connect students to fulfilling job shadowing opportunities
• Inform students of upcoming internship opportunities
• Inform students of appropriate service learning activities towards graduation
• Encourage students to participate in school and community organizations
• Connect students with mentors when needed
• Push students to engage in programs that will grow their talents and abilities
4. College and Career Exploration and Selection Processes
   - School Counselors provide early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.
   For example, school counselors:
   - Organize career fairs at school or organize field trips to introduce career fields or employment opportunities
   - Coordinate college tours and field trips to college fairs
   - Refer students to programs that teach students strategies on how to be prepared for enrolling and completing college like GearUp, Upward Bound and Talent Search
   - Provide students with handbooks, websites and directories for college search

   For example, school counselors:
   - Ensure students take college entrance exams such as the PSAT, SAT and ACT tests
   - Make available to students programs aimed at test prep for college entrance exams such as the SAT or ACT
   - Assist students in completing a career assessment
   - Expose and provide students access to free Online college planning tools

6. College Affordability Planning - School Counselors provide students and families with comprehensive information about college costs, options for paying for college, and the financial aid and scholarship processes and eligibility requirements, so they are able to plan for and afford a college education.
   For example, school counselors:
   - Hold sessions with families to encourage early college savings
   - Provide information on workshops that will assist families in completing the free application for federal student aid (FAFSA)
   - Provide scholarship information to students and encourage their application
   - Ensure students are aware of college credit given when scoring a 3 or better on Advanced Placement (AP) exams

7. College and Career Admission Processes – School Counselors ensure that students and families have an early and ongoing understanding of the college and career application and admission processes so they can find the postsecondary options that are the best fit with their aspirations and interests by:
   For example, school counselors:
   - Ensure students are familiar with the college admission process
   - Assist students applying to 2- or 4- year colleges
   - Coordinate with English staff to help students produce Admissions Essays
   - Help students develop electronic portfolio
   - Notify students of apprentice-ships
   - Provide academic advisement to students interested in trade certifications

8. Transition from High School Graduation to College Enrollment – School Counselors connect students to school and community resources to help the students overcome barriers and ensure the successful transition from high school to college.
   For example, school counselors:
   - Inform students of all avenues for passing the required HSA
   - Monitor student academic progress to assist students are graduating
   - Assist students in methods towards being accepted into post-secondary
   - Provide information and assist students in obtaining employment

These activities are just examples of how counselors work with students in introducing them to college and careers, helping them explore avenues that may be of interest for them and planning towards meeting those goals. For more information, you may contact your School Counselor or the Office of School Counseling at 301-567-8669. Additionally, for more information on careers, please see the Career and Technology Education section in this guide.
WHAT IS A PUPIL PERSONNEL WORKER (PPW)?
A Pupil Personnel Worker is a highly trained state certified specialist with a minimum of a Master’s degree. PPWs serve as advocates for your child. They help remove barriers and circumstances that impact student achievement. PPWs assist schools with attendance, discipline, residency, counseling and crisis intervention. They provide a link between schools, parents, students, and the community.

HOW DOES THE PUPIL PERSONNEL WORKER (PPW) WORK IN SCHOOLS?
• Serve as a resource to support school teams such as the Individual Educational Plan Team (IEPT), School Instructional Team (SIT), Supplemental Services Team (SST), and Section 504 Team
• Are a resource to parents and school administrators to interpret Prince George’s County Public School policies and procedures
• Assist parents and schools with concerns about students’ attendance and discipline
• Review short term suspensions at the request of the parent
• Have knowledge of federal and state laws and Prince George’s County Public School policies and procedures to ensure due process is provided for all students
• Make referrals to Interagency Council and the court system to address truancy
• Provide case management for students requiring interventions such as special education, alternative placements, and referral to community agencies
• Serve as the Superintendent’s designee for investigating and resolving long term suspension requests

PUPIL PERSONNEL WORKER WORK IN SCHOOLS CONTINUED:
• Investigate, prepare, and submit documentation for Expulsion Requests
• Provide professional development to staff
• Provide crisis intervention support to the schools

WHEN SHOULD I CONTACT MY CHILD’S PUPIL PERSONNEL WORKER?
Contact the Pupil Personnel Worker through your child’s school office. Request the Pupil Personnel Worker’s telephone number and/or email address. Contact the PPW:
• When you need an explanation of the Code of Student Conduct
• When you have questions about our attendance and absence policy
• When you have questions regarding student records, withdrawal, and other school system’s administrative policy and procedures
• When you need a review of your child’s short term suspension
• When you need referrals for your child/family to outside agencies
• When your child has excessive unexcused absences
• When you need assistance in getting academic help for your child
• When the principal requests an expulsion
• When your child’s behavior changes and therefore poses as a barrier to learning
• When your child has a history of frequent behavior referrals
• When the principal requests a long term suspension
• When you need a neutral link to the school
PSYCHOLOGICAL SERVICES
WHAT IS A SCHOOL PSYCHOLOGIST?

School psychologists have specialized training in both psychology and education. They use their training and skills to work with educators, parents and other mental health professionals to ensure that every child learns in a safe, healthy, and supportive environment. School psychologists understand school systems, effective teaching, and successful learning. School psychologists assist students in formulating solutions for tomorrow’s problems through thoughtful and positive actions today.

School psychologists address the educational needs of all students in the development of optimal academic, mental health, personal, and interpersonal skills. The services provided by school psychologists assure positive interaction between instructional programming and the individual student’s unique development and learning style. School psychologists tailor their services to the particular needs of each child and situation.

HOW DOES A SCHOOL PSYCHOLOGIST SUPPORT MY CHILD?

Many children and adolescents face challenges that can affect their learning and behavior from time to time. School psychologists are there to help parents, educators, and the community understand and/or solve problems. These can include:

- Stress and anxiety
- Worries about being bullied

SCHOOL PSYCHOLOGIST SUPPORT CONTINUED:

- Academic difficulties
- Family problems (such as separation and divorce)
- Depression
- Dealing with identity issues
- Involvement with drugs or alcohol
- Thoughts about suicide and/or hurting others
- Feelings of loneliness or rejection
- Dealing with transitions beyond high school
- Thinking about dropping out of school
- Self-doubts about their own abilities and potential
- Fear of violence and terrorism

HOW CAN I LEARN MORE INFORMATION ABOUT SCHOOL PSYCHOLOGISTS?

For more information contact the Office of Psychological Services at:

Judy Hoyer Family Learning Center
8908 Riggs Road, Suite 366 • Adelphi, MD 20785
301-431-5630 or 301-431-5606

Or visit us on the Prince George’s County website at:

www.pgcps.org/psychser/
STUDENT LEADERSHIP
WHAT IS G.O.L.D.?
G.O.L.D. stands for Generating Outstanding Leadership Development. It is a leadership development program for elementary students. At the beginning of each school year, all elementary school principals are asked to select one student and one alternate to be the G.O.L.D. student representative. That GOLD student, with the help of the school counselor, will establish a G.O.L.D. Committee and attend the quarterly G.O.L.D. leadership development meetings. G.O.L.D. students are selected for their outstanding leadership potential.

WHAT ARE THE RESPONSIBILITIES OF G.O.L.D. STUDENTS?
The G.O.L.D committee is responsible for completing 4 projects during the school year: Project United for Safety, Red Ribbon Week, Peace Week and an environmental project.

WHAT ARE THE BENEFITS OF PARTICIPATING IN G.O.L.D.?
Students participate in leadership development activities while learning decision-making, problem-solving and team-building. Additionally, many students include their G.O.L.D. experience as part of their academic resume.

HOW DO I FIND OUT IF MY SCHOOL HAS A G.O.L.D. COMMITTEE?
Contact your child’s professional school counselor. The counselor is usually designated as the point of contact for G.O.L.D.

IS G.O.L.D. A MANDATED PROGRAM?
No, but it is strongly encouraged and helps promote school safety and an improved school climate.

WHAT ARE SCHOOL-BASED STUDENT GOVERNMENT ASSOCIATIONS (SGAS)?
Most secondary schools have a student organization that acts as the voice and advocate for student concerns, issues and information sharing. This is the role of a Student Government Association (SGA).

WHAT ARE THE RESPONSIBILITIES OF SGA MEMBERS?
Students involved in SGA are delegates to the Prince George’s Regional Association of Student Governments (P.G.R.A.S.G.) and the Maryland Association of Student Councils (MASC). These students may participate in county, state and national conferences. These student leaders represent the students in their school. They are responsible for attending the PGRASG quarterly general assemblies, MASC events, hosting state events, providing the student body with updates on legislation (county and state) that may impact students and coordinating homecoming and other events at their respective schools.
WHAT ARE THE ELECTED OFFICERS IN THE SGA?
SGA officers are elected for the position of President, Vice-President, Secretary and Treasury.

WHAT DOES THE SGA DO?
SGAs work with the school principal and an adult advisor to address school-wide student concerns, fundraise, work with charities and contribute to the overall improvement of their schools.

WHO SUPERVISES THE SGA?
SGAs are generally supervised by an adult sponsor or advisor from the local school.

WHERE CAN I GET MORE INFORMATION ABOUT SGA?
For more information about Student Government Associations contact the Student Affairs/Safe and Drug Free Schools Office at 301-749-4379.

WHAT IS P.G.R.A.S.G.?
PGRASG stands for “Prince George’s Regional Association of Student Governments”. It is the official student government organization for Prince George’s County Public Schools. It is made up of delegates from school-based Student Government Associations.

HOW DOES P.G.R.A.S.G. OPERATE?
P.G.R.A.S.G. holds quarterly meetings with delegates from middle and high schools. Delegates are selected by individual schools from school-based Student Government Associations (SGA). Every jurisdiction in the state of Maryland has a similar student organization.

WHAT DOES P.G.R.A.S.G. DO AS AN ORGANIZATION?
PGRASG delegates perform a variety of policy based functions: they take stands on local and state bills; lobby for student interests; provide information to middle and high schools on educational issues (county and state); elect the Student Member of the Board of Education (county and state); work closely with PGRASG’s parent organization, the Maryland Association of Student Councils (MASC); fundraise; and identify charities to support.

WHAT ARE THE ELECTED OFFICERS IN THE SGA?
SGA officers are elected for the position of President, Vice-President, Secretary and Treasury.

WHAT DOES THE SGA DO?
SGAs work with the school principal and an adult advisor to address school-wide student concerns, fundraise, work with charities and contribute to the overall improvement of their schools.

WHO SUPERVISES THE SGA?
SGAs are generally supervised by an adult sponsor or advisor from the local school.

WHERE CAN I GET MORE INFORMATION ABOUT SGA?
For more information about Student Government Associations contact the Student Affairs/Safe and Drug Free Schools Office at 301-749-4379.

WHAT IS P.G.R.A.S.G.?
PGRASG stands for “Prince George’s Regional Association of Student Governments”. It is the official student government organization for Prince George’s County Public Schools. It is made up of delegates from school-based Student Government Associations.

HOW DOES P.G.R.A.S.G. OPERATE?
P.G.R.A.S.G. holds quarterly meetings with delegates from middle and high schools. Delegates are selected by individual schools from school-based Student Government Associations (SGA). Every jurisdiction in the state of Maryland has a similar student organization.

WHAT DOES P.G.R.A.S.G. DO AS AN ORGANIZATION?
PGRASG delegates perform a variety of policy based functions: they take stands on local and state bills; lobby for student interests; provide information to middle and high schools on educational issues (county and state); elect the Student Member of the Board of Education (county and state); work closely with PGRASG’s parent organization, the Maryland Association of Student Councils (MASC); fundraise; and identify charities to support.

WHAT ARE THE BENEFITS OF PARTICIPATING IN P.G.R.A.S.G.?
Many students become involved in PGRASG as a way of preparing for careers in law, politics, political science, lobbying and county/state government. PGRASG students have served as student board members for both Prince George’s County and the state of Maryland.

WHO SUPERVISES P.G.R.A.S.G.?
PGRASG is supervised by a Regional Advisor, an elected President, Vice-President, 2nd Vice-President, Secretary and Treasurer.

HOW CAN I GET MORE INFORMATION ABOUT P.G.R.A.S.G.?
Contact the Office of Student Affairs/Safe and Drug Free Schools at 301-749-4379.
WHAT SPORTS ARE OFFERED IN THE PRINCE GEORGE’S COUNTY PUBLIC SCHOOL SYSTEM?

Our high schools offer the following sports:

<table>
<thead>
<tr>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begins in August</td>
<td>Begins in November</td>
<td>Begins in March</td>
</tr>
<tr>
<td>Cheerleading</td>
<td>Boys’ Basketball</td>
<td>Baseball</td>
</tr>
<tr>
<td>Cross Country</td>
<td>Girls’ Basketball</td>
<td>Softball</td>
</tr>
<tr>
<td>Football</td>
<td>Cheerleading</td>
<td>Outdoor Track</td>
</tr>
<tr>
<td>Golf</td>
<td>Indoor Track</td>
<td>Tennis</td>
</tr>
<tr>
<td>Boys’ Soccer</td>
<td>Swimming</td>
<td>Track &amp; Field: Corollary</td>
</tr>
<tr>
<td>Girls’ Soccer</td>
<td>Wrestling</td>
<td></td>
</tr>
<tr>
<td>Volleyball</td>
<td>Bocce - Corollary</td>
<td></td>
</tr>
<tr>
<td>Indoor Softball - Corollary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

WILL MY SON/DAUGHTER NEED A PHYSICAL EXAMINATION PRIOR TO TRYING OUT FOR A TEAM? CAN A REGISTERED NURSE PERFORM MY SON/DAUGHTER’S PHYSICAL EXAMINATION AND COMPLETE HIS/HER PHYSICAL FORM?

Yes, all students who wish to try out for an athletic team must have a physical examination annually. No, only a licensed physician, a licensed physician’s assistant under the supervision of a licensed physician, or a certified nurse practitioner, may perform the examination.

WILL MY CHILD BE ABLE TO PARTICIPATE IN ATHLETICS IF I DO NOT HAVE HEALTH INSURANCE?

Yes, each school year the Board of Education makes available a student accident policy at an affordable rate. You can also contact our Risk Management Office at 301-952-6076 for further information.

WHAT ARE THE BASIC FORMS REQUIRED TO PARTICIPATE IN ATHLETICS?

Prior to any try out, practice, or contest with a team, a student must provide the coach the following documents: (See student packet on website.)

- Current medical evaluation form completed by a physician/nurse practitioner
- Written acknowledgement of insurance coverage from his/her parents which also serves as permission to participate (consent form)
- Residency checklist
- Medical card

WHAT IS THE AGE LIMIT TO PARTICIPATE IN INTERSCHOLASTIC ATHLETICS?

Students who are 19 or older by September 1 of the academic year may not participate in Interscholastic Athletics.
WHAT ARE THE ACADEMIC REQUIREMENTS TO PARTICIPATE IN INTERSCHOLASTIC ATHLETICS?
Students must have a 2.0 GPA with no failing grades in order to participate in Interscholastic Athletics. Athletic eligibility is determined by quarter grades. Semester and final grades will not be used to establish eligibility.

WILL I HAVE TO PAY THE INTERSCHOLASTIC ATHLETIC ACTIVITY FEE TO TRY OUT FOR AN ATHLETIC TEAM?
Not to try out. However, beginning with the 2011-fall sports season, all students who participate on an athletic team must pay an Athletics Activity Fee of $50.00. This one-time fee allows the student athlete to participate in as many sports as possible during that academic year. Students who may not be able to afford all or part of the Athletic Activity Fee may request a waiver by applying to the principal.

ARE THERE ATHLETIC PROGRAMS AVAILABLE FOR SPECIAL NEEDS STUDENTS?
Students with special needs may try out for any of the Interscholastic Athletics teams that are offered. If they do not have the ability to make the team, they can participate in the Corollary Athletics Program. The Corollary Athletics Program offers the following sports: indoor softball, bocce, and track and field.

MY CHILD PLAYED MIDDLE SCHOOL ATHLETICS. WHAT IS THE SELECTION PROCESS FOR MAKING A HIGH SCHOOL TEAM OR WILL THEY BE AUTOMATICALLY PLACED ON A JUNIOR VARSITY OR VARSITY TEAM?
A student must try out for an athletic team. There are no guarantees that every child that tries out for a team will automatically make the team. Every coach has the responsibility and authority for selecting his or her team. It is important to understand that participation on an athletic team is a privilege and not a right. Unlike recreation or intramural teams, equal or guaranteed playtime does not exist.

WHERE CAN I GET INFORMATION ON THE GUIDELINES AND PROCEDURES FOR THE INTERSCHOLASTIC ATHLETICS PROGRAMS OR COROLLARY ATHLETICS PROGRAMS FOR MY SON/DAUGHTER?
You can obtain additional information about athletics guidelines, procedures and the various athletics programs offered by visiting our website www.pgcps.org/athletics/ or by contacting the athletics director at your local high school. In addition, you may call the Office of Interscholastic Athletics at 301-669-6000 for information.
STUDENT SUPPORT SERVICES
WHO IS A HOMELESS STUDENT AND WHICH SCHOOL CAN THEY ATTEND?
A child who lacks a fixed, regular, and adequate nighttime residence is eligible for homeless services. The child may live in a shelter, a temporary home, a motel, a car, a campground, or on the street. Homeless children may be “doubled-up” with relatives or friends due to a loss of housing, economic hardship, or a similar reason.

A homeless student can attend the school that serves the address where the student is temporarily living, or the student may continue to attend the school that he/she attended prior to becoming homeless (the school of origin). The student can stay in the school for as long as the student is homeless or until the end of the school year, if the student receives permanent housing.

ARE SERVICES AVAILABLE THROUGH THE HOMELESS EDUCATION PROGRAM?
Yes. We can help with school records, school materials, school meal programs, and special education services. We can also help with food, clothing, and medical assistance by providing referral information. We may also be able to help with tutoring. Fee waivers may be available for field trips and other school related activities.

HOW DO I RECEIVE SERVICES?
Meet with your child’s Professional School Counselor or the school-based Homeless Liaison for assistance with completing a “Homeless Student Services” form.

HOW OFTEN DO I HAVE TO COMPLETE A “HOMELESS STUDENT SERVICES” FORM?
Parents must complete a new “Homeless Student Services” form every year if they continue to be homeless. A new form must be completed each time there is a change of address.

HOW CAN I GET ADDITIONAL INFORMATION ABOUT THE HOMELESS EDUCATION PROGRAM?
For additional information contact the Homeless Education Office at 301-925-2482.

HOW CAN I GET A SIGN LANGUAGE INTERPRETER FOR A SCHOOL MEETING?
Parents may ask their school to submit a request for American Sign Language interpreters. Professional Interpreter Exchange, Inc. (PIE) provides interpreters for Prince George’s County Public Schools. Requests should be made at least five days before the meeting.
I HAVE A MEETING AT MY CHILD’S SCHOOL AND I DON’T SPEAK ENGLISH. CAN I GET AN INTERPRETER?
Parents may ask their school to submit a request, or may request an interpreter directly by calling the Interpreter Bank staff at 301-408-5511.

DO I HAVE TO PAY THE INTERPRETER FOR THEIR SERVICES?
No, this service is provided to parents at no cost.

WHAT IS A STUDENT ASSISTANCE PROGRAM?
Student Assistance Program (SAP) is a support program for students who may be at-risk for alcohol and other drug use, and provides students and their parents with appropriate intervention services. These services are non-punitive and non-disciplinary. SAP teams are school-based, and members may include but are not limited to: counselors, teachers, administrators, and the school nurse. Once identified, the student’s name is non-administratively and confidentially referred to the SAP team, whose members have been trained in the SAP process. The team will then determine whether or not the student needs intervention services. Students identified as needing intervention services are referred to an adolescent substance abuse counselor for counseling. Students may only be referred with parental consent.

WHAT TYPES OF INTERVENTIONS ARE PROVIDED?
Students may be provided with a variety of counseling services related to alcohol and other drug abuse, life skills, coping skills, and peer pressure. Counseling may be individual, group or family. All counseling services are provided by a certified adolescent substance abuse counselor licensed by the Prince George’s County Health Department, and all information is confidential.

HOW DOES MY CHILD GET REFERRED TO THE SAP?
Anyone can refer a student to the SAP in the local school if they are concerned that a student may be at risk for alcohol or drug use.

WHAT CAN I DO IF MY CHILD’S SCHOOL DOES NOT HAVE SAP TEAM IN PLACE?
For information about establishing a student assistance program at your son/daughter’s school you may contact a school administrator, school counselor or the Student Affairs/Safe and Drug Free Schools office at 301-749-4379.

WHAT IS SECTION 504 OF THE REHABILITATION ACT OF 1973?
Section 504 is a civil rights law to prevent discrimination against persons with a physical or mental impairment that limits one or more major life functions.

HOW CAN A STUDENT RECEIVE SECTION 504 SERVICES?
The school team will identify students who are disabled under Section 504 by taking the following steps:
1. Refer students suspected of having a disability under Section 504 to the school-based Section 504 team.
2. Request additional information from the parent/guardian to determine if the student qualifies for Section 504 services.
3. Convene an eligibility meeting.

IF MY CHILD QUALIFIES FOR SECTION 504 SERVICES WHEN WOULD IT BEGIN?
A Section 504 plan will be developed as soon as possible, but in no case later than thirty (30) days after a student is identified as disabled under Section 504.

WHAT SHOULD I DO IF MY CHILD IS IMPAIRED WITH A BROKEN ARM OR LEG?
If your child is unable to attend school due to a temporary impairment, your child may qualify for homebound and hospital instruction. If your child is able to attend school, the parent should meet with the school team to determine if assistance is needed so that your child may participate in his/her educational program.

WHAT IF THE STUDENT NO LONGER NEEDS SECTION 504 SERVICES?
Each year the Section 504 Team, including the parent/guardian, will review the child’s plan to determine if services need to continue. If your child no longer needs the support, Section 504 services will be discontinued.

HOW OFTEN IS A SECTION 504 PLAN REVIEWED?
A student’s Section 504 plan must be reviewed annually or sooner at the request of a parent or teacher. All members of the Section 504 team including the parent are invited to attend the review meeting.

WHERE CAN I FIND MORE INFORMATION ABOUT SECTION 504?
For more information go to www.pgcps.org.
WHAT IS A COURT LIAISON?
The Court Liaison is a supervisory pupil personnel worker assigned by the school system to work in the Prince George’s County Circuit Court in Upper Marlboro, MD to support students, schools and families with matters that may involve the court.

WHAT SERVICES DOES THE COURT LIAISON PROVIDE FOR STUDENTS WITH ATTENDANCE PROBLEMS?
The Court Liaison works with the school system pupil personnel workers to provide services to students identified as habitually truant.

The Court Liaison conducts the monthly Interagency Attendance Council (IAC) meetings where the pupil personnel workers present cases related to students with chronic attendance issues. Parents are invited to these meetings. School and agency services may be provided for the family to improve student attendance.

The Court Liaison refers middle school students to the Truancy Reduction Court Program. This program works with the student and family to address reasons for truancy and closely monitors student attendance. This program connects parents and students with community-based support systems.

WHAT OTHER SUPPORTS DOES THE COURT LIAISON PROVIDE TO FAMILIES?
The court liaison assists families in completing and filing juvenile complaints when there are unresolved conflicts in the community that may place a student in danger.

WHAT SERVICES DOES THE COURT LIAISON PROVIDE TO INCARCERATED YOUTH?
The Court Liaison provides information to the Prince George’s County District Court. The Court Liaison works closely with the school Probation Specialist from the Department of Juvenile Services, assigned to work with students being sent to or returning from juvenile facilities to help these students successfully return to the school community.

WHERE IS THE COURT LIAISON OFFICE LOCATED?
The Court Liaison’s office is in Room M0401 at the Circuit Court, 14735 Main Street, Upper Marlboro, Maryland 20772.

HOW CAN I CONTACT THE OFFICE OF THE COURT LIAISON?
Telephone inquiries may be directed to 301-749-4389 or 301-952-4050.

WHAT IS A STUDENT TRANSFER?
A student transfer is an approved request to attend a school other than the assigned boundary school. The school requested must be on the list of approved schools that have space available to enroll students.

HOW DO I APPLY FOR A TRANSFER?
You can pick up a Student Transfer Request form from your boundary school or download it from the website by visiting the Student Records and Transfers webpage at: http://www1.pgcps.org/studentrecordsandtransfers/. Once there click on the words “Student Transfers” listed in the menu bar on the left side of the page. Scroll to the bottom of the “Student Transfers” page and click on the words “Transfer Request Form”. The parent must fill out the form with the complete information, including the reason you are requesting a transfer and submit it to the Office of School Transfers, 301-952-6366.

WHEN CAN I APPLY FOR A TRANSFER?
An application for transfer may be submitted to the Office of Student Records and Transfers between February 1st and May 15th of each school year. A list of schools with available seats will be posted on the Prince George’s County Public Schools’ website during the transfer season.

WHAT IF I WANT TO REQUEST A TRANSFER BECAUSE OF THE LOCATION OF MY BEFORE OR AFTER CARE PROVIDER?
Transfers for before and aftercare are completed at the local school and submitted directly to the elementary or middle school principal of the school that the parent wishes to attend. The principal will approve or deny the transfer based on space available.

IS TRANSPORTATION PROVIDED FOR TRANSFER STUDENTS?
No, transportation is not provided to students who are granted a transfer. Parents/guardians are responsible for providing transportation to and from the approved school.

CAN A TRANSFER BE REVOKED?
Yes, a transfer can be revoked for the following reasons:
1. If the student withdraws from an instructional program for which a transfer was granted;
2. If false information was provided on the application;
3. If the parent failed to provide proof of residency;
4. If the student has poor attendance, truancy, or chronic behavior problems that continue after the school has provided interventions or supports.
DO I HAVE TO PROVIDE ANY OTHER DOCUMENTATION WHEN REQUESTING A BEFORE OR AFTERCARE TRANSFER?
Yes, you must have your childcare provider complete the Childcare Residency Verification Form. If they are a formal child care provider, they must list their license number on the form. If they are an informal childcare provider they must provide proof that their residence is located in the school’s boundary.

HOW OFTEN DO I HAVE TO VERIFY INFORMATION ABOUT MY CHILDCARE PROVIDER?
You must complete the Childcare Residency Form every school year.

HOW CAN I FIND MORE INFORMATION ABOUT THE STUDENT TRANSFER PROCESS?
For more information about student transfers visit the following internet address:

WHAT IS THE BRIDGE TO SUCCESS (NEEDIEST KIDS) PROGRAM?
This program works with schools and school professionals throughout the area to give students access to basic resources, without which they might not have the opportunity to be successful in school.

WHAT TYPES OF RESOURCES ARE PROVIDED FOR STUDENTS?
School professionals rely on Bridge to Success to provide financial supports to children in grades K-12. The following resources and supports are available to families:

- Eye Exams and Glasses
- Medical and Dental Care
- New Clothes and School Uniforms
- Personal Care items
- Food
- School Supplies

HOW CAN A STUDENT RECEIVE THE RESOURCES FROM THE BRIDGE TO SUCCESS PROGRAM?
Any student receiving free or reduced lunch can qualify to receive assistance from the Bridge to Success program. For additional information, contact your child’s assigned professional school counselor.

WHAT IS PROACTIVE STUDENT SERVICES INTERVENTION?
Proactive Student Services Intervention is a team-based, solution-seeking approach used in Prince George’s County Public Schools to coordinate services that focus on the health, personal, interpersonal, academic, and career development of all students.

Why might a school team meet about my child?
Some students may experience difficulties in school academically, socially, behaviorally or medically and may need strategies for improved school success. Likewise, students who are advanced and could benefit from enriched or accelerated studies will also require focused attention. When either occurs, a Proactive Student Services Intervention Team of school professionals will meet to develop the plan of action that will include interventions and strategies to ensure students make continual progress.

WHO ARE MEMBERS OF THE PROACTIVE STUDENT SERVICES INTERVENTION TEAMS?
Each school maintains a team charged to carry out this work on the behalf of our students. These teams may be named the School Instructional Team (SIT) or the Supplemental Services Team (SST). Members of these teams include the principal, classroom teacher(s), school counselor, pupil personnel worker and nurse. Other members may be added on a case-by-case basis which may include the reading specialist, psychologist, special education teacher, community agency representative, and even the student. The parent is always invited to the meetings to be included in this process.

CAN I REQUEST TO MEET WITH THE TEAM TO ADDRESS MY CHILD’S NEEDS?
Yes. Most students are referred to the Proactive Student Services Team by the classroom teacher. However parents/guardians may also call their child’s school counselor, classroom teacher or the principal to request a meeting with the Proactive Student Services Team.
IF MY CHILD IS REFERRED, WHAT ARE THE STEPS THESE TEAMS WILL TAKE TO MEET MY CHILD’S NEEDS?

The SIT and SST teams go through the Problem-Solving Process in identifying and meeting each student’s needs. These steps are listed below in the order they are implemented to include:

Step 1
Problem Identification – The team reviews background information in the area of concern (such as grade reports, student work samples, attendance records, health reports, and/or discipline referrals) to identify and fully define the concern(s). The team gathers information to chart additional information about the concern such as, the time of day of the concern, the activity during which the behavior is usually shown and/or the duration of the concern.

Step 2
Establish Goals of Intervention – The team clearly defines the goals (expectations) in ways that can be tracked.

Step 3
Develop Intervention – The team develops a clearly outlined intervention plan to address the student’s academic and/or behavioral and/or health need(s).

Step 4
Implement Intervention – The team implements the interventions as planned.

Step 5
Monitor Progress – The team monitors progress towards the goals by reviewing data such as the student’s work samples and grades, behavior and/or attendance reports and/or team member observations and reports. The student’s improvements and/or challenges are recorded and depending on the progress in response to the interventions, the plan is revised and next steps will be determined.

WHERE CAN I LEARN MORE ABOUT PROACTIVE STUDENT SERVICES INTERVENTIONS?

Prince George’s County Public Schools currently maintains an administrative procedure named Proactive Student Services Interventions (AP 5124) which can be found on the Prince George’s County Public Schools website at www.pgcps.org under the parent section within the Administrative Policies and Procedures section. You may access this administrative procedure directly by entering this internet address: http://www.pgcps.org/~procedur/5000/5124.pdf.

Please contact your child’s school counselor, classroom teacher, or administrator for more information or further explanation. You may also contact central offices of team members represented on the team to include the following:

• Office of Health Services - 301-749-7422
• Office of Pupil Personnel Services (PPWs) - 301-952-6384
• Office of Psychological Services - 301-431-5630
• Office of School Counseling - 301-567-8669
EDUCATIONAL PROGRAM OFFERINGS
WHAT EARLY CHILDHOOD PROGRAMS ARE AVAILABLE IN PGCPS?

The Early Childhood Program provides a variety of services and programs to families and children including:

**Infant Toddler Program** – Provides early intervention services to children from birth to three years of age who demonstrate developmental delays or are at risk for developmental delays. 301-265-8415

**Prekindergarten** – Provides a five half-day preschool program for children who are four years old by September 1 and who meet income eligible criteria. 301-808-2707

**Kindergarten** – All children who are five years old by September 1 must register for Kindergarten at their neighborhood boundary elementary school. 301-808-2707. Kindergarten students not born in the United States, and those who come from homes where a language other than English is spoken in the home, must register through the International Student Counseling Office (ISCO). 301-445-8460

**Early Childhood Special Education** – Provides special education and related services to eligible three and four year old children with disabilities. 301-808-2723

**Child Find** – Initial point of contact for screenings and evaluations of three and four year old children with suspected delays in development. Children can be referred to Child Find based on concerns in any area of development. 301-808-2719

**The Judy Hoyer Family Learning Center** – Provides information and services for children, birth through five years of age, and their families. Resources include early childhood care and education as well as family support and health programs. 301-406-6860

**EARLY CHILDHOOD PROGRAMS CONTINUED:**

These programs can make an important difference in the lives of young children.

**WHAT IS HEAD START?**

- Head Start is a federally funded program.
- Head Start serves eligible children 3-5 years of age. Children must be three years old by the start of school.
- Head Start provides comprehensive services to meet the needs of children and their families.
- Head Start promotes school readiness.
- Head Start helps parents become their child’s primary educator, nurturer, and advocate.
HOW DO I APPLY FOR HEAD START?
• A parent/guardian may pick up an application at the Central Head Start Office located at 8908 Adelphi Road Adelphi, Maryland 20783 or download an application from www1.pgcps.org/headstart.

• The Head Start Office will mail a notification letter to parents meeting eligibility guidelines as established by the Federal Government.

• All information needed for registration will be mailed in the notification letter.

WHAT WILL I NEED TO APPLY FOR HEAD START?
• Proof of birth of the child
• Proof of family income (must meet federal poverty guidelines)
• Proof of residency in Prince George’s County
• An up-to-date physical/dental examination for your child with a current shot record

WHEN I SUBMIT ALL DOCUMENTATION FOR HEAD START DOES THAT MEAN MY CHILD IS IN THE PROGRAM?
Parents of children who are eligible for enrollment into Head Start will receive an acceptance or wait list letter based on available space/capacity. Applying does not automatically mean that your child is accepted into the program.

For more information, please contact Head Start Office at 301-408-7100.

WHAT IS EVEN START?
Even Start is a program designed to educate parents to help their young children succeed in school. The program focuses on the educational needs of the whole family.

HOW WILL PARTICIPATION IN EVEN START HELP ME AS PARENT?
Even Start helps parents to:
1. Raise their educational level through instruction in basic skills, English as a Second Language (ESL), and/or General Educational Development (GED) preparation;
2. Gain the motivation, skills, and knowledge needed to become employed or to pursue further education or training;
3. Improve parenting knowledge and skills;
4. Become familiar with and comfortable in school settings;
5. Increase the developmental skills of preschool children to better prepare them for academic and social success in school; and
6. Improve the parent/child relationship through planned, structured interaction.

WHAT SERVICES DOES EVEN START PROVIDE?
• Adult Education
• English as a Second Language (ESL)
• Employability Skills Training
• Interactive Literacy Activities
• Parent Education

EVEN START WORKS WITH FAMILIES TO:
• Read together daily
• Find time to learn together
• Send your child to school everyday
• Visit your child’s classroom
• Schedule a regular homework time
• Take time to listen
• Be a good model for your child
• Encourage good health practices

WHEN CAN I REGISTER FOR THE EVEN START PROGRAM?
A parent can register for the Even Start program in August. If you are eligible to participate, classes are offered from September through June and a summer program is available in July.

IS THERE A COST TO PARTICIPATE IN EVEN START?
No, services are free to parents who reside in Prince George’s County and have a child who attends a Prince George’s County Public Schools elementary school. Parents must meet income eligibility to participate.

HOW CAN I GET MORE INFORMATION ABOUT EVEN START FAMILY LITERACY SERVICES?
For more information call the telephone numbers below:

Judy Hoyer Family Learning Center
8908 Riggs Road, Adelphi, MD 20783
Telephone: 301-431-6220
Fax: 301-431-6229

H. Winship Wheatley Early Childhood Center
8801 Ritchie Drive, Capitol Heights, MD 20743
Telephone: 301-808-8106
Fax: 301-808-8105
WHAT IS THE BEFORE AND AFTER SCHOOL EXTENDED LEARNING PROGRAM?
The Before and After School Extended Learning Program offers school-based enrichment programs for elementary school students before and after regular school hours. This program is designed to enhance the children’s social, cultural, educational, and physical development, as well as meet the needs of parents by offering a safe, accessible, and affordable school-based program.

WHAT HOURS IS THE PROGRAM AVAILABLE?
The hours of the program depend on the hours of the school that hosts the program. The program is open from 7:00 a.m. to the beginning of the regular school day; and, from the end of the school day until 6:00 p.m.

WHAT DOES THE PROGRAM OFFER?
The goal of the Prince George’s County Public School System is to provide a safe, enriching environment for Prince George’s County elementary school students. The selected curriculum materials in reading and mathematics used after school augment the regular school program.

Activities may vary according to the interests of children, staff, and the community. However, a wide range of activities are provided in each program. Children are given opportunities to participate in art, cooking projects, drama, music activities, and play with games and manipulatives. Additionally, students can play sports, group games, computer activities, relax, begin homework assignments, and socialize in an atmosphere that supports their developmental needs. A daily snack is provided.

ARE THE PROGRAMS LICENSED?
Yes, our programs are licensed by Maryland State Department of Education, Office of Child Care and frequently exceed the State requirements. Each program has a designated enrollment capacity based on the space assigned for program use.

HOW DO I ENROLL?
Parents must enroll on-site at their child’s assigned school. Forms for registration are obtained from the program’s site coordinator. Parents must complete all forms required by the licensing agency and PGCPS – including the Registration and Terms of Agreement Forms, Health Inventory and an Emergency Information Card.

HOW MUCH DOES THE PROGRAM COST?
This program is mandated to be self-supporting; therefore, a per student, tuition fee is charged each school term. Department of Social Services vouchers are accepted. The current tuition fee is $3,000; payable in bi-weekly installments of $145.00.

WHAT IS ESOL?
ESOL (English for Speakers of Other Languages) is a program to teach your child English.

WHY DOES MY CHILD NEED TO BE IN ESOL?
Your child has taken a language assessment that determined he/she is eligible for ESOL services. That means that your child will receive extra help with English during the regular school day at his or her school. Your child will be in a regular class and meet with an ESOL teacher a few times a week. If your child is in middle or high school, ESOL will be one of his/her classes.

MY CHILD ONLY SPEAKS ENGLISH. WHY WAS HE/SHE TESTED?
When you registered your child in the school system, you filled out a blue registration form. On that form, you were asked if a language other than English is spoken at home. If the answer to that question was yes, the law requires us to assess the language proficiency of your child.

HOW LONG WILL MY CHILD HAVE TO BE IN ESOL?
A child will receive ESOL services until he/she tests independent on the language assessment test given every April. The parent will receive letters every year to inform of the child’s progress.

MY CHILD IS NOT ENROLLED IN AN ESOL CLASS. WHY DOES MY CHILD HAVE TO TAKE THE LANGUAGE PROFICIENCY TEST THIS APRIL?
In order to exit from the ESOL program, the ESOL students must past the annual English language assessment. If an ESOL student has completed the ESOL course sequence, with the last class being ESOL 3, the student will be registered for mainstream English classes for the rest of his/her school career. However, until the student passes the annual English assessment, he/she will remain enrolled in the ESOL program.

WHAT IF I DO NOT WANT MY CHILD TO RECEIVE ESOL SERVICES?
A parent has the right to refuse ESOL services. That means that your child will not receive any ESOL instruction. However, that does not exempt your child from language assessment testing or accommodations in the classroom.
EDUCATIONAL PROGRAM OFFERINGS

HOW CAN I FIND OUT MORE INFORMATION ABOUT ESOL?
For additional information about ESOL, call the ESOL Central Office at 301-445-8450

WHAT IS SPECIAL EDUCATION?
Special Education is the education of students with special needs in a way that addresses the student’s individual differences and learning styles. A child becomes eligible for special education when the Individualized Educational Plan team identifies the child as having a disability and in need of specialized education. The disability must have educational impact. Students are eligible to receive special education services through age 21.

HOW DOES A CHILD QUALIFY FOR SPECIAL EDUCATION?
School Referral: If a child is experiencing difficulty learning, and classroom and school-level interventions have not been successful, that child may be referred to the IEPT (Individualized Educational Plan Team) that is made up of school personnel, specialists, and the parent(s). The IEPT will decide whether they recommend that the child be tested to determine if a disability exists that is hindering the child’s academic success. With parent permission, tests are administered, the results are reviewed (with the parent), and the team determines if the child is eligible to receive special education services.

Parent Referral
A parent may refer a student by contacting the child’s teacher or other school professionals to ask that their child be evaluated. This request may be verbal but it is best to put it in writing.

Child Find
Each state is required to identify, locate, and evaluate all children with disabilities who need special education and related services. To do so, states conduct what are known as Child Find activities. When a child is identified by Child Find as possibly having a disability and as needing special education, parents may be asked for permission to evaluate their child. Parents can also call the Child Find office (301-808-2719) or ask that their child be evaluated.

WHAT HAPPENS IF MY CHILD IS ELIGIBLE FOR SPECIAL EDUCATION?
School personnel will work with the parent to develop an Individualized Educational Plan that addresses the child’s individual needs. This is called the IEP. The IEP is a legal document that ensures that your child is provided the services he/she needs.

HOW ARE PARENTS INFORMED OF THEIR RIGHTS REGARDING THE SPECIAL EDUCATION PROCESS?
The procedural safeguards notice includes a full explanation of parents’ rights in an easily understandable manner and in their native language.

This document applies to children and families receiving services through an Individualized Family Service Plan (IFSP) and also to children/students receiving services through an Individualized Education Program (IEP). (MSDE 2010)

WHAT KINDS OF SERVICES ARE AVAILABLE TO HELP MY CHILD WITH HIS/HER SPECIAL NEEDS?
Special Education services are available for students with certain handicapping conditions involving seeing, hearing, talking, walking, learning or behaving. Schools provide special education services for students with disabilities to help them succeed in school. There are a range of special education services to support the student to receive the best education possible. Some students in Kindergarten through High School receive instructional assistance at their school. Some students attend special centers. There are services available for students who need support such as occupational therapy, physical therapy, speech and language therapy and/or assistive technology.

HOW WILL I TRACK MY CHILD’S PROGRESS?
In addition to the regular report card, your child will receive a progress report from the child’s special education teacher each quarter. The progress report reviews your child’s progress towards his/her individualized goals. Additionally, the IEP is reviewed every year (annual review) to determine progress towards goals, and to establish new goals for the upcoming year.

WHAT SHOULD I DO IF I DETERMINE THAT I NO LONGER WANT MY CHILD TO RECEIVE SPECIAL EDUCATION SERVICES?
If a parent would like to withdraw consent for special education services, please refer to the “Parental Rights Maryland Procedural Safeguard Notice” booklet provided at their IEP meeting. Contact the special educator at your child’s school if you need a copy of this document.
WHERE CAN I GET ADDITIONAL INFORMATION ABOUT SPECIAL EDUCATION?
For additional information refer to the contacts below:

The Department of Special Education, Prince George’s County Public Schools
1400 Nalley Terrace
Landover, Maryland 20785
Website: www1.pgcps.org/specialeducation/
301-618-8300

The Partners for Success Parent Center, Prince George’s County Public Schools
8908 Riggs Road, Suite 229
Adelphi, Maryland 20785
301-431-5675

The Maryland State Department of Education (MSDE)
MSDE Division of Especial Education & Early Intervention Services
410-767-0261 or (800) 535-0182

Parents’ Place of Maryland
801 Cromwell Park Drive, Suite 103
Glen Burnie, MD 21061
Website: ppmd.org
410-768-0830

The ARC of Prince Georges County
1401 McCormick Drive
Largo, MD 20774
301-925-7050
Website: www.thearcofpgc.org

Prince Georges County Infants & Toddlers
Intake Line
301-265-8415

Prince George’s County Public Schools Pre-School Child Find
301-808-2719

WHAT IS TAG?
TAG stands for Talented and Gifted. It is a program designed to meet the educational needs of children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels.

WHEN ARE STUDENTS TESTED AND SCREENED FOR TAG IDENTIFICATION?
Each year, all Prince George’s County Public Schools students in 1st and 3rd grades are given the Otis Lennon School Ability Test (OLSAT) in the fall of the year. Students who score above the 80th percentile will be automatically screened for TAG identification. Grade 3 students also complete the Stanford 10 Reading and Math Achievement Tests. In addition to the OLSAT data, students with an 89th percentile or higher on The Stanford Test are also automatically screened for TAG identification. The test data is valid for two years, so students will not be tested two years in a row.

HOW DO I NOMINATE MY CHILD FOR TAG SCREENING?
Parents and teachers may also nominate students for TAG screening by writing a letter of nomination and submitting it to the school’s TAG Coordinator between August and December. The TAG Coordinator will complete the screening process by collecting all existing and valid test data, teacher evaluation of gifted behaviors checklist, and report card grades. After reviewing the data, the TAG coordinator will notify parents of the screening results.

IF MY CHILD IS ATTENDING A NON-PUBLIC (PRIVATE) SCHOOL, HOW CAN HE/SHE BE TESTED AND SCREENED FOR TAG IDENTIFICATION?
The TAG Office provides non-public testing each year. The application is available from November to mid-January through the TAG Office (301-808-3790). The deadline for the completed application is typically mid-January. Testing typically takes place the first or second Saturday of February. We cannot accommodate walk-ins, so the application deadline must be met. Test data is valid for 2 years, and students may not be tested 2 years in a row.

HOW ARE TAG STUDENTS IDENTIFIED?
The identification process includes test data, teacher evaluation of gifted characteristics and behaviors, and report card grades.
EDUCATIONAL PROGRAM OFFERINGS

WHAT DOES IT MEAN TO BE TAG IDENTIFIED?
TAG identified students are eligible to receive TAG services at their attendance area/neighborhood school. Each elementary school implements a TAG Program. Middle Schools offer Honors courses to TAG identified students. TAG identified students are eligible to apply to the Lottery for possible placement at a TAG Center Program, based on their home address. There are limited spaces available at each TAG Center, which is why a Lottery is necessary. The Office of Pupil Accounting and School Boundaries oversees the Lottery application and placement process.

WHAT SERVICES ARE PROVIDED FOR TAG IDENTIFIED CHILDREN ATTENDING THEIR NEIGHBORHOOD SCHOOLS?
Neighborhood elementary schools provide TAG Pull-out services or TAG in the Regular Classroom Program depending on the overall TAG population at the school. A list of the schools and program models can be located at http://www1.pgcps.org/tag/.

Neighborhood middle schools provide Honors courses for TAG identified students. Please check with the counselors at the middle schools for course offerings.

WHERE CAN I FIND MORE INFORMATION ON PROGRAM MODELS, SUPPORT GROUPS, AND TAG SERVICES AT MY CHILD’S SCHOOL?
Each elementary and middle school has a designated TAG Coordinator that can address questions regarding TAG identification and services. A complete list of TAG Coordinators can be located at pgcps.org/tag/. The list is updated periodically as TAG Coordinators change.

WHAT ARE CAREER & TECHNICAL EDUCATION PROGRAMS?
Prince George’s County Public Schools offer students an opportunity to participate in 26 career focused programs (examples: pre-engineering, nursing, IT networking, accounting, culinary arts, construction trades, etc.) to learn real world academics, career readiness and life skill competencies needed for success in a skill-based economy.

WHY SHOULD A STUDENT ENROLL IN A CAREER & TECHNICAL EDUCATION PROGRAM?
Research shows that students who enroll in Career & Technical Education Programs are:

• More likely to complete high school.
• More likely to be prepared to enter the workforce

HOW DO CAREER & TECHNICAL EDUCATION PROGRAMS BENEFIT STUDENTS?
CTE programs enable students to:

• Enroll in challenging academic and career-focused courses that prepare them for high-skilled, high-demand, high-wage, meaningful employment and college and/or apprenticeship opportunities after high school.
• Earn industry recognized technical certifications/licenses and early college credit prior to graduating from high school at no cost.
• Better, understand their educational and career options in planning for life after high school.

WHEN ARE STUDENTS ELIGIBLE TO ENROLL IN CAREER & TECHNICAL EDUCATION PROGRAMS?
• Students may enroll in Career & Technical Education Programs primarily beginning in grades 11 and 12.
• Students may enroll in the pre-engineering and biomedical science programs beginning in grade 9.

HOW CAN I GET MORE INFORMATION ON CAREER & TECHNICAL EDUCATION PROGRAMS?
For additional information, contact the Office of Career & Technical Education programs at 301.669.6000 or the counselor at your child’s school.
WHAT ARE SPECIALTY PROGRAMS?
Sometimes referred to as Magnet Programs, Specialty Programs are unique educational programs offered at specific locations around the county. While they serve a broad attendance area, admission is typically by application and some programs may have more specific eligibility requirements, particularly at the upper grade levels. Some examples of specialty programs are French Immersion, TAG, Montessori, Biotechnology, Biomedical, and Visual and Performing Arts.

HOW DO I ENROLL MY CHILD FOR A SPECIALTY PROGRAM?
Admission to the specialty programs is available by application. Each year, the county conducts a program showcase, typically in January, which highlights the programs that will be available for the following year. In addition to information made available on the PGCPS Web Page and at the showcase, program brochures and applications are also made available at schools and libraries. An on-line application is also available. After the application period has closed, participants are selected on the basis of a random lottery, and are notified of the program they have been selected for, if they are on a wait list, or if they were not placed.

WHAT IS MY “NEIGHBORHOOD SCHOOL”?
A “Neighborhood School” is that school which serves your child’s grade level based on your residence. Neighborhood schools serve grades kindergarten through grade 12 and special permission must be obtained to attend a different school. The neighborhood school and the specialty permission may be obtained by applying for a student transfer, participating in a qualifying special education or English Language Learner (ELL) program, or being admitted to a specialty or charter school program. Specialty programs’ schools are assigned based on the parent/legal guardian home address. Go to the webpage http://schools.pgcps.org/SchoolFinder/findschool2.asp to identify program locations serving your residence.

MY FAMILY IS NEW TO PRINCE GEORGE’S COUNTY BUT MY CHILD ATTENDED A PUBLIC SPECIALTY/CHARTER SCHOOL IN OUR PREVIOUS SCHOOL DISTRICT. WILL MY CHILD AUTOMATICALLY BE ABLE TO ENROLL IN A SCHOOL HERE?
No. You cannot transfer your enrollment to a charter school. You must go through the application process. You may be able to transfer your enrollment to a specialty program. Please contact 301-952-6010 for further information.

IF MY CHILD IS ADMITTED TO A SPECIALTY PROGRAM, WILL TRANSPORTATION BE AVAILABLE?
Depending on the program and age of the child, transportation may be available on a limited basis. Contact the specialty school for more information.

I APPLIED FOR TWO OR MORE OF MY CHILDREN FOR THE SAME PROGRAM. WILL ALL MY CHILDREN RECEIVE PLACEMENT?
If lottery applicants are identified as members of the same family, some consideration will be given. However, placement is not guaranteed for all family members. Placements are determined by space availability at each grade level as well as lottery results. Please make sure the same responsible adult name is used on all applications and all parties reside in the same household. The lottery brochure has more detail on who may qualify as a family member for lottery purposes.

HOW CAN I OBTAIN MORE INFORMATION ABOUT SPECIALTY PROGRAMS?
Additional details about specialty programs are available from the Department of Academics and the schools hosting the programs. The specialty program showcase held in January and the brochures also provide useful information about the programs.

IS BEFORE AND AFTER CARE PROVIDED?
Please contact the school of interest for information regarding Before and After Care.

MY EMAIL CONFIRMATION DOES NOT LIST MY HOME ADDRESS. SHOULD I HAVE ENTERED IT?
No. You only need to enter your home address on the online application if you plan on moving prior to the start of the school year. Placement locations are based on the parent/legal guardian’s home address. This information is obtained from the student’s ID number.

I APPLIED FOR TWO PROGRAMS FOR MY CHILD; ONE IS MY FIRST CHOICE AND THE OTHER IS MY SECOND CHOICE? WHAT HAPPENS IF I GET MY SECOND CHOICE FIRST?
Both choices are treated equally, however, if selected, you will only receive placement for one program. If you choose to decline your second choice, you may request to be placed on the waiting list for the first option.
EDUCATIONAL PROGRAM OFFERINGS

WHEN MY CHILD IS PLACED ON THE WAITING LIST, AND THE SCHOOL STATES THERE IS AN OPENING, WHY DON'T I RECEIVE A LETTER?
Continuous notification is not provided. You will receive notification if space becomes available and if your child is next to receive placement.

MY ADDRESS CHANGES AFTER I HAVE BEEN ACCEPTED, WHY AM I PLACED ON A WAITING LIST?
School assignments are based on a parent/guardian’s legal residence in the county. Available placements are made to all schools at the same time and therefore, there is no space available. You cannot be guaranteed a space if your address is incorrect.

WHEN THE APPLICATION SPECIFIES ENTRANCE GRADE LEVEL ONLY, BUT I HAVE A CHILD IN AN UPPER GRADE AND I WANT TO APPLY FOR THAT PROGRAM, WHAT IS THE PROCESS?
This applies to French Immersion. French Immersion placement testing is for students in grades 1-8. Students interested in placement must contact Pupil Accounting and School boundaries during the application season. Testing will only be offered if space is available at the assigned school for that grade level. Passing of the assessment does NOT guarantee a placement.

WHAT IS THE PURPOSE OF JUNIOR RESERVE OFFICER TRAINING CORPS PROGRAMS WITHIN PRINCE GEORGE’S COUNTY PUBLIC SCHOOLS?
Junior Reserve Officer Training Corps Programs are designed to expose high school students to academic and leadership training courses, with a military theme, that empower them to become better informed, more responsible citizens and outstanding students.

WHAT JUNIOR RESERVE OFFICER TRAINING CORPS PROGRAMS ARE OFFERED WITHIN PRINCE GEORGE’S COUNTY PUBLIC SCHOOLS?
Students are afforded the opportunity to participate in a variety of JROTC Programs to include:
- Aerospace Science AFROTC Program
- Army JROTC Program
- Marine Corps JROTC Program
- Navy JROTC Program

HOW DOES THE JUNIOR RESERVE OFFICER TRAINING CORPS PROGRAMS CONTRIBUTE TO STUDENT’S DEVELOPMENT IN HIGH SCHOOL?
Students enrolled in Junior Reserve Officer Training Corps Programs become model students within schools by their display of:
- Self confidence and discipline
- Outstanding leadership in/out of the classroom
- Excellent communication skills
- Acceptance of personally responsibility for academic success

WILL JUNIOR RESERVE OFFICER TRAINING CORPS PROGRAMS BENEFIT STUDENTS AFTER GRADUATION FROM HIGH SCHOOL?
- Students enrolled in JROTC may compete for Reserve Officer Training Corps scholarships to attend college or seek an appointment to a military academy.
- Students who successfully complete a minimum of three years of JROTC program and qualify to enter active duty military service receive pay/rank increases of two grades above non-JROTC recruits.
- Students who participate in JROTC learn leadership and organizational skills that are transferable to any future career field.

WHERE SHOULD I CALL FOR MORE INFORMATION ON THE JUNIOR RESERVE OFFICER TRAINING CORPS PROGRAMS?
For additional information contact the Office of Junior Reserve Officer Training Corps Programs at 301.669.6000 or the counselor at your child’s school.

WHAT IS A TITLE I SCHOOL?
A Title I school is a school that receives federal funds to help children in high-poverty areas. Funds should be specifically targeted to help students who are behind academically or at risk of falling behind. Annually, the Title I program reaches over six million students in elementary and secondary schools.

WHAT IS THE PURPOSE OF TITLE I FUNDING?
The purpose of Title I funding is “to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at minimum, proficiency on challenging state academic achievement standards and assessments.”

HOW ARE TITLE I FUNDS USED?
Each school decides how to use Title I funds. Title I funds can be used to improve curriculum, instructional activities, counseling, parental involvement, increase staff and program implementation. Title I funds typically support supplemental instruction in reading and math.
WHAT IS SCHOOL CHOICE?
Under Elementary and Secondary Education Act (ESEA), only students who attend a Title I funded school that is in “improvement” must be given the option of school choice. School Choice allows all students the option to transfer to another public school that is not in improvement.

Parents of students in schools with School Choice will receive a letter from the Title I Department with detailed information.

WHAT ARE SUPPLEMENTAL EDUCATIONAL SERVICES?
The term “supplemental educational services” refers to free extra academic help, such as tutoring or remedial help, that is provided to students in subjects such as reading, language arts, and math. This extra help can be provided before or after school, on weekends, or in the summer. Families can enroll their child in supplemental educational services if their child attends a Title I school that has been designated by the state to be in need of improvement for more than one year.

Contact the Title I office at 301-925-2384 for more information.

WHAT IS SECONDARY SCHOOL REFORM?
Secondary School Reform is a new way of looking at the high school experience.

WHAT IS THE GOAL OF SECONDARY SCHOOL REFORM?
The goal of Secondary School Reform is to graduate every Prince George’s County Public School (PGCPS) student college AND workforce ready, so that with a high school diploma, our graduates are not only prepared to excel in college level courses, but are also immediately competitive for jobs in the marketplace.

WHAT WAYS ARE YOU GOING TO MEET THAT GOAL?
As a part of Secondary School Reform, PGCPS will redesign its high schools into career-focused academies. This redesign will enrich teaching and learning by allowing each high school to focus on career fields that are related to certain themes.

HOW CAN MY STUDENT ENROLL IN ONE OF THE ACADEMIES?
Incoming 9th grade students will be able to participate in an academy if offered at their boundary high school. Transfers on the basis of academic programs will not be permitted. Transportation will be provided to high school students attending their boundary school. In the future, students will have greater flexibility in choosing their academies.

WHAT ACADEMIES WILL BE OFFERED DURING THE 2011-12 SCHOOL YEAR?
• The Business & Finance Academy will be offered at Oxon Hill and Suitland High Schools.
• The Global Studies Academy will be offered at Crossland and Parkdale High Schools.
• The Hospitality & Tourism Academy will be offered at Bladensburg and Duval High Schools.
• The Law, Education, & Public Service Academy will be offered at Central, Potomac, and Surrattsville High Schools.

For more information, please visit www1.pgcps.org/ssr/.

WHAT IS HOMEBOUND AND HOSPITAL INSTRUCTION?
Homebound and Hospital instruction is a program to help students in grades Pre K through 12 continue their education while they are unable to attend school because of a health condition such as broken limb, cancer, hospitalization, surgery, pregnancy, sickle cell, cystic fibrosis, juvenile diabetes or other conditions, or because of a temporary emotional condition.

HOW CAN I APPLY FOR HOME AND HOSPITAL TEACHING SERVICES?
Parents/guardians must contact the principal or the professional counselor at the child’s school. The school will give the parent/guardian a form that needs to be completed by the child’s physician, psychiatrist or psychologist. Once the form is completed, the parent/guardian must return it to the school.

WHEN WILL HOME TEACHING SERVICES BEGIN?
The school will send the completed form to the Office of Home and Hospital Teaching for review. For students who are eligible, a home teacher will be assigned to work with the student within 10 days of approval. A team meeting will be held to develop a “Plan of Action” and the school will provide the student’s books and materials.

WHAT TYPES OF SERVICES ARE OFFERED?
Homebound and hospital services include:
1. Direct instruction by an instructor who teaches the child in the home, hospital, therapeutic center and/or an alternative setting.
2. Virtual-online instruction taught by highly qualified teachers. This service is available to a student with a computer and Internet access.
WILL MY CHILD BE ABLE TO CONTINUE WITH CLASSES THAT INVOLVE MIDDLE SCHOOL OR HIGH SCHOOL ASSESSMENTS?
Yes. Instruction is available for students taking subjects requiring middle school and high school assessments.

DO I HAVE TO BE PRESENT WHEN MY CHILD RECEIVES INSTRUCTION IN THE HOME?
Yes, a parent or other responsible adult must be present when the home teacher comes to the home. There is no requirement for an adult to be present when a student is working with a teacher during a virtual-online class session.

HOW CAN I FIND OUT MORE ABOUT HOMEBOUND AND HOSPITAL INSTRUCTION?
For more information visit the Prince George’s County Public Schools website at www.pgcps.org/homeandhospitalteaching.

WHAT IS A SCHOOL LIBRARY MEDIA SPECIALIST AND WHAT DO THEY DO?
The library media specialist is a professional who is responsible for the school library media center.

HOW DOES THE SCHOOL LIBRARY MEDIA SPECIALIST SUPPORT MY CHILD’S EDUCATION?
The library media specialist teaches your child how to:
• Use media resources
• Research information
• Use technology
• Select resources for projects and research papers
• Locate books, magazines and other print media and read for fun

WHERE CAN I FIND THE LIBRARY MEDIA SPECIALIST IN MY CHILD’S SCHOOL?
The library media specialist works in many places in your child’s school such as:
1. In your child’s classroom teaching a lesson
2. In the media center working with small groups or large groups of students
3. In the media center working with individual students on projects
4. Throughout the school when meeting with teachers and providing resources and materials to support classroom instruction

CAN MY CHILD CHECK OUT BOOKS FROM THE LIBRARY MEDIA CENTER?
Yes, students may visit the library media center and check out books.

WHAT IS THE BENEFIT OF LIBRARY MEDIA SERVICES TO MY CHILD?
Your child will develop critical and creative thinking skills that can be used throughout their lifetime to access information.

HOW CAN MY CHILD AND I FIND OUT WHAT RESOURCES ARE IN OUR SCHOOL LIBRARY MEDIA CENTER?
Students and parents may access their school library catalog online. Go to the web page for the Office of Library Media Services at http://www1.pgcps.org/librarymedia/ and click on Destiny-Library Catalog in the menu on the left side of the page.
CONSTITUENT SERVICES
WHAT IS THE OFFICE OF CONSTITUENT SERVICES?
The Office of Constituent Services serves the community by working collaboratively with parents/guardians and school staff to resolve any concerns that may arise. The Office of Constituent Services is committed to resolving concerns in an equitable and timely manner.

WHY MIGHT A PARENT CONTACT THE OFFICE OF CONSTITUENT SERVICES?
If a parent/guardian has a school-based concern, and has already spoken with the school staff and the administrator, they may contact the Office of Constituent Services for assistance if the concern has not been resolved. Parents may also contact the office if they need information about which central office can assist with their concerns.

HOW CAN I GET MORE INFORMATION ABOUT THE OFFICE OF CONSTITUENT SERVICES?
For more information, contact the office at 301-952-6378 or on their web page on the Prince George’s County Public Schools website.
The Parent Information Guide was developed under the leadership of Dr. Diane E. Powell, Director, Department of Student Engagement and School Support (DSESS), in the Division of Student Services. The DSESS acknowledges with deep appreciation the commitment of staff participating on the System’s Services Subcommittee who provided input on the development of this guide.

The team is indebted to Ms. Abby Portney from the Office of Home & Hospital Teaching; Ms. Sandra Jimenez, Principal, High Point High School; Ms. Silvia Hoke, International Student Counseling Office; Mr. Richard Moody, Supervisor, Student Affairs/Safe and Drug-Free Schools; Ms. Elizabeth Sessoms, Counseling Supervisor; and Ms. Jacqueline Naves, Pupil Personnel Worker, for their time, effort and attention to detail as project editors.
The Board of Education of Prince George's County does not discriminate in admissions, treatment, or employment on the basis of race, color, sex, age, national origin, religion, sexual orientation, or disability. For TTD Services/Hearing & Speech Impaired, call 301-952-6068.