Class of 2023
Information Night

Arundel High School
February 7th, 2019
<table>
<thead>
<tr>
<th>Student Last Names</th>
<th>Assistant Principal</th>
<th>Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A – Da</td>
<td>Mr. Bell</td>
<td>Mrs. Cochran</td>
</tr>
<tr>
<td>De-Joh</td>
<td>Mrs. Cooper</td>
<td>Mrs. Muhammad</td>
</tr>
<tr>
<td>Joi- McD, ESOL</td>
<td>Mrs. Mikeska</td>
<td>Mr. Wilhelm</td>
</tr>
<tr>
<td>McE-R</td>
<td>Mrs. Kakoda</td>
<td>Mr. Diggs</td>
</tr>
<tr>
<td>S - Z</td>
<td>Mr. Ryan</td>
<td>Ms. Needel</td>
</tr>
<tr>
<td>All AVID &amp; CAT-N Students</td>
<td>By Alpha</td>
<td>Mr. Henderson</td>
</tr>
</tbody>
</table>
Arundel’s Values

BE A WILDCAT!

BE Kind
BE Connected
BE Responsible
Program

New Student Information Sheet!

Short presentations from the following school personnel:

- School Nurse
- IEP Facilitator - Special Education
- 504 Facilitator
- Dance Company - Audition Only
- Health and Physical Education - Gym Uniforms
- Athletics - Fall Sports and Physicals
- School Counseling Team
  - Role of the School Counselor
  - Scheduling/Academic Advisement Information and Timeline
Health Room

School Nurse: Tracy Marcalus, BSN, RN
nurse3013@aacps.org

Health Assistant: Irene Lescalleet, CNA
Ph. # 410 674-5973
MEDICATIONS IN SCHOOL

• Must have PRAM form (Parent’s Request to Administer Medication at School).

• Form must be completed by parent/guardian AND medical practitioner for use during school hours.

• Form found on AACPS.org site (search: “forms” --> “most frequent”).

• Includes over-the-counter, prescription & self-carry medications.

• Self-Carry: ONLY 2 medications are allowed to be carried by a student during school hours, AFTER nurse reviews with your student:
  • Epinephrine Pens
  • Inhalers
Elevator Keys, Injuries & Concussions

• Email or discuss with School Counselor &/or School Nurse.

• Bring medical practitioner’s note.

• Obtain key from Finance Office with $25 deposit.

• Student must go to Health Room to obtain pass & exit plan for drill/emergencies AFTER getting elevator key.

• If participates in school sports, student needs to meet with trainer.
Individualized Education Plans (IEP) and Special Education

Adria Watt- IEP Facilitator
awatt@aacps.org
Role—Assists parents and students who qualify with special education services; schedules IEP annual meetings and evaluations

Laura Coe- Special Education Department Chair
lcoe@aacps.org
Role--Works directly with special education teachers, case managers, and students; ensures services are being provided based on each students IEP
504 Plans

Tiara Colbert- 504 Facilitator
tcolbert@aacps.org

Role—Coordinates all 504 annual meetings; communicates with parents regarding 504 eligibility and compliance
Dance Company

Jessica Markiewicz- Dance Company Coordinator
JMARKIEWICZ1@AACPS.org

Role—Dance Company Instructor
Dance Company is an audition-only course available for students in grades 9-12.
Arundel Dance Company

• Co-curricular—dancers have class during the school day as well as at least 2 mandatory rehearsals per week after school

• Admission to dance company is by audition only
  • Auditions will be May 14th and 15th 2019, from 3:15-5:30pm
    • Day 1- ballet, modern, jazz combinations, leaps/turns, and improvisation
    • Day 2- dancers perform a 45 second solo highlighting their strengths as a dancer
    • Most dancers bring a headshot, resume, and a character reference/recommendation
  • Results will be emailed individually to both dancer and parent/guardians

• Adjudicated by an outside panel of dance professionals in order to be as impartial as possible

• Accepted dancers are placed in one of two groups based on their level of proficiency and are required to sign and adhere to AACPS’ Dance Company Contract
Arundel Dance Company

- Rehearsals are generally held Tuesdays, Wednesdays, and Thursdays from 2:30-4:30pm

- Dance company is a year long commitment! We have performances from October all the way up until June—it is inadvisable to participate in other sports or activities at Arundel AND participate in Dance Company

- We perform at pep rallies, feeder school performances, 2 annual in-house concerts, county, state, and regional dance festivals.

- If you intend to audition for ADC, please contact me in April jmarkiewicz1@aacps.org to receive audition forms and updates. Both AMS and CMS dance teachers are also provided with audition flyers and forms.
Health & Physical Education

Jenny Madden- HPED
Department Chair
JMMADDEN@AACPS.org

Information regarding the sale of gym uniforms and gym locker rentals
Athletics

Kevin Necessary- Athletic Director
knecessary@aacps.org
Role—Coordinator for all athletic sports at Arundel High School

Fall Athletics
- Sports Orientation is June 4\textsuperscript{th} at 6:30pm (Auditorium)
- First Day of Fall Sport Tryouts is Wednesday, August 14\textsuperscript{th} (no exceptions).
- Information is posted on www.arundelathletics.com. Head coaches contact information is also available on the athletics website you have more specific questions related to their sport.
- Summer Workout Schedules and Fall Athletic Information will be posted in May.
Role of the High School Counselor

ASCA National Model

- Comprehensive and Data-Driven School Counseling Program
- “How are students different as a result of what school counselors do?”
Components of an ASCA Comprehensive School Counseling Program

Foundation

• Create a program vision and mission focused on helping all students.

• Guided by ASCA Mindsets and Behaviors for Student Success & ASCA School Counselor Competencies.

Delivery

• Direct services provided to students, parents, school staff and community members

• Includes individual counseling/advisement, classroom guidance lessons, individual student planning, small group counseling, crisis counseling, consultation and collaboration with teachers, parents, and community organizations
Components of an ASCA Comprehensive School Counseling Program

Management

• Use assessments and tools that are concrete and reflect the needs of the school
• Include program assessment, use-of-time assessment, program calendars, action plans, and use of data

Accountability

• Determine the effectiveness of a comprehensive school counseling program in measurable terms ("how are students different as a result of the school counseling program?")
• Use data to show the impact of the school counseling program on student achievement, attendance and behavior; analyze school counseling program assessments to guide future action and improve future results for all students.
ASCA Student-Centered Domains

How do school counselors impact students?

**Academic** - Academic Advisement (Scheduling), Organization, Time Management, Study Skills, Goal-Setting, Understanding Transcripts and Credits

**Personal/Social** - Individual and Small Group Counseling, Conflict Resolution, Mental Health/Substance Abuse Referrals and Support, Relationships, Family and Home Support

**Career** - Resume Writing, Career Workshops, Post-Secondary Advisement, Career Interest Profiles & Exploration, College Application Assistance
<table>
<thead>
<tr>
<th>Appropriate Activities for School Counselors</th>
<th>Inappropriate Activities for School Counselors</th>
</tr>
</thead>
<tbody>
<tr>
<td>- individual student academic program planning</td>
<td>- coordinating paperwork and data entry of all new students</td>
</tr>
<tr>
<td>- interpreting cognitive, aptitude and achievement tests</td>
<td>- coordinating cognitive, aptitude and achievement testing programs</td>
</tr>
<tr>
<td>- providing counseling to students who are tardy or absent</td>
<td>- signing excuses for students who are tardy or absent</td>
</tr>
<tr>
<td>- providing counseling to students who have disciplinary problems</td>
<td>- performing disciplinary actions or assigning discipline consequences</td>
</tr>
<tr>
<td>- providing counseling to students as to appropriate school dress</td>
<td>- sending students home who are not appropriately dressed</td>
</tr>
<tr>
<td>- collaborating with teachers to present school counseling core curriculum lessons</td>
<td>- teaching classes when teachers are absent</td>
</tr>
<tr>
<td>- analyzing grade-point averages in relationship to achievement</td>
<td>- computing grade-point averages</td>
</tr>
<tr>
<td>- interpreting student records</td>
<td>- maintaining student records</td>
</tr>
<tr>
<td>- providing teachers with suggestions for effective classroom management</td>
<td>- supervising classrooms or common areas</td>
</tr>
<tr>
<td>- ensuring student records are maintained as per state and federal regulations</td>
<td>- keeping clerical records</td>
</tr>
<tr>
<td>- helping the school principal identify and resolve student issues, needs and problems</td>
<td>- assisting with duties in the principal's office</td>
</tr>
<tr>
<td>- providing individual and small-group counseling services to students</td>
<td>- providing therapy or long-term counseling in schools to address psychological disorders</td>
</tr>
<tr>
<td>- advocating for students at individual education plan meetings, student study teams and school attendance review boards</td>
<td>- coordinating schoolwide individual education plans, student study teams and school attendance review boards</td>
</tr>
<tr>
<td>- analyzing disaggregated data</td>
<td>- serving as a data entry clerk</td>
</tr>
</tbody>
</table>
Academic Advisement/Scheduling

- Graduation Requirements
- Career Completer Programs
- Articulation Timeline
<table>
<thead>
<tr>
<th>Minimum Academic Graduation Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English:</strong> 4 credits</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Social Studies:</strong> 3 Credits</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Mathematics:</strong> 4 Credits</td>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>Science:</strong> 3 Credits</td>
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</tr>
</tbody>
</table>
## Minimum Academic Graduation Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
<th>Course Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education/Health</td>
<td>1.5</td>
<td>Fitness for Life Health Education, Physical Education, Elective</td>
</tr>
<tr>
<td>Basic Technology</td>
<td>1</td>
<td>Foundations of Computer Science or Global Technology (4 classes) or AP Computer Science Principles</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1</td>
<td>Music, Art, Dance, and Theater Arts courses</td>
</tr>
<tr>
<td>Electives</td>
<td>8.5</td>
<td>Any Elective May Count</td>
</tr>
<tr>
<td>Community Citizenship (.5 credit)</td>
<td></td>
<td>New Requirement for all 9th Graders</td>
</tr>
</tbody>
</table>

26 credits needed for graduation
### Graduation Requirements

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credits to be Promoted to the next grade level</th>
<th>Credits needed to be completed</th>
<th>Credits needed in Academic Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 10</td>
<td>6.0</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>Grade 11</td>
<td>13.0</td>
<td>7.0</td>
<td></td>
</tr>
<tr>
<td>Grade 12</td>
<td>18.0</td>
<td>10.0</td>
<td></td>
</tr>
</tbody>
</table>
Graduation Requirements

Service-Learning Requirements

<table>
<thead>
<tr>
<th>Grade/Course</th>
<th>Service Hours Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th Grade</td>
<td>5 Hours</td>
</tr>
<tr>
<td>6th-8th Grade</td>
<td>30 Hours (10 per grade)</td>
</tr>
<tr>
<td>US Government</td>
<td>10 Hours</td>
</tr>
<tr>
<td>Health Education</td>
<td>10 Hours</td>
</tr>
<tr>
<td>English 11</td>
<td>10 Hours</td>
</tr>
<tr>
<td>10th Grade (Science)</td>
<td>10 Hours</td>
</tr>
<tr>
<td>Total Hours</td>
<td>75 Hours</td>
</tr>
</tbody>
</table>

Transfer students see “Program of Studies” for Service Learning Requirements
Each student must graduate with at least one completer program

Completer Program = High School Major

The three program completer options are:
1. Career Program Completer
2. University System of Maryland Completer
3. Dual Completer
Career Program Completer

Sequence of courses to develop skills to prepare for employment after graduation.

- Center of Applied Technology-North (CAT-N)
- Construction Design and Management
- Business Management
- Career Research & Development
- Early Childhood Education
- Food and Beverage Management (ProStart)
CAT North- Program Sequence

- Summer Camp: Grades 6 – 8
- Career Exploration: Grade 9/10
- Level 1: Grade 10/11
- Level 2: Grade 11/12
- Work Based Learning: Grade 12
Students will explore four different career areas:

- Academy of Health Professions
- Auto Collision Repair/Refinishing
- Automotive Technology
- Baking & Pastry
- Building Maintenance & Business Support
- Carpentry
- CISCO Academy (Computer Networking)
- Cosmetology
- Culinary Arts
- Diesel Power Technology
- Drafting/CAD
- Electricity
- Environmental Resource Management
- Graphic Design
- HVAC (Heating, Ventilating, Air Conditioning)
- Masonry
- Motorcycle Repair
- Network Systems Administration
- Plumbing
- Precision Machining
- Printing Technology
- Welding
9th Grade Career Exploration:

ON-LINE APPLICATION
DUE BY March 15, 2019

See your Middle School Counselor for assistance
Student takes a sequence of courses in preparation for post-secondary education.

**Minimum requirements** include math through Algebra 2 and:

- 2 years of the same World/Classical Language (WCL)

**OR**

- 2 credits of Advanced Technology classes
What is a Dual Completer?

Students can “double major” by completing coursework for 2 completer programs
- Prepare for specific major in college
- Have job certification upon graduation

<table>
<thead>
<tr>
<th>Desired Career</th>
<th>Dual Completer Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education (Teacher)</td>
<td>College Completer &amp; Early Childhood Completer</td>
</tr>
<tr>
<td>Professional Chef</td>
<td>College Completer &amp; Food and Beverage Management (Prostart) Completer</td>
</tr>
<tr>
<td>Small Business Owner</td>
<td>College Completer &amp; Business Management Completer</td>
</tr>
<tr>
<td>Engineer/Architect</td>
<td>College Completer &amp; Construction Design and Management Completer</td>
</tr>
</tbody>
</table>
Course Recommendations

• The 8th grade team, in consultation with the high school counselors, recommend students for courses where they can be successful.

• Course recommendations are based on:
  • MSA scores
  • Gates scores
  • Benchmark exams
  • Academic grades
Access the catalogue at www.arundelhigh.org

- Overview all courses that freshmen are eligible to take

- Example:

  **G45 Studio 1: 2D Art 0.5sem**

  This course is the introductory course to two dimensional art processes: drawing, painting, printmaking, crafts and mixed-media. Students will be challenged to develop a personal style by creating expressive works of art based on a variety of artists, art movements, and techniques. A process portfolio and sketchbooks/journals will reflect personal aesthetic choices in the development of a body of work.

  Prerequisites: Foundations of Studio Art
What if I disagree with a class recommendation?

If you disagree with a recommendation you can circle the alternate request in pen and sign on the course selection sheet indicating you understand and are waiving the teacher’s recommendation.

A waiver indicates that you are assuming the responsibility of your child’s success in the course.
Course Selection Timeline- Arundel Middle School

February 13th
Arundel High Counselors meet with Arundel Middle students through Math classes.

March 4th
• All forms from Arundel Middle School students need to be returned and forms need to be signed by parents
Course Selection Timeline- Crofton Middle School

February 14th
• Arundel High Counselors meet with Crofton Middle School Students through Math classes

March 4th
• All forms from Crofton Middle School students need to be returned and forms need to be signed by parents
Questions?

All information will be located on the school website: [www.arundelhigh.org](http://www.arundelhigh.org)

Questions about courses? Contact your child’s counselor:

<table>
<thead>
<tr>
<th>Student Last Names</th>
<th>Counselor</th>
<th>Email</th>
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<tr>
<td>A – Da</td>
<td>Mrs. Cochran</td>
<td><a href="mailto:jcochran@aacps.org">jcochran@aacps.org</a></td>
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<td><a href="mailto:jhenderson@aacps.org">jhenderson@aacps.org</a></td>
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Questions about the scheduling process?
Email: Alison Mikeska, Assistant Principal
amikeska@aacps.org