

# Acquinton Elementary

## Program of Studies A Guide To Elementary Services Grades 3-5

**2009-10**

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**Beverly Young, Principal  
Tara Garner, Assistant Principal**

# **KING WILLIAM COUNTY PUBLIC SCHOOLS**

## **VISION**

King William County Public Schools will provide a high quality education for all students to become productive members of their community.

## **MISSION STATEMENT**

The King William County School Division provides instruction in a challenging atmosphere to meet the educational needs of all students by supporting the efforts of the professional team and encouraging community involvement.

## **GOALS**

- Teamwork will be developed in the schools between all stakeholders which will translate into a positive perception of the 'culture' of each school in the community. (Long Range Plan Standards 1,7,8)
- The highest quality education will be provided for each student while meeting, and exceeding, state and federal mandates in a safe, disciplined, and secure environment. (Long Range Plan Standards 1,3,4,6,9)
- All levels of King William County Public Schools will take ownership of the educational process and be accountable for demonstrating professionalism and leadership. (Long Range Plan Standards 2,3,5)

## **Division Priorities**

- Ensure successful student performance on Standards of Learning assessments
- Implement an articulated K-12 program of instruction including career education, special education, gifted education, and a program of alternative education
- Continuously assess and plan for the environmental and safety issues affecting student achievement
- Emphasize the importance of parent involvement and community partnerships in our community education
- Pursue professional development opportunities for all faculty, administration, and staff to enhance the quality of student learning

## **COMPREHENSIVE PLAN PRIORITIES**

1. Standard 1 – The King William County Public School Division believes that the fundamental goal of the school system must be to provide children with a quality education giving them opportunities to meet their fullest potential in life, thereby equipping them for citizenship, work, and a private life that is informed and free for an ever-changing world.
2. Standard 2 – The King William County Public School Division has prescribed requirements based upon the Standards of Accreditation (SOA) to ensure that student achievement is measured and holds each school's administration, faculty, staff, and students accountable for progress.

3. Standard 3 – The King William County Public School Division shall provide a program of instruction that promotes individual student achievement in the essential academic disciplines and shall provide additional instructional opportunities that meet the abilities, interests, and educational needs of students; in addition, opportunities will be provided to improve the community literacy rate and increase adult completion of high school programs.
4. Standard 4 – The King William County Public School Division supports ongoing professional development and training as an essential component of educational leadership and the production of effective instructional personnel.
5. Standard 5 – The King William County Public School Division will continue to seek appropriate financial resources to provide safe school facilities, training for staff and a managed system to monitor the safety of those facilities.
6. Standard 6 - The King William County Public School Division believes that careful planning is essential for providing educational programs of high quality and that public involvement is a fundamental component of meaningful planning for our schools. The school system will continue its emphasis on informing citizens about public education in King William County, its needs and achievements, its vital role in society, its opportunities for citizen participation, and the importance of public support.
7. Standard 7 - The King William County Public School Division recognizes the need to apprise the citizens of King William County of the regulations and policies governing the operations of the school system.
8. Standard 8 - The King William County Public School Division will continue to seek appropriate financial resources to provide competitive teacher compensation, technology enhancements, career and technology education and services to meet the needs of the students and community.

## **KING WILLIAM COUNTY SCHOOL BOARD**

Mr. Donald B. Longest, Jr., Chairman  
[dlongest@kwcps.k12.va.us](mailto:dlongest@kwcps.k12.va.us)

Mrs. Terry S. Stone, Vice-Chairman  
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[stupponce@kwcps.k12.va.us](mailto:stupponce@kwcps.k12.va.us)

Mrs. Cathy P. Edwards, Clerk of the Board  
[cedwards@kwcps.k12.va.us](mailto:cedwards@kwcps.k12.va.us)

## **KING WILLIAM COUNTY SCHOOLS ADMINISTRATION**

Dr. Mark Jones, Superintendent  
Mrs. Stacy Johnson, Assistant Superintendent of Instruction  
Mr. Charles Clare, Assistant Superintendent of Personnel and Operations  
Mrs. Shelia Carr, Director of Special Programs  
Mrs. Terry F. Bailey, Director of Curriculum and Assessment  
Mr. Rick Walters, Director of Transportation and Support Operations  
Ms. Deb Stickley, Budget Financial Coordinator  
Mr. David Price, Director of School Nutrition  
Ms. Beth Renswick, Coordinator of Special Programs/Middle School Special Ed Teacher  
Mr. Rick Dimsey, Technology Supervisor  
Mr. Mike Embrey, ITRS (Instructional Technology Resource Specialist)  
Mrs. Julie Kelvin, School Psychologist

### **NON-DISCRIMINATION**

The King William County School Board does not unlawfully discriminate on the basis of age, sex, race, color, religion, disability, or national origin in its educational programs and activities. The Director of Special Programs is designated as coordinator for non-discrimination for access to and implementation of programs under Section 504 and the Americans with Disabilities Act.

### **LOCATION OF POLICY MANUALS**

Up-to-date copies of King William County Public School's policy and regulation manuals are kept in the libraries of each school, in the main office, and on the King William County Public Schools website and are available for review by members of the public.

September 2009

Dear Students, Parents and Guardians:

The King William County Public School Division is committed to excellence in education, equality of educational opportunities, and the recognition of each student's individuality. Inasmuch as students differ in their rate of physical, mental, emotional and social growth and vary in their needs and abilities, learning opportunities shall be provided that are consistent with personal development and potential. The program of studies emphasizes diagnostic and prescriptive instruction, allowing an individual approach to each student's learning style and educational needs.

The educational programs included in this program of studies introduce a variety of interests and areas that offer exposure to the range of opportunities available in later years. These experiences will produce the basis for advanced educational pursuits and future employment. Because education is a lifelong process, the educational program provides both formal studies to meet the academic needs of all students, and opportunities for individual students to develop specific talents and interests.

King William County Schools is committed to the concept of continuous improvement. Our schools must keep pace with the ever-changing societal and global advances. Each year revisions and additions are made to the program of studies to help improve achievement and prepare students to be productive citizens in the 21<sup>st</sup> Century.

The good news is that more students are opting to take a more challenging curriculum. King William County Schools desires to ***“provide instruction in a challenging atmosphere to meet the educational needs of all students.”*** In order to attain this vision, we must aggressively meet the challenges of the 21<sup>st</sup> Century educational reform. Successful organizations and educational institutions embrace change, anticipate the horizon and adapt.

Respectfully,

Mark R. Jones  
Division Superintendent

**KING WILLIAM COUNTY PUBLIC SCHOOLS  
CALENDAR  
2009-2010 SCHOOL YEAR**

**Dear Parents/Guardians,**

**We are excited to begin the 2009-2010 school year at Acquinton Elementary School! Looking ahead, we expect to maintain our full state accreditation and Adequate Yearly Progress (No Child Left Behind) and provide many wonderful learning experiences that will lead to academic growth and success for all of our students.**

**As we begin a new school year, please review the contents of this “Program of Studies.” Within it you will find pertinent information for both parents and students. The Virginia Standards of Learning for each grade and subject are located in the back portion of this guide. This will allow you to become familiar with the content your child will be mastering this year. Should you have questions or concerns about the guide, please do not hesitate to contact the school. Our staff and administration will gladly give further clarification.**

**We realize that your child is a treasure. Working together as a Professional Learning Community, we will strive to provide your child with a quality education to develop a firm foundation for all future educational endeavors.**

**Beverly Young, Principal  
Tara Garner, Assistant Principal**

## **HISTORY OF ACQUINTON ELEMENTARY SCHOOL**

The King William County School Board began consideration of a new elementary school in the fall of 1986 based on the county’s rapid growth. Several committees were formed to establish objectives, philosophy and physical characteristics of the new facility.

Acquinton Elementary School, as it is named, is built behind Hamilton-Holmes Middle School at the intersection of Routes 30 and 629. It is named for the Indian word Acquinton that means, “land between two rivers”. Acquinton is the name of the creek that serves as a boundary for the Magisterial District and is located in the rear of the school site.

The ground breaking ceremony for Acquinton Elementary School was held on June 8, 1988 and the school opened in the fall of 1989. Initially the school housed pre-k through second grades with the third grade being added in the summer of 1992. A new addition, which housed fourth and fifth grades, began in the late spring of 1995. In January of 2003, students in grades pre-k through second went to the new primary school, Cool Spring, which was built directly behind Acquinton Elementary. Students in grades three through five remained at Acquinton.

**School Mascot: Eagle**  
**School Colors: Silver and Green**

**School Motto:**

Absolutely  
Extraordinary  
Students

Exploring  
And  
Growing in  
Learning  
Everyday  
Successfully

**SCHOOL PLEDGE**

**A** is for Acquinton, land between rivers,  
**C** is for children, who concentrate and learn,  
**Q** is for questions that help us succeed,  
**U** is for united together we stand,  
**I** is for eating ice-cream on Fridays,  
**N** is for never leaving someone behind,  
**T** is for talented teachers and children,  
**O** is for opening hearts and minds,  
**Now** is the time for us to shine.

**SCHOOL SONG**

**Acquinton, Acquinton**

Acquinton, Acquinton is the best,  
Better than all of the rest.  
Acquinton, Acquinton is so cool,  
Cooler than all the other schools.  
Acquinton, Acquinton is really fun,  
Acquinton is number one.  
Acquinton, Acquinton ring the bells  
We're gonna pass our SOLs.  
Acquinton, Acquinton we love our school,  
All the people make it rule.  
Acquinton, Acquinton is the best,  
Acquinton, Acquinton  
AES!

**MISSION STATEMENT**

The mission of the Acquinton Elementary School Community is to create and maintain an environment which ensures every student reaches a high level of academic achievement as determined by state and national standards. We commit to a comprehensive system of assessment, remediation, and enrichment.

## VISION

- Acquinton is a safe, well maintained, academic environment where extra-curricular experiences are available for all students.
- Students and staff demonstrate responsibility and positive character.
- Students come to school prepared, ready to learn, and eager to participate.
- All staff is highly qualified, compassionate, and committed to monitor the progress and success of each child.
- Our school fosters an environment where students and staff can dream and express ideas without fear.
- Students are engaged in hands-on instruction and use current technologies frequently.
- Students and staff collaborate using research-based best practices to inspire success, nurture growth, and develop resiliency in the face of setbacks.
- Through open communication, families and the community are actively involved in the educational development of all students.

## OUR VALUES

- We will model the AES Eagle Expectations.
- We will inspire and challenge.
- We will differentiate instruction.
- We will maintain a safe and nurturing environment.
- We will openly communicate.
- We will use current technology.
- We will be open to change.

## SCHOOL IMPROVEMENT PLAN OBJECTIVES

1. **Desired Results for Student Learning:** Students will demonstrate mastery of grade level skills in the core academic areas.  
**Target Area:** Improving instructional strategies and methods used in the classroom.  
**Goal Statement:** Student achievement will improve in all areas on the Virginia Standards of Learning and other achievement tests.
2. **Desired Results for Student Learning:** Improved performance of students with disabilities and minority students (ethnic and socioeconomic) on the Virginia Standards of Learning Tests.  
**Target Area:** Grade 3 Reading, Grade 5 Writing and Math  
**Goal Statement:** Disparities among minority student achievement on the Standards of Learning scores will decrease.
3. **Desired Results for Student Learning:** Student learning will increase through an enhanced school climate.  
**Target Area:** Increase participation by all stakeholders in extracurricular activities by offering a wider variety of opportunities.  
**Goal Statement:** School climate will continue to improve through the implementation of student services and other programs.

## COMPULSORY SCHOOL ATTENDANCE LAW

The Code of Virginia requires that parents/guardians of a child who has reached the fifth birthday on or before September 30 of any school year and who has not passed the eighteenth birthday must send the child to a public school or to a private, denominational or parochial school or have the child taught under the conditions prescribed and approved by the Board of Education.

If the school receives no communication that a parent or guardian is aware of a child's absence, a parent or guardian will be notified by phone each day of a child's absence. When a reasonable effort to notify the parent or guardian has failed, the school will notify the parent by letter, requesting the parent or guardian to advise the school in writing of the reason for the student's absence or to accompany the student upon his/her return to school to explain the reason for the absences. Failure to receive such explanation will result in enforcement of the compulsory school attendance law.

Each parent (guardian or person having control or charge) of a child within the compulsory attendance age shall be responsible for such child's regular and punctual attendance at school as required under provisions of the law.

### ATTENDANCE

Regular school attendance is essential to each student's success. Reasons for excused absences may include the following: personal illness, illness in the family that requires the presence of the student, quarantine in the home, death of an immediate relative, and observance of a religious holiday. **Absences from school for any other reason must be approved in advance by the principal.**

#### Absence From School – Procedures

1. A parent/guardian is to call the school office (769-3739) prior to 9:00 am. on the day of absence. The student's name, grade, teacher's name, and reason for absence are needed and may be left on the voice-mail. Compulsory School Attendance Laws of the State of Virginia require that the school notify parents of a student's absence from school if no call is received from a parent/guardian.
2. Upon returning to school, the student is to submit to his/her teacher a signed note from the parent/guardian stating the student's first and last names, the teacher's name, date(s) of absence, and reason for absence. If a note is **not** provided, it will be considered an unexcused absence. All notes are kept on file in the main office.

**Late Arrival:** Students arriving at school after 8:15 a.m. must be accompanied to the office by a parent/guardian who will provide his/her signature with a written explanation for the tardy arrival. **Please remember: Six tardies are the equivalent of one absence.** We encourage parents to ensure their child arrives on time. A late arrival results in a loss of instruction for the child as well as being an interruption of the instructional program for the total classroom.

**Early Dismissal:** No student may leave the school grounds prior to the dismissal bell without the written permission of a parent/guardian. Such permission must include the time and reason for dismissal and the name of the individual who will be transporting the student from the school. Parents are discouraged from picking students up prior to 2:55 p.m. Their departure creates a disruption to the instructional program and should be avoided. **Please remember: Six early dismissals are the equivalent of one absence.**

Students who are dismissed early must be **SIGNED OUT** in the office and a secretary will call the student to come to the office. If a student is to be dismissed early, a note should be sent to the classroom teacher.

**Student Pick-up Procedure:** Any individual wishing to pick up a child from school will need to sign the child out in the office in order for the child to be released.

**Make-up Work:** It is the responsibility of each student to complete assignments as a result of being absent from school. When a child is absent, a parent may call the school to request assignments within a reasonable time period from the classroom teacher.

**Academic Penalties:** Students with excessive absences from school may be subject to grade retention as outlined in the Code of Student Conduct.

## **ASSEMBLIES**

Assemblies are scheduled for educational enrichment. Each student will be seated in an assigned area and is expected to display acceptable manners and behavior.

## **BUS PASSES**

A student wishing to ride on a bus other than his/her regularly assigned bus must present a written request from a parent/guardian. The written request must include the student's first and last names, teacher's name, date, reason for request, and destination.

## **CAFETERIA**

King William County Public School District understands that healthy eating patterns are important for academic success, and therefore is committed to providing healthy meals within the guidelines established by U.S. Department of Agriculture and the Virginia Department of Education. Both breakfast and lunch are available at Acquinton Elementary School. Information regarding free or reduced price meals is available at any time in the school office. Parents may pay for breakfast/lunch daily, weekly, monthly, or through our Café Pre Pay on-line. All monies will be placed in the child's account and deducted as he/she purchases meals. In the event that there is a negative balance in the child's account, he/she will be provided an alternate breakfast of a biscuit and cheese sandwich for lunch.

**Breakfast:** Breakfast is served daily. Breakfast will not be served on any day of a two-hour delayed school opening. The cost for breakfast is \$1.00 and the reduced price is \$.30.

**Lunch:** Students may purchase a full lunch meal or “ala carte” items. A full lunch is \$2.00; reduced price is \$.40. Students may only purchase one snack item to accompany a packed or purchased lunch. Ice cream will be available for purchase only on Fridays.

### **CAFETERIA RULES AND REGULATIONS**

1. Students are expected to be safe and cooperative at all times while in the dining room.
2. At lunch-time, all students are expected to be in the cafeteria with their class whether they eat lunch or not. Once seated, students will remain until they are dismissed by the person in charge. Students are to raise their hand if they need assistance.
3. Students are expected to keep all food to self without sharing.
4. No food is to be taken from the cafeteria.
5. Students are expected to keep hands, feet, and objects to self.
6. Students are expected to use polite language and talk quietly with people near them at their table.
7. After eating, the teachers will permit students to clear the tables and take trays to the proper area.
8. Breaking in line or “saving places” will not be permitted.
9. Students are expected to walk at all times.

### **CHARACTER EDUCATION**

In an effort to instill in students civic virtues and personal character traits, Acquinton Elementary will provide instruction in Character Education. The intent of this instruction is to improve the learning environment, promote student achievement, reduce discipline problems, and develop civic-minded individuals. The instruction will focus on the following key concepts: trustworthiness, respect, responsibility, fairness, caring, and citizenship.

### **CLINIC**

The clinic at Acquinton is supervised by a school nurse. The school clinic serves to provide emergency first aid to students and the nurse acts as a liaison with the home in cases of illness.

**Medication:** Consistent with King William County School Board policy, school personnel may not dispense medication, prescription or nonprescription, without written authorization from a parent/guardian which includes the name of the medication, exact dosage to be given, exact time dosage is to be given, and reason for medication. **The medication must be in the original container with the original prescription label attached.** If there is a discrepancy between parental instructions and printed label on the prescription, the medication will be administered according to the directions on the prescription unless a written order from the physician is supplied to counter those instructions. **Students are**

**not to have medication of any kind –prescription or nonprescription – in their possession during the school day, except in rare cases as designated by a physician.** Medications are to be delivered to the school by a responsible adult.

**Illness/Injury:** Students who become ill during the school day will be referred to the clinic where a parent/guardian will be called. Students are not permitted to remain at school if too ill to participate in class activities. Students who are injured during the school day will receive immediate first aid care in the clinic. If additional medical treatment is necessary, a parent/guardian will be called. **Therefore, it is imperative that a working phone number be on file at all times where a parent/guardian can be reached immediately.**

**Mandatory Screenings:** All new students, through grade three, shall be screened to determine if a referral for an evaluation is indicated. In Virginia, screening includes hearing, vision, gross and fine motor, scoliosis, and speech-language and voice. This screening shall take place within 60 business days of initial enrollment. If there is documentation of screening in the educational record from another school division in Virginia, the student transferring to AES will not need to be screened. Additional screenings for all students for hearing and vision occurs in the third grade and scoliosis for fifth grade. Parents/Guardians of any student who did not perform satisfactorily are notified.

## **COMMUNICABLE DISEASES**

Regular school attendance is an essential component to student success. Equally as important is the provision of a healthy school environment in which all children can learn. It is recognized that students who are ill are not able to focus appropriate attention to school demands and also pose the risk of spreading their illness to others. Parents are asked to assist school efforts in insuring that children who are ill remain home during periods of contagious symptoms such as fever, diarrhea, and vomiting. Students who become ill with such symptoms during the school day will remain in the clinic until a parent/guardian can arrange transportation home.

To prevent the spread of lice, Acquinton Elementary maintains a “no nit” policy. Children who have evidence of lice or their eggs, i.e., nits, will be removed from the school population and a parent/guardian will be responsible to transport the child home. Once evidence of lice has been identified, a child will not be permitted to return to the classroom or ride a school bus until he/she is examined by school personnel and found to be free of all evidence of lice and nits.

## **EAGLE EXPECTATIONS COMPLIMENTS**

The faculty and staff have established expectations to eliminate inappropriate behavior. A compliment is given to the class by an adult when the class has been consistent in meeting the following key components:

- Practice self control**
- Make good choices**
- Respect yourself and others**
- Take responsibility for what you say and do**

All students are expected to follow the Eagle Expectations daily. In the event that not following these expectations leads to an office referral, appropriate disciplinary action will be taken.

## EMERGENCY CLOSING PROCEDURES

In the case of inclement weather that threatens school operation, families will receive an automated phone message or should listen to area radio or TV stations for notice of a school closing or a delayed opening. In the event that severe weather begins during the school day, students will be notified over the public address system of early school dismissal. Early school dismissal will be announced over local radio and TV stations for parents/guardians. Students and their parents are urged to prepare in advance for any special arrangements in such events in order to avoid the need for phone calls. It is essential that school phone lines remain open for communication of emergency information. In addition, a current, local emergency telephone number should be on file in the office. **This information is also available from the “auto attendant” answering system and may be accessed by calling 769-3434.** The following stations will announce this to the general public:

WRVA	1140 AM	WKHK	95.3 FM
WKLR	96.5 FM	WRVQ	94.5 FM
	910 AM	WDYL	101 FM
WCVE	88.9 FM	WRXL	102.1 FM
WMXB	103.7 FM	WRAR	AM/FM

TV Channels 6, 8, & 12

## ENROLLMENT REQUIREMENTS

**Registration Information:** All students enrolling in Acquinton Elementary for the first time must provide the following:

1. A birth certificate.
2. A physical examination performed by a physician within a year of the student's enrollment.
3. Current Individualized Educational Plan
4. Immunization record (see below).
5. Proof of residency.
6. Certification of expulsion status.

**Immunizations:** To attend school, all children must have proof of the following immunizations as required by Virginia School Health Guidelines: *(Proof of immunization may be provided to the school by completing Section I, II, III, Certificate of Immunization (form MCH-213) available through the health department, a physician's office, or school website-[www.kwcps.k12.va.us](http://www.kwcps.k12.va.us))*

**\*Minimum Immunization Requirements for Entry into School and Day Care (requirements are subject to change)**

3 DTP or DTaP – at least one dose of DTaP or DTP after 4th birthday unless received 6 doses before 4th birthday

Tdap – booster required for entry into 6th grade if at least 5 years since last tetanus-containing vaccine

3 Polio – at least one dose after 4th birthday unless received 4 doses of all OPV or all IPV prior to 4th birthday

Hib – 2-3 doses in infancy; 1 booster between 12-15 months; 1 dose between 15-60 months if unvaccinated, for children up to 60 months of age only

Pneumococcal – 2-4 doses, depending on age at 1st dose for children up to 2 years of age only

2 Measles – 1st dose on/after 12 months of age; 2nd dose prior to entering kindergarten

1 Mumps – on/after 12 months of age

1 Rubella - on/after 12 months of age

Note: Measles, Mumps, Rubella requirements also met with 2 MMR – 1st dose on/after 12 months of age; 2nd dose prior to entering kindergarten

Hep B – 3 doses required (2 doses if Merck adult formulation given between 11 – 15 years of age; check the indicated box in Section I if this formulation was used)

1 Varicella – to susceptible children born on/after January 1, 1997; dose on/after 12 months of age

**\* Additional Immunizations Required at Entry into 6th Grade**

Tdap – booster required for entry into 6th grade if at least 5 years since last tetanus-containing vaccine

For current requirements consult the Division of Immunization web site at <http://www.vdh.virginia.gov/epidemiology/immunization>

**\* Additional Recommended Immunization Schedule**

Human Papillomavirus (HPV) – First dose recommended between ages 11-12 for females prior to entry into 6<sup>th</sup> grade.

**NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)**

PPRA affords parents certain rights regarding the conduct in surveys, collection, and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)-
  1. Political affiliations or beliefs of the student or student’s parent
  2. Mental or psychological problems of the student or student’s family;
  3. Sex behavior or attitudes:

4. Illegal, anti-social, self-incriminating, or demeaning behavior;
  5. Critical appraisals of others with whom respondents have close family relationships;
  6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  7. Religious practices, affiliations, or beliefs of the student or parents; or
  8. Income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a student out of-*
    1. Any other protected information survey, regardless of funding;
    2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
    3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
  - *Inspect* , upon request and before administration or use-
    1. Protected information surveys of students;
    2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes, and
    3. Instructional material used as a part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

King William County Public Schools have developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. King William County Public Schools will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. King William County Schools will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. King William County Schools will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales, and other distribution.
- Administration of any protected information survey not funded in whole or part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

*Parents who believe their rights have been violated may file a complaint with:*

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-5901

## **MODEL NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

(1) The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

[Optional] Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirement of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5920

## **NO CHILD LEFT BEHIND (NCLB) NOTIFICATION OF PARENTS' RIGHTS**

Any parent may request information regarding their children's teachers including information on (1) completion of state requirements for licensure and certification; (2) emergency or other provisional status; (3) educational background; and (4) whether paraprofessionals are serving the child and, if so, the paraprofessionals' qualifications.

## **BOARD POLICY MANUAL**

The School Board shall be guided by written policies that are readily accessible to the Board, division employees, students, and citizens. All division policies will be reviewed at least every five years and revised as needed.

A current copy of division policies will be kept in the library of each school and on the King William County Public Schools website. If the division policies are maintained online, the school board will ensure that printed copies of the policies are available to citizens who do not have online access. The superintendent shall ensure that an annual announcement is made in each division at the beginning of the school year and, for parents of students who enroll later in the academic year, at the time of enrollment, advising the public that the policies are available in such places.

## **EQUAL EDUCATIONAL OPPORTUNITIES/ NON-DISCRIMINATION**

### I. Policy Statement

Equal educational opportunities shall be available for all students, without regard to race, national origin, gender, ethnicity, religion, disability or marital or parental status. Educational programs shall be designed to meet the varying needs of all students.

No student, on the basis of gender, shall be denied equal access to programs, activities, services or benefits or be limited in the exercise of any right, privilege, advantage or denied equal access to educational and extracurricular programs and activities.

The School Board shall:

- provide facilities, programs and activities that are accessible, usable and available to qualified disabled persons;
- provide a free, appropriate education, including non-academic and extracurricular services to qualified disabled persons;
- not exclude qualified disabled persons, solely on the basis of their disabilities, from any preschool, daycare, adult education or career and technical education programs; and
- not discriminate against qualified disabled persons in the provision of health, welfare or social services.

### II. Complaint Procedure

#### A. File Report

Any student who believes he or she has been the victim of prohibited discrimination should report the alleged discrimination as soon as possible to one of the compliance officers designated in this policy or to any other school personnel. The alleged discrimination should be reported as soon as possible, and the report generally should be made within fifteen (15) school days of the occurrence. Further, any student who has knowledge of conduct which may constitute prohibited discrimination should report such conduct to one of the compliance officers designated in this policy or to any school personnel. Any employee who has knowledge of conduct which may constitute prohibited discrimination shall immediately report such conduct to one of the compliance officers designated in this policy.

The reporting party should use the form, Report of Discrimination, JB-F, to make complaints of discrimination. However, oral reports shall also be accepted. The complaint should be filed with either the building principal or one of the compliance officers designated in this policy. The principal shall immediately forward any report of alleged prohibited discrimination to the compliance officer. Any complaint that involves the compliance officer shall be reported to the superintendent.

The complaint, and identity of the complainant and of the person or persons allegedly responsible for the discrimination will not be disclosed except as required by law or policy, as necessary to fully investigate the complaint or as authorized by the complainant. A complainant who wishes to remain anonymous will be advised that such confidentiality may limit the school division's ability to fully respond to the complaint.

## B. Investigation

Upon receipt of a report of alleged prohibited discrimination, the compliance officer shall immediately authorize or undertake an investigation. The investigation may be conducted by school personnel or a third party designated by the school division. The investigation shall be completed as soon as practicable, but which should generally be not later than 14 calendar days after receipt of the report by the compliance officer. Upon receiving the complaint, the compliance officer shall acknowledge receipt of the complaint by giving written notice that the complaint has been received to both the person complaining of discrimination and the person or persons allegedly responsible for the discrimination. Also upon receiving the complaint, the compliance officer shall determine whether interim measures should be taken pending the outcome of the investigation. If the compliance officer determines that more than 14 days will be required to investigate the complaint, the complainant and the person or persons allegedly responsible for the discrimination will be notified of the reason for the extended investigation and of the date by which the investigation will be concluded.

The investigation may consist of personal interviews with the complainant, the person or persons allegedly responsible for the discrimination, and any others who may have knowledge of the alleged discrimination or the circumstances giving rise to the complaint. The investigation may also include the inspection of any documents or information deemed relevant by the investigator. The school division shall take necessary steps to protect the complainant and others pending the completion of the investigation.

Whether a particular action or incident constitutes a violation of this policy requires a case by case determination based on all of the facts and circumstances revealed by a complete and thorough investigation.

The compliance officer shall issue a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, then the report shall be sent to the School Board. The report shall include a determination of whether the allegations are substantiated, whether this policy was violated and recommendations for corrective action, if any.

All employees shall cooperate with any investigation of alleged discrimination conducted under this policy or by an appropriate state or federal agency.

#### C. Action by Superintendent

Within 5 calendar days of receiving the compliance officer's report, the superintendent or designee shall issue a decision regarding (1) whether this policy was violated and (2) what action, if any, should be taken. This decision must be provided in writing to the complainant. If the superintendent determines that prohibited discrimination occurred, the King William County School Division shall take prompt, appropriate action to address and remedy the violation as well as prevent any recurrence. Such action may include discipline up to and including expulsion or discharge.

#### D. Appeal

If the superintendent or designee determines that no prohibited discrimination occurred, the student who was allegedly subjected to discrimination may appeal this finding to the School Board within 5 calendar days of receiving the decision. Notice of appeal must be filed with the superintendent who shall forward the record to the School Board. The School Board shall make a decision within 30 calendar days of receiving the record. The School Board may ask for oral or written argument from the aggrieved party and the superintendent and any other individual the School Board deems relevant.

If the Superintendent or designee determines that prohibited discrimination occurred and discipline is imposed, the disciplined person may appeal the disciplinary sanction in the same manner as any other such sanction would be appealed.

#### E. Compliance Officer and Alternate Compliance Officer

The King William County School Board has designated Charles Clare, Asst. Superintendent of Personnel & Operations, P.O. Box 185 King William, Virginia 23086, (804) 769-3434, as the Compliance Officer responsible for identifying, preventing and remedying prohibited discrimination. Complaints of discrimination may also be made to the Alternate Compliance Officer Sheila Carr, Director of Special Programs, P.O. Box 185 King William, Virginia 23086, (804) 769-3434. Note: this individual must be of the opposite gender of the Compliance Officer. The Compliance Officer shall:

- (1) receive reports or complaints of discrimination;
- (2) oversee the investigation of any alleged discrimination;
- (3) assess the training needs of the school division in connection with this policy;

- (4) arrange necessary training to achieve compliance with this policy;
- (5) insure that any discrimination investigation is conducted by an impartial investigator who is trained in the requirements of equal education opportunity, including the authority to protect the alleged victim and others during the investigation.

### III. Retaliation

Retaliation against students or school personnel who report discrimination or participate in the related proceedings is prohibited. The School division shall take appropriate action against any student or employee who retaliates against another student or employee who reports alleged discrimination or participates in related proceedings.

### IV. Right to Alternative Complaint Procedure

Nothing in this policy shall deny the right of any individual to pursue other avenues of recourse to address concerns relating to prohibited discrimination including initiating civil action, filing a complaint with outside agencies or seeking redress under state or federal law.

### V. Prevention and Notice of Policy

Training to prevent discrimination should be included in employee and student orientations as well as employee in-service training.

This policy shall be (1) displayed in prominent areas of each division building in a location accessible to students, parents and school personnel, (2) included in the student and employee handbooks; and (3) sent to parents of all students within 30 calendar days of the start of school. All students and their parent/guardian shall be notified annually of the names and contact information of the compliance officers.

### VI. False Charges

Students or school personnel who make false charges of discrimination shall be subject to disciplinary action.

Adopted: June 15, 1998, effective July 1, 1998

Revised: May 17, 2004

Legal Refs: 20 U.S.C. sections 1681-1688.  
29 U.S.C. sections 794.  
42 U.S.C. sections 2000d-2000d-7.  
34 CFR part 106.

Cross Refs: AC Non-discrimination  
JFHA/GBA Sexual Harassment/Harassment Based on Race,  
National Origin, Disability and Religion



## EVALUATION OF STUDENT PERFORMANCE

Ongoing communication between the school and home is essential to the maximum performance of students. Additionally, information about a student's progress is conveyed to parents through a formal reporting system. This consists of report cards sent home after each nine-week grading period, which describe students' progress in their studies as well as their behavior and attitude in school.

Letter grades are used to report academic performance of students in grades 3-5. Grades are assigned according to the following scale:

<u>Letter Grade</u>	<u>Numerical Equivalent</u>	<u>Performance Assessment</u>
A	93-100	Outstanding
B	85-92	Above Average
C	77-84	Average
D	70-76	Below Average
F	Below 70	Unacceptable
I	Incomplete work	

Student performance may also be reported using the following marks:

O	Outstanding
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

**Interim Progress Reports:** A computerized interim report will be sent home to parents during the fourth week of each nine-week grading period. It will itemize each assignment used to compute the student's grade for the four content areas. A report will be sent home for each child.

**Report Cards:** Every nine weeks, each student will receive a report card, which must be returned to the school with the signature of a parent/guardian.

## FAMILY LIFE EDUCATION

**Introduction:** In 1987 the General Assembly of Virginia enacted *Code 22.1-207.1* titled Family Life Education. This section directed the Board of Education to develop Standards of Learning and curriculum guidelines for a comprehensive, sequential family life education curriculum in grades K-12. School divisions in Virginia were required to implement Family Life Education, beginning with the 1989-90 school year. A community involvement team was formed to select the Family Life Education SOL Plan. Once this task was completed, the Family Life Curriculum Writing Committee began the process of developing the curriculum to be taught. A curriculum guide was designed to provide age-appropriate instruction for students in relation to students' developmental stages and abilities. The Family Life Education Curriculum Guides are available for review in the schools' offices. Specific grade level objectives are listed in the back of this program guide.

Family Life Education begins in the home and is the primary responsibility of parents. Ongoing communication between parent and child about the Family Life Education lessons will be of greater value than any facts the children can learn in class. Through this communication, parents can give their family's personal and religious values as a framework for the information the child learns in school.

**Participation/Opt-Out Procedures:** All children will participate in Family Life Education lessons unless a parent/guardian has requested that the child be opted-out from participating. This request must be in writing. Opt-out letters along with each grade level objectives, can be found in the appendix of this program guide. If a student is opted-out from a lesson or lessons, he/she will be removed from the classroom and placed in an alternate, supervised environment. Parents are encouraged to call their child's teacher, guidance counselor, or the school administrators if there are questions about the Family Life Education program or the specific objectives.

## **FIELD TRIPS**

Field trips are planned periodically for educational enrichment. Field trips are generally limited to one per grade per school year. Trips are planned as an integral part of the instructional program. All children must have written permission in advance to participate in field trips. Parents may be invited to assist with field trips as chaperones. At times, the number of chaperones may be limited. The selection of chaperones will be done by a process that provides equal opportunity for those who are interested in serving as a chaperone. No individuals other than approved chaperones, staff members and students may participate in field trip activities.

## **GUIDANCE AND COUNSELING SERVICES**

Primarily, our guidance counselor offers personal/social counseling, which assists students in developing an understanding of themselves, the rights and needs of others, how to resolve conflict, and how to define individual goals. Such counseling may be provided either in groups in which generic issues of social development are addressed or through structured individual or small group multi-session counseling which focuses on the specific concerns of the participant. Career guidance is also offered, which helps students acquire information and develop a plan of action about work, jobs, and apprenticeships. No student shall be required to participate in any counseling program to which the student's parents object. Parents may elect, **in writing**, to have their child opt-out of any or all guidance and counseling programs and/or services. If a student is exempted from a particular type of large or small group counseling, he/she will be removed from the setting and placed in an alternative, supervised environment. Please note that crisis intervention will be provided as needed to all students.

## HOURS OF SCHOOL OPERATION

The school office is open from 7:30 a.m. – 4:30 p.m. Monday through Friday. School starts at 8:15 a.m. and dismisses at 2:55 p.m. for students. If you wish to use email as a means of communication, teachers' individual email addresses are accessible through the King William County website. The web address is [www.kwcps.k12.va.us](http://www.kwcps.k12.va.us). You will then need to click on the "Schools" icon and then proceed to Acquinton Elementary School's icon. Supervision is not available until 7:45 a.m. or after 3:00 p.m., except as prearranged with a staff member who will provide direct supervision.

## HOMEWORK

Homework is assigned every Monday through Thursday. Parents are expected to make certain their child does any assigned homework and reads each evening. Homework is assigned to students as a vital component of the total educational program. Additional homework tips can be found in the appendix. The following are the guidelines for homework:

<b>Grade 3</b>	<b>40 minutes per night;</b>
<b>Grade 4</b>	<b>50 minutes per night; and</b>
<b>Grade 5</b>	<b>60 minutes per night.</b>

## INSTRUCTIONAL PROGRAMS AND SERVICES

Acquinton Elementary School is committed to providing educational services designed to promote the academic and emotional/social development of each child.

Instructionally, the goal is for each student at Acquinton Elementary to demonstrate achievement that meets or exceeds grade level **Standards of Learning (SOLs)** as defined by the Virginia Department of Education. Student mastery of these standards is assessed continuously throughout the school year and is reflected in regular progress reports and report cards. Students who fail to meet the standards established for their grade level will be given additional instruction and support.

Some of the strategies implemented at AES to increase SOL achievement include:

- ◆ Student participation in daily language review
- ◆ Student participation in daily math facts review
- ◆ Student participation in daily reading programs
- ◆ Student enrollment in Summer School
- ◆ Student participation in PALS/Reading/Math remediation
- ◆ Teacher focus on curriculum alignment and pacing
- ◆ Use of tutors
- ◆ Use of student writing portfolios
- ◆ Use of SOL practice assessments
- ◆ Opportunity for grade level collaborative planning time
- ◆ STAR Reading/Math Assessment

- ◆ Accelerated Reader
- ◆ Interactive Achievement
- ◆ Success Maker
- ◆ Math and Reading Specialists

At Acquinton Elementary School, all students are assigned heterogeneously to classes and instruction is differentiated to meet the needs of each student. It is the philosophy of the school to teach every child where he/she is and to take him/her as far as he/she can go. Different models of instruction may be utilized to maximize the performance of all students. These include the following:

**Looping:** Some students may be assigned to two-year class situations in which the teacher will remain with the same group of students for two years of instruction, progressing with the students from one grade level to the next. This type of programming, known as “looping,” has been found to be highly effective in facilitating maximum student achievement.

**Direct Instruction:** All reading and math instruction is provided through a method known as direct instruction. This method provides teaching of specific skills and teaches for mastery of each skill by every student.

**Collaborative Teaching:** Collaborative teaching involves the cooperative teaching of a regular classroom teacher and a specialist teacher within one classroom setting. Collaborative teaching is utilized to provide services to students identified as “Talented and Gifted” and those with special needs. Collaborative teaching benefits all students in a classroom as students receive the support of two teachers who are focused on differentiating instruction to maximize the achievement of all students.

## **PROGRAM OF STUDIES**

All students in grades 3-5 receive daily instruction in the following areas:

- Reading
- English/Language Arts
- Mathematics

Additionally, all students in grades 3-5 receive instruction in the following areas:

- Social Studies
- Science
- Health and Physical Education
- Music
- Library
- Art
- Technology

Students in grade 5 also receive the following instruction:

- DARE (Drug Abuse Resistance Education)

Supplementary programs and services include the following:

- Family Life Education (opt out available)
- Guidance and Student Services (opt out available)
- Special Education Services
- Talented and Gifted Services

## **STUDENT/TEACHER ASSISTANCE TEAM**

The Student/Teacher Assistance Team (STAT) Support Program is designed to assist in the development and implementation of strategies to insure student success in the classroom. The STAT will review records and other performance data for children. It is the responsibility of the teachers to help examine the educational needs of specific children and develop strategies or activities that can be done in the classroom to maximize a student's educational experience. The team also assists in the identification of students who may require further testing and interventions beyond the regular classroom. Parents are informed of and invited to attend these meetings.

## **INTERNET ACCESS**

King William County Public Schools provides student access to the Internet for the purpose of educational activities. **All students and their parents are required to sign a statement stating that they have read and understand the guidelines for use of the Internet. Students without this signed statement will not be permitted to use the Internet.** A filtering system is in place to safeguard against student access to inappropriate Internet sites.

## **PROMOTION AND RETENTION GUIDELINES**

Promotion or retention will be based on what will result in the greatest good for the pupil. Factors such as the PALS (3<sup>rd</sup> Grade) screening results, ability, attendance, classroom performance, chronological age, physical, social, and emotional development, work-study habits, mastery of Standards of Learning objectives, and SOL test scores will be considered. A student should demonstrate academic progress in reading/language arts and mathematics. All final decisions regarding promotion and retention will be made by the principal on an individual basis.

## **PROTECTION OF INSTRUCTIONAL TIME**

Protecting instructional time establishes teaching and learning as the highest priority of the school. When we commit ourselves to this, we make decisions to create a school environment that is designed to support the learning process.

Protection of instructional time is important because students learn best in an environment that is free from distractions and is focused on the learning task. Teaching of new concepts and skills requires that teachers and students engage in a series of important steps including an introduction, teaching and modeling of information, student practice, and teacher assessment of student understanding.

We protect instructional time by creating class schedules designed to facilitate long blocks of time for teaching. Resource classes such as music, art, library, guidance, physical education, and computer are scheduled around the core instructional areas of reading, math, and language arts. Assemblies, field trips, and other school activities are scrutinized carefully to ensure that they support rather than detract from the instructional program.

It is our goal to ensure that instructional time is not interrupted unnecessarily. High standards for classroom behavior are established and disciplinary issues are addressed quickly. The public address system is used only at scheduled times and, during instructional time, for matters of an urgent nature. Hallway traffic is held to a minimum, and the importance of being quiet in the halls is stressed.

Parents can help in our effort to protect instructional time by reviewing the following friendly reminders:

- **Ensure regular and timely attendance of your child. Reduce tardy arrivals and early dismissals to only those which are absolutely necessary. Provide adequate written notice to the teacher to allow appropriate planning for absences, tardies, and early dismissals.**
- **Stress the importance of your child's preparation and readiness for classes including having appropriate materials and completed homework.**
- **Let your child know your expectations regarding appropriate behavior.**
- **Assist in the maintenance of a highly focused learning environment free from interruptions between the hours of 8:15 a.m. and 2:55 p.m.**
- **While we invite parents to observe (with prior notice to administration and teacher) and volunteer instructionally in the classrooms at AES, we must ask that parents refrain from daily visits and escorting of children to and from their rooms. Instructional time is very valuable in order for our students to be successful.**

## **PTA**

Acquinton Elementary School is fortunate to have an active Parent –Teacher Association. The purpose of PTA is to involve the school community as a group, to act as a liaison to the school for general parental concerns and issues, and to lend support to the educational programs of the school. Problems and concerns which an individual parent may have and which are not related to the PTA group as a whole are best addressed at another time and place. Teachers will be happy to schedule private meetings for such discussions. A variety of activities are sponsored by the PTA for parent education and curriculum enhancement for students. All parents are encouraged to join PTA, attend PTA meetings and become involved in this aspect of school life.

## **SCHOOL/COMMUNITY RELATIONS**

Parents and community members will be kept informed of the on-going programs of the school in order to achieve a high level of positive cooperation and support. The collaboration of parents, students, teachers, and administrators helps to ensure an excellent educational program. Parents are encouraged to keep in touch with their child's teacher. In like manner, teachers will keep in contact with parents. Our common goal is to maintain a good relationship for the benefit of the students.

Conferences: Parents are encouraged to meet with teachers during regularly scheduled parent-teacher conferences and at any other time during the year as concerns or questions arise. Parents may call the school or email the teacher to arrange a conference at any time. Teachers and/or the administration may request a parent conference when concerns arise regarding a student's academic performance, behavioral performance, or overall adjustment to the school. A parent conference with the administration may be required as part of disciplinary action.

Telephone Calls: Parents are encouraged to call staff members if there is a question or concern, or to provide feedback or input regarding activities, programs, etc. Teachers are expected to make phone calls to parents to provide feedback regarding the performance of their students.

Email: Parents are encouraged to email as a means of communicating with teachers regarding their child's academic and behavioral performance. The web address is [www.kwcps.k12.va.us](http://www.kwcps.k12.va.us).

School Messenger: AES will use the School Messenger system to notify parents of events and emergency closings.

## SMOKING

Acquinton Elementary School is proud to offer a smoke-free environment to its staff, students, and patrons. Smoking is not permitted in the school building or on school grounds at any time during the instructional day.

## STANDARDIZED TESTING

In September of 1997 the Virginia Board of Education adopted new Standards for Accrediting Schools in Virginia. A comprehensive plan for assessing student achievement was adopted as part of those standards.

All students in grades 3 and 5 will participate in statewide "SOL Assessments" to determine mastery of the SOLs in each of the core subject areas including Writing (5<sup>th</sup> grade only), English, Math, Science, and History (3<sup>rd</sup> & 4<sup>th</sup> grade). Fifth grade students will study US Geography and World Cultures which does not have a required SOL test at its completion. Students in Grade 4 will complete testing in the subject areas of English, Math, and Virginia Studies. These tests are based upon the Virginia Standards of Learning. SOL tests will be administered in the spring of each year. **State law requires that children who fail to meet the passing scores on all four of these tests shall be required to attend a remediation program such as summer school. The extent of remediation will be determined by individual student need. Student performance on the SOL tests will be one variable considered in promotion and retention decisions.** The VA Standards of Learning are listed in the back of this guide. Please keep this guide in a convenient location so that you may refer to The Standards throughout the year. Student performance on all assessments will be reported to parents. Additionally, a "school report card" will be provided annually to the public reporting school-wide performance on standardized test measures.

## STUDENT MERIT PROGRAM

The Student Merit Incentive Program is one means of recognizing students for academic excellence. Within this program, we will consider social development as well as academic excellence. Therefore, consideration is given to the total development of the child. Students will be recognized for merit achievement each nine weeks at an awards assembly.

### **Principal's Award**

The following criteria must be maintained in order to be recognized and receive honor roll status:

Must attain an overall average of 85 to 93 in each academic area (**including A's and B's or all B's only**) and receive an "S" or "O" in social work habits and all resource areas.

Must not have received more than one office referral.

### **Superintendent's Award**

The following criteria must be maintained by students in order to be recognized for participation in the Academic Achievement Program:

Must attain an overall average of **93** or higher **in each academic area (All A's)**, and receive an "S" or "O" in all resource areas.

Must not have received any disciplinary referrals.

### **Honorable Mention Honor Roll**

The following criteria must be maintained in order to be recognized and receive honorable mention status: Must attain an overall "B" average (**with no more than one "C"**).

### **B.U.G Award** (Brought Up Grades)

Students that show an improvement in grades from one nine-week grading period to the next.

## STUDENT DRESS CODE

Students are expected to wear appropriate clothing. Clothing should not be disruptive in such a way that it is generally too revealing, (e.g. spaghetti straps, short-shorts, clothing revealing mid-drift) or which may display rude, vulgar comments or gestures, or causes an interruption in daily instruction. In order to participate and prevent injuries during recess and PE, students must wear closed-in shoes, such as tennis or regular shoes. No heely (shoes with wheels) shoes may be worn to school.

## STUDENT RECORDS

The content of a student record is limited to data needed by the school to assist the student in his/her personal, social, educational, and vocational development

and in post-high school placement. The following information is maintained as a part of the record at the school where each child attends:

1. Registration/enrollment data including name and address of student and parent or guardian;
2. Birth date;
3. Program of studies plan including type of diploma;
4. Scholastic work completed;
5. Level of achievement: grades;
6. Attendance;
7. Results of standardized test data;
8. Health and physical fitness data;
9. Student I.D.
10. Cumulative health record;
11. School, community activities, work experiences;
12. Record of employment counseling and placement;
13. Record of referral;
14. Discipline record.
15. Record of remediation data

Additionally, confidential data is gathered for some students. This confidential data could consist of the following.

1. Educational assessment/report;
2. Physiological assessment/report;
3. Psychological assessment/report;
4. Sociological assessment/report;
5. Legal documents;
6. Records of sensitive physical problems;
7. Verified reports of serious or recurrent atypical behavior problems;
8. Report from institutions and agencies such as juvenile court, social welfare, etc.;
9. Individualized Education Program and report of annual review of placement;
10. Permission form for testing, placement, and release of information;
11. Confidential interviews and/or recommendations;
12. Summary of minutes of eligibility committee;
13. Report of appeals;
14. Other assessments/pertinent reports as appropriate.

The school's principal, or his/her designee, is responsible for the collection of information; the recording, maintenance, security of data and access and control of dissemination of information from the records. A periodic evaluation of the records occurs and data no longer pertinent is removed. This is accomplished at grades 5, 8, 12, and/or the last year the student is in the elementary, middle, and high school.

Personal information will only be transferred to a third party on the condition that such party will not permit any other party to have access to such information without the written consent of the parents of the student. If a third party permits access to information, or fails to destroy information, the division will not permit

access to information from education records to that third party for a period of at least five years.

When a legitimate request for access to records is made, the granting of such a request is made immediately, if practical, but in any case no more than five administrative working days after the date of the request.

Information from the student's record may be disclosed to the following individuals:

1. Professional personnel within the school, local educational agency, and the State Department of Education who have a professionally justified reason for such access and legitimate educational interests in the student.
2. The student who is the subject of the record who is under the age of 18, provided written consent of the parent or legal guardian has been obtained;
3. Upon request to an official of a school or post-secondary institution in which the student intends to enroll;
4. The parents or legal guardian of the student, until the student becomes 18 years of age, is an emancipated minor, or is attending an institution of post-secondary education;
5. Adult clerical personnel charged with the responsibility of record maintenance;
6. Appropriate persons in connection with a student's application for financial aid.
7. An employee or official of the state or local health department shall have access to the preschool physical examination report, the immunization record, and the school entrance health examination form;
8. An authorized representative of the Comptroller General of the United States; the Secretary of the Department of Education; the local division superintendent; and state educational authorities needing information in connection with the audit and evaluation of state and federally supported programs or the enforcement of federal legal requirements related to such programs and;
9. Access and/or release of data to the persons or agencies will be allowed only as prescribed by federal or state law or by parental permission, and in all cases, a record of such access will be maintained as part of the student's file, showing the signature of each person who has had access to the record, the date of access, the specific legitimate interest in seeking such access, and the signature of the principal or designee. This form will be available to the parents, the student, and school officials responsible for record maintenance.

The school may charge a fee for copies of the scholastic record at reasonable costs, not to exceed the cost of reproduction. No fee is charged for a copy of the Individualized Education Program nor is a fee charged for search and retrieval.

Parents or their appointed representative(s) have the right to an explanation and/or interpretation of their student's scholastic record by an appropriate representative of the school division. Parents or their appointed representative(s) have the right to inspect, review and/or copy, or be provided copies of, the contents of their child's record in an expeditious manner. They have the right to ensure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child. In addition, the

parent or eligible student has the right to a hearing to provide an opportunity for the correction or deletion of information found to be inaccurate, misleading, or inappropriate and to file with the United States Department of Education a complaint concerning an alleged failure by the school board to comply with Title 20, United States Code, Section 1232g.

The following items are classified as DIRECTORY INFORMATION:

1. Name of the student in attendance or no longer in attendance
2. Address
3. Telephone listing
4. Date and place of birth
5. Participation in officially recognized activities and sports
6. Weight and height of member of athletic team
7. Dates of attendance
8. Awards and honors received
9. Information generally found in school yearbook

**PLEASE NOTIFY THE SCHOOL IN WRITING IF YOU DO NOT WISH TO HAVE ANY PART OR ALL INFORMATION CLASSIFIED AS DIRECTORY INFORMATION CONCERNING YOUR CHILD RELEASED WITHOUT YOUR PRIOR CONSENT.**

Please contact the school principal's office for additional information regarding student records.

### **SUMMER SCHOOL**

Acquinton Elementary operates a remedial summer school program. Students who do not meet criteria for promotion to the next grade shall be required to attend summer school or to participate in some form of remediation. Such criteria will include standardized test performance as well as classroom performance. Summer school is provided to students at no cost to parents.

### **TRAFFIC CONTROL/PARKING**

Parking for parents and visitors of Acquinton is provided in reserved spaces in the front parking lot and in the large lot to the right of the building. Parents and visitors are not to park in the fire lane in front of the school nor in the bus loop at the far left side.

### **TALENTED AND GIFTED SERVICES**

Gifted students exist in all ethnic, geographic, and socio-economic groups and represent a valuable, largely untapped natural resource. Such students possess abilities/aptitudes differing from those of their peers to such a degree that differentiated educational services and a challenging learning environment must be provided to help them grow and develop. Students K-12 can be referred any time during the school year by a teacher, student, other school personnel, parent, community member, or a peer.

## TRANSPORTATION OF STUDENTS

### Drop-off Procedures for Car Riders:

The following procedures are designed to protect the safety of all students:

1. Drivers are to stop their vehicles as close to the sidewalk as possible and as far forward in the unloading area as possible. Students should exit cars from the passenger's right side only.
2. All cars must be put into park as children exit.
3. Cars in the drop-off area should drive away in sequence once riders have exited. **Cars should not drive past cars in the unloading area.**
4. Drivers and students should respect the time and needs of others. Drivers should remain in their cars and proceed forward without delay after the student exits.

### Pick-up Procedures for Car Riders:

Parents who wish to use our drive through pick-up procedure may do so by completing a form in the school office. Upon receiving the signed form, three car tags with a designated number will be issued to the parent. The tag is to be hung from the mirror for school personnel to check when the child is picked up. These tags should **only** be used by those individuals that are authorized on the form by the child's parent.

### Bus Transportation:

Bus transportation is provided to students as a privilege. All aspects of the Code of Conduct apply to bus transportation, and students are subject to the same consequences for violations of the Code while on buses as they are in any other school setting. Video cameras may be used on buses to assist in monitoring student conduct. Riding the school bus is a privilege that may be revoked when the general conduct of a student is detrimental to the safety and comfort of others on the bus.

## VISITORS

As a parent/guardian of an Acquinton Elementary student, you are always encouraged to participate in the life of our school in many different ways. At times you may wish to visit and observe in your child's classroom. Certainly, you are always welcome! We ask that you follow a few guidelines:

1. Make an appointment with your child's teacher in advance. This is to ensure that you will be in the class when instruction is taking place.
2. When you first come in, sign in at the office in our visitor's book. Remember to sign out when you leave.
3. Pick up a VISITOR's badge in the office and wear it while you are in the building. Return it when you leave the building.
4. Ask the teacher where he/she would like you to sit while you are visiting.
5. Protect the teacher's teaching time and the students' learning time by observing quietly.

If you have questions regarding your observation or the progress of your child, make an appointment to confer with the teacher after school hours. Thank you!

## **VOLUNTEER OPPORTUNITIES**

The administration, faculty and staff of Acquinton warmly welcome volunteers into the school. A volunteer program is coordinated through the PTA and the school's SOL Success Coach. Opportunities include individual student mentoring, individual/small group tutoring, cafeteria and hall monitoring, office and clerical assistance, etc.

### **WATCH D.O.G.S. (Dads of Great Students)**

Watch D.O.G.S. is a national program created to involve fathers and father figures in the lives of students. These positive male role models volunteer their time to monitor the school entrances, assist with unloading and loading of buses, monitor the cafeteria, help in the classroom, and interact with students at recess.

## HIGH SCHOOL COMPLETION PROGRAMS - DIPLOMA REQUIREMENTS

A standard unit of credit is earned by (1) being in attendance to receive at least 140 hours of instruction in a School Board approved course and (2) successfully completing the requirements of that course in an academic school year.

A verified unit of credit is earned by (1) passing the applicable SOL, (2) successful course achievement, and (3) satisfactory attendance. (High School "End of Course")

### Advanced Studies Diploma

Discipline Area	Standard Units of Credit Required	Verified Credits Required**
English	4	2
Mathematics <sup>1</sup>	4	2
Science <sup>2</sup>	4	2
History and Social Sciences <sup>3</sup>	4	2
Foreign Language	3	
Health and Physical Education	2	
Fine Arts or Practical Arts	1	
Electives	2	
Student Selected Test <sup>4</sup>		1
Total	24	9

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<sup>1</sup>Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least two course selections from among Algebra 1, Geometry, Algebra II, or other mathematics courses above the level of algebra and geometry. The board may approve additional courses to satisfy this requirement.

<sup>2</sup>Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines: Earth Science, Biology, Chemistry, or Physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The board may approve additional courses to satisfy this requirement.

<sup>3</sup>Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either World History or Geography or both. The board may approve additional courses to satisfy this requirement.

<sup>4</sup>Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

<sup>5</sup>A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education or other areas as prescribed by the board in 8 VAC 20-131-110.B.

## Standard Studies Diploma

Discipline Area	Standard Units of Credit Required	Verified Credits Required
English	4	2
Mathematics <sup>1</sup>	3	1
Science <sup>2</sup>	3	1
History and Social Sciences <sup>3</sup>	3	1
Health and Physical Education	2	
Fine Arts or Practical Arts	1	
Electives <sup>4</sup>	6	
Student Selected Tests <sup>5</sup>		1
Total	22	6

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<sup>1</sup> Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least two course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of algebra and geometry. The board may approve additional courses to satisfy this requirement.

<sup>2</sup> Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: Earth Science, Biology, Chemistry, or Physics. The board may approve additional courses to satisfy this requirement.

<sup>3</sup> Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either World History or Geography or both. The board may approve additional courses to satisfy this requirement.

<sup>4</sup> Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

<sup>5</sup> A student may utilize additional assessments for earning verified credit in computer science, technology, career and technical education or other areas as prescribed by the board in 8 VAC 20-131-110.B.

<sup>6</sup> Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (i) the student selected verified credit and (ii) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

## Modified Standard Diploma

<b>Discipline Area</b>	<b>Standard Units of Credit Required</b>
English	4
Mathematics <sup>1</sup>	3
Science <sup>2</sup>	2
History and Social Sciences <sup>3</sup>	2
Fine or Practical Arts	1
Health and Physical Education	2
Electives <sup>4</sup>	6
Total	20

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<sup>1</sup> Courses completed to satisfy this requirement shall include content from among applications of algebra, geometry, personal finance, and statistic courses that have been approved by the Board.

<sup>2</sup> Courses completed shall include content from at least two of the following: applications of Earth Science, Biology, Chemistry, or Physics in courses approved by the Board.

<sup>3</sup> Courses completed to satisfy this requirement shall include one unit of credit in U.S. and Virginia History and one unit of credit in U.S. and Virginia Government in courses approved by the Board.

<sup>4</sup> Courses to satisfy this requirement shall include two sequential electives in the same manner required for the Standard Diploma.