

ACQUINTON ELEMENTARY SCHOOL

PROGRAM OF STUDIES

A GUIDE TO ELEMENTARY SERVICES
GRADES 3-5



2018-2019

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TABLE OF CONTENTS

KING WILLIAM COUNTY PUBLIC SCHOOLS	4
Vision and Mission	4
Comprehensive plan priorities	4
King William County School Board	5
School Board Members	5
King William County Schools Administration	5
Non-Discrimination Policy	5
Location of Policy Manuals	5
Superintendent’s Letter to Parents	6
School Calendar	7
Principal’s Letter to Parents	8
Profile of Acquinton Elementary School	8
School History	8
Mascot, Colors, Motto, Eagle Expectations	9
Mission Statement	9
Vision Statement	9
Values	10
Compulsory School Attendance Law	10
Attendance Policies	10
Absence From School: Procedures	10
Late Arrival	11
Early Dismissal	11
Student Pick Up Procedure	11
Make-Up Work	11
Academic Penalties	11
Assemblies	11
Bus Passes	11
Cafeteria	12
Character Education	12
Clinic	13
Clubs	13
Common Assessments	13
Communicable Diseases	14
Eagle Expectations and Compliments	14
Emergency Closing Procedures	14
Enrollment Requirements	15
Registration Information	15
Immunizations	15
Notification of Rights Under the Protection of Pupil Rights (PPRA)	16
Family Educational Rights and Privacy Act (FERPA)	17
ESSA Notification of Parents’ Rights	18
Board Policy Manual	18
Equal Educational Opportunities/Non-Discrimination	19
Report of Discrimination	23
Section 504 Nondiscrimination Policy and Grievance Procedures	24
Complaint of Discrimination	27
Evaluation of Student Performance	28
Family Life Education	29

Introduction	29
Participation/Opt-Out Procedures	29
Field Trips	29
Guidance and Counseling Services	30
Homework	30
Hours of School Operation	30
Instructional Programs and Services	30
Advanced Math Class	31
Co-Teaching	31
Internet Access	32
Intervention/Enrichment	32
PowerSchool	32
Program of Studies	32
Project SOAR	33
Promotion and Retention Guidelines	33
Protection of Instructional Time	33
PTA	34
School/Community Relations	34
Standardized Testing	35
Student Merit Program	36
Smoking	36
Student Dress Code	36
Student Records	37
Student/Teacher Assistance Team (STAT)	39
Summer School	39
Gifted and Talented Services	40
Technology	40
Traffic Control/Parking	40
Transportation of Students	40
Drop-Off Procedures for Car Riders	40
Pick-Up Procedures for Car Riders	40
Bus Transportation	40
Visitors	41
Volunteer Opportunities	41
Wellness Policy Update	41

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.

COMPREHENSIVE PLAN

In 2007 the Planning Council presented to the School Board of King William County for approval a six-year comprehensive plan that further developed the implementation of 21st century skills into the instructional practices utilized in classrooms. The Council supported the mission established in 2007 and proposed that, with minor revisions, it should continue to be used. The mission of King William County Public Schools is to “provide rigorous 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.”

The 21st century vision for King William County Schools is outlined in this plan for 2013–2019. Based upon the research of what works in schools and school divisions and of best instructional practices, six principle goals have been developed to guide student academic growth and achievement.

District Goal 1: King William County Public Schools will provide support for all students to achieve above state and national averages as measured by administered assessments.

District Goal 2: All students will graduate from high school with plans for post-secondary study or workforce training.

District Goal 3: All students in King William County Public Schools will be reading on grade level by the time they reach middle school.

District Goal 4: King William County Schools will increase partnerships between parents, teachers, students and administrators to enhance effective communication and participation.

District Goal 5: King William County Public Schools will provide staff development to meet the learning needs of all students as measured by a 2% increase in the annual SOL pass rate.

District Goal 6: King William County Public Schools will increase student achievement in all AMO groups using inquiry-based learning through integration of math, science and technology (STEM) as evidenced by performance levels on benchmark and state-level testing by June 2015.

KING WILLIAM COUNTY SCHOOL BOARD

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Mrs. Lindsay Robinson
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Mr. Steven M. Tupponce
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Mrs. Cathy P. Edwards, Clerk of the Board
cedwards@kwcps.k12.va.us

KING WILLIAM COUNTY SCHOOLS ADMINISTRATION

Dr. David White, Superintendent
Mrs. Stacy Johnson, Assistant Superintendent of Instruction
Mrs. Tinya Ryland, Lead Director of Human Resources
Mrs. Rosalin Ball, Director of Special Programs
Mrs. Amy Siepka, Director of Curriculum and Assessment
Mr. Tony Stone, Director of Operations
Mrs. Sherri Harris, Director of School Nutrition
Mr. Nicholas Cammarano, Director of Technology and CTE
Ms. Deborah Stickley, Director of Finance

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

The King William County Public School's policy and regulation manual is available on the King William County Public Schools website for review by members of the public.

September 2018

Dear Parents and Students,

Welcome to King William County Public Schools! As we begin a new school year, we are very proud of the many accomplishments of our students. King William schools are producing graduates who are college and career ready. Each year many of our students matriculate at some of our nation's finest colleges and universities, attend trade schools, enlist in the armed forces, or seek gainful employment. We are proud to have watched our graduates grow over the years into responsible young adults with aspirations for their lives beyond high school.

As we begin the 2018-19 school year, my sincerest hope is that all KWCPSS stakeholders work together to create opportunities within the division to fully engage students and showcase their scholastic, technical and civic achievements through meaningful assessments and well-developed project-based learning experiences. Moving forward, it is imperative that we look for new and improved strategies to build upon our previous years' successes, all the while reflecting upon those lessons learned to ensure that we continue to progress in a positive manner.

Please use this program of studies to develop goals with your child for his or her academic growth. These early interactions will lay the foundation for your child to succeed as a life-long learner and encourage the development of intellectual capacity and broader opportunities. Our belief is in a partnership with parents to ensure that all of our students receive a personal learning experience that allows him or her to reach their fullest potential.

I thank you for your involvement and support in our collaborative efforts to educate all children within King William County Public Schools.

Sincerely,

David O. White
Division Superintendent

**KING WILLIAM COUNTY PUBLIC SCHOOLS
CALENDAR
2018-19 SCHOOL YEAR**

<u>MONTH</u>	<u>DATES</u>	<u>DESCRIPTION</u>	<u>INSTRUCTIONAL</u>	<u>HOLIDAY</u>	<u>PROFESSIONAL</u>
August	16, 20, 21	New Teacher Orientation			
August	22-31	Teacher Workdays			8
August	29	Open House at Schools			
September	03	Labor Day		1	
September	04	School Begins	19		
October	03	1 st Quarter Interims	21		
October	10	2-Hour Early Dismissal/Staff Dev. Day PSAT Testing Day			
November	02	2-Hour Early Dismissal/1 st Quarter Ends			
November	06	School Closed-Election Day Parent-Teacher Conf.			
November	21 - 23	Thanksgiving Holiday	18	3	
December	7	2-Hour Early Dismissal/Staff Dev. Day			
December	10	2 nd Quarter Interims			
December	20-	Winter Break - Schools Closed	12	10	
January	02				
January	03	Schools Re-open			
January	21	School Closed - Martin Luther King, Jr. Holiday		1	
January	25	2-Hour Early Dismissal-2 nd Quarter Ends	20		
FIRST SEMESTER TOTALS			93	15	8

January	28	First Day of Second Semester			
February	15	2-Hour Early Dismissal/Staff Dev. Day			
February	18	School Closed – Presidents' Day	19	1	
February	28	3 rd Quarter Interims			
March	08	2-Hour Early Dismissal/Staff Dev. Day			
March	29	2-Hour Early Dismissal/3 rd Quarter Ends	23		
April	01-	Spring Break	15	5	
	05				
April	19	2-Hour Early Dismissal			
April	22	School Closed – Easter Monday		1	
May	09	4 th Quarter Interims			
May	24	2-Hour Early Dismissal			
May	27	Memorial Day-School Closed	22	1	
June	10	Examination Schedule (Regular Schedule)			
June	11-12	Exam Schedule-2-Hour Early Dismissal (All Schools)			
June	13	Last Day of School – Exam Schedule All Schools Dismissed 2 Hours Early	11		
June	14	School Closed – Staff Development Day			1
SECOND SEMESTER TOTALS			87	8	1
2018-19 TOTALS			180	23	9

GENERAL: This school calendar requires 180 instructional days, 12 professional days, and 8 teacher contract days to be used and assigned at the discretion of the building principal.

Dear Acquinton families,

It is with pleasure we welcome you to Acquinton Elementary School. We are excited to begin a new school year at Acquinton Elementary School and we look forward to helping your child reach his/her fullest potential this year. Looking ahead, we expect to maintain our full state accreditation while continuing to work towards increasing rigor for students in the areas of reading and math. It is our goal to 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. The pages of the handbook are filled with important information regarding school policies and procedures. Parents and students should review the contents together. If you have any questions, please call the school office. We feel that open and clear communication between school and home is important to the success of our education program.

We welcome your participation and support this school year and solicit your membership in the PTA. Working together, we will be able to reach our collective and individual goals and celebrate the achievements of our students.

Best regards,

Shelley Nester, Principal
Kim Napier, Assistant Principal

HISTORY OF ACQUINTON ELEMENTARY SCHOOL

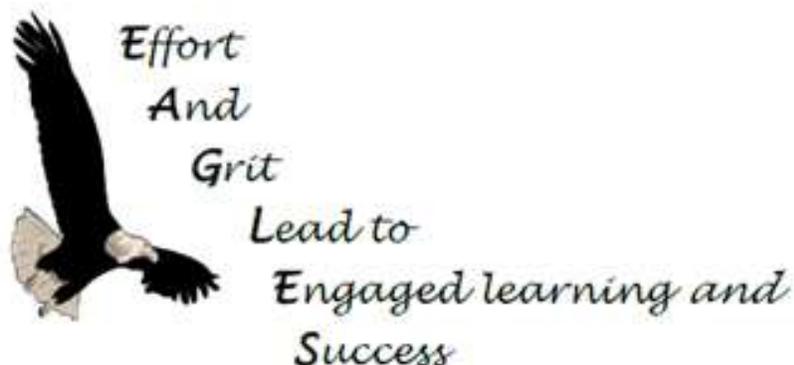
The King William County School Board began consideration of a new elementary school in the fall of 1986 based on the county's rapid growth. Several committees were formed to establish objectives, philosophy and physical characteristics of the new facility.

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:



Eagle Expectations:

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

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.

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.

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. The school truancy officer will request parent attendance for an attendance improvement plan in instances of repeated absences.

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, 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 (804-769-3434 Ext. 433) prior to 9:00 A.M. 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 8:10 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 equivalent to 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 “leave earlies” are equivalent to 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. Parent permission must be provided if it is an individual other than the parent/guardian. The secretary will require proper identification before releasing the child.

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 address of destination. Phone calls and emails after 12:00 noon will not be accepted as a means to change a student's bus transportation for that day.

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 the 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 lunch consisting of a cheese sandwich and milk.

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 reduced breakfasts are of no cost.

Lunch: Students may purchase a full lunch meal or "a la carte" items. A full lunch is \$2.70; 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 cafeteria.
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 may not share food with other students.
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.
10. Students must practice caution in allergy-free areas to ensure the safety of all.

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. Morning announcements and the character education foci include grit, optimism, self-control, gratitude, social intelligence, curiosity, and zest.

CLINIC

The clinic at Acquinton is supervised by a registered nurse (RN). 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 signed 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.

CLUBS

Acquinton sponsors various during-school and after-school clubs including Gentlemen's Club, Girls on the Go, Boyz on the Run, Odyssey of the Mind, Drama (spring play), Reading Olympians, Newspaper Club, and Percussion Discussion.

COMMON ASSESSMENTS

Throughout each nine weeks, content area teachers administer frequent common assessments. The five core subject areas will be assessed, including reading, writing, math, science, and social studies. Scores on these assessments provide data about SOL objectives and skills that students have mastered or have not yet mastered. Any student who scores below a 70% on a common assessment receives remediation by his or her teacher and the opportunity to be reassessed to demonstrate mastery. Students scoring 90% or above receive enrichment within the content area. Quarterly tests may be given for data collection purposes.

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 AND 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 TV stations for notice of a school closing or a delayed opening. In addition, families may visit the KWCPD division website. 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 TV stations, by the automated phone messenger system and on the KWCPD division website 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. Parents must complete the Emergency Closing Instructions form each year. 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 or visiting the KWCPs division website.

ENROLLMENT REQUIREMENTS

Registration Information: All students enrolling in Acqinton 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 Individual Educational Plan (if applicable)
4. Immunization record (see below)
5. Proof of residency (2)
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)*

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

4 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)
2 Varicella	to susceptible children born on/after January 1, 1997; dose on/after 12 months of age plus a second dose which must be administered prior to entering Kindergarten

*** 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> also available in Spanish

*** Additional Recommended Immunization Schedule**

Human Papillomavirus (**HPV**) – First dose recommended between ages 11-12 for males and females prior to entry into 6th 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 in 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

EVERY STUDENT SUCCEEDS ACT (ESSA) NOTIFICATION OF PARENTS' RIGHTS

Any parent may request information regarding his/her 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

File: JB

I. Policy Statement

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

No student, on the basis of sex or 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 and other written 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 school 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 will consider witnesses and evidence from both the complainant and the person or persons for the alleged discrimination. 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 school 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 or designee 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 school 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. Written notice of the School Board's decision will be given to both the complainant and the person or persons responsible for the alleged discrimination.

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 Tinya Ryland, Lead Director of Human Resources, P.O. Box 185 King William, Virginia 23086, tryland@kwcps.k12.va.us, (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 Rosalin Ball, Director of Special Programs, P.O. Box 185 King William, Virginia 23086, reball@kwcps.k12.va.us, (804) 769-3434.

The Compliance Officer shall:

- (1) receive reports or complaints of discrimination;
- (2) conduct or 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) ensure 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. The Compliance Officer will inform persons who make complaints, who are the subject of complaints, and who participate in investigations of how to report any subsequent problems.

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 knowingly make false charges of discrimination shall be subject to disciplinary action.

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

Revised: May 17, 2004
November 20, 2012
April 18, 2017

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 106.9.

Cross Refs:	AC	Non-discrimination
	AD	Educational Philosophy
	GB	Equal Employment Opportunity/Nondiscrimination
	JB-F	Report of Discrimination
	JBA	Section 504 Nondiscrimination Policy and Grievance
	JFHA/GBA	Prohibition Against Harassment and Retaliation

SECTION 504 NONDISCRIMINATION POLICY AND GRIEVANCE PROCEDURES

The King William County School Board does not discriminate against individuals on the basis of disability. Where a student believes that he or she has been discriminated against on the basis of disability, the student shall have the right to file an informal grievance in accordance with the following procedures:

A. FORMAL PROCEDURE

1. Filing a Complaint

Any student who believes he or she has been the victim of discrimination on the basis of a disability should submit a complaint alleging discrimination as soon as possible to the compliance officer designated in this policy (Compliance Officer) or to any other school or School Division staff. The complaint should be submitted as soon as possible and generally within 15 school days of the alleged discrimination. Any employee who has knowledge of conduct which may constitute discrimination shall immediately report such conduct to the Compliance Officer, their supervisor, or to any other school or School Division staff.

The complainant should use the "Complaint of Discrimination" form (see end of this policy) to make a complaint of discrimination. However, oral complaints shall also be accepted. The complaint should be filed with the school principal, other school or school division staff, or the Compliance Officer. School or school division staff receiving a complaint of discrimination shall forward it to the school principal; who shall immediately forward the complaint of discrimination to the Compliance Officer. Any complaint that involves the Compliance Officer shall be reported to the Superintendent.

The complaint and the identity of the complainant, the individual who reported the alleged discrimination (if other than the complainant), and the 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.

2. Investigation

Upon receipt of a report or complaint of discrimination, the Compliance Officer shall immediately authorize or undertake an investigation. The investigation may be conducted by school staff or a third party designated by the School Division. The investigation shall be completed as soon as practicable, which should generally be not more than 15 school days after receipt of the complaint of alleged discrimination by the Compliance Officer. Within 3 school days of receiving the complaint, the Compliance Officer shall send written notice that the complaint has been received to the complainant 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 15 school days will be required to investigate the complaint, he or she will notify the complainant and the persons allegedly responsible for the discrimination of the reasons for the extended investigation and of the date by which the investigation is projected to be concluded. The investigation may consist of personal interviews with the complainant, the 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 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. The Compliance Officer's written report, and all written notices sent pursuant to this policy shall be maintained and distributed in accordance with the Family Educational Rights and Privacy Act.

3. Action by the Superintendent

Within 10 school days of receiving the Compliance Officer's report, the Superintendent or designee shall issue a decision regarding: (1) whether this policy was violated and, if so (2) what action, if any, will be taken. This decision must be provided in writing to the complainant. If the Superintendent determines that discrimination occurred, the School Division shall take prompt, appropriate action to address and remedy the harm and prevent any recurrence. Such action may include discipline up to and including recommending that a student be expelled or that an employee be discharged.

4. Appeal

If the Superintendent or designee determines that no discrimination occurred, the complainant may appeal this determination 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 Compliance Officer's report and any documentation or information deemed relevant by the Compliance Officer during the course of the investigation to the School Board. The School Board shall make a decision within 30 calendar days of receiving the record. The School Board may require oral or written argument from the complainant, the Superintendent, and any other individual it deems appropriate. An extension of the 30 calendar day limit may occur if necessary as determined by the School Board Chair.

If the Superintendent or designee determines that discrimination occurred and discipline is imposed, the disciplined person (i.e. student or employee) may appeal the disciplinary sanction in accordance with existing School Board policies and regulations.

5. Compliance Officer and Alternate Compliance Officer

The School Board has designated Tinya Ryland, Lead Director of Human Resources, P.O. Box 185, King William, Virginia 23086, (804) 769-3434 as the Compliance Officer responsible for identifying, preventing and remedying discrimination. Complaints of discrimination may also be made to Rosalin Ball, Director of Special Programs, P.O. Box 185 King William, Virginia 23086, (804) 769-3434, the Alternate Compliance Officer. The Compliance Officer duties may include the following:

- a. receive reports and complaints of discrimination;
- b. conduct or oversee the investigation of any alleged discrimination;
- c. assess the training needs of the School Division in connection with this policy;
- d. arrange necessary training to achieve compliance with this policy;

B. INFORMAL PROCEDURE

If the complainant and the persons allegedly responsible for the discrimination agree, the school principal, designee, or the Compliance Officer may arrange for them to resolve the complaint informally with the assistance of a counselor, teacher, or other school or School Division staff.

If the complainant and the persons allegedly responsible for the discrimination agree to attempt to resolve the complaint informally, they shall each be informed that they have the right to abandon the informal procedure at any time in favor of the initiation of the above formal procedures.

If the complaint is resolved informally, the counselor, teacher, or other school or School Division staff shall notify the School Principal of the resolution. The School Principal shall notify the complainant, the persons allegedly responsible for the discrimination, and the Compliance Officer in writing that the complaint has been resolved informally.

C. RETALIATION

Retaliation against students, school staff, or School Division staff 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.

D. FALSE CHARGES

Students, school staff, or School Division staff who make false charges of discrimination shall be subject to disciplinary action.

COMPLAINT OF DISCRIMINATION

Name of Complainant:

Student's School and Class:

Address, Email Address, and Phone Number(s):

Parent/Legal Guardian Name, Address, Email addresses, and Phone Number(s):

Dates of Alleged Discrimination:

Names of the persons you believe discriminated against you or others:

Please describe in detail the incidents of alleged discrimination, including where and when the incidents occurred. Please name any witnesses that may have information regarding the alleged discrimination. Attach additional pages if necessary.

Please describe any past incidents that may be related to this complaint.

I certify that the information provided in this report is true, correct and complete to the best of my knowledge.

Signature of Complainant

Date

Complaint Received By: _____

Compliance Officer

Date

Adopted: July 11, 2000

Revised: July 19, 2011

Legal Ref.: 29 U.S.C. § 794
34 CFR Part 104.7(b)

Cross Ref.: JB Equal Educational Opportunities/Nondiscrimination
JO Student Records

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	90-100	Outstanding
B	80-89	Above Average
C	70-79	Average
D	60-69	Below Average
F	Below 59	Unacceptable
I	Incomplete work	

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 include the student's current level of performance in all subject areas. A report will be sent home for each child.

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

MARKING PERIOD	LAST DAY OF THE MARKING PERIOD	DISTRIBUTION OF PROGRESS REPORTS	DISTRIBUTION OF REPORT CARDS
1	11/2/18	10/3/18	11/9/18
2	1/25/19	12/10/18	2/1/19
3	3/29/19	2/28/19	4/12/19
4	6/13/19	5/9/19	6/21/19

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. Specific grade level objectives are listed in the back of this program guide.

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 and students are expected to participate unless valid documentation is provided and approved by the principal. 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. Out of the county field trips using county school buses will require a \$2.00 fee from each student.

GUIDANCE AND COUNSELING SERVICES

The elementary years are a time when students begin to develop academic self-concept and feelings of competence and confidence as learners. Decision-making, communication and life skills, as well as character values are developing. Students also develop and acquire attitudes toward school, self, peers, social groups, and family. The school counselor provides academic

support. This includes organizational skills and test-taking skills. Other supports are goal setting, communication, problem-solving, conflict resolution, and decision-making. Students learn to understand themselves and others by developing positive peer relationships, coping strategies, and effective social skills. Students are educated on such topics as career awareness, substance abuse education, and multicultural/diversity awareness. Counseling is provided in large groups, small groups, or individual sessions. Counseling is focused on the specific concerns of the student(s). 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.

HOMEWORK (EVENING LEARNING OPPORTUNITIES)

Homework should involve "home" in each activity, providing children opportunities to use learning in everyday experiences. Students are expected to read 20 minutes each night to build stamina, fluency, and increase vocabulary. Families are encouraged to read with your child and discuss what they have read. In addition, students will study for assessments and complete study guides as assigned to ensure mastery of content. Additional practice may be required at home to ensure students have opportunities to show skill mastery in all core subjects. Special long-term projects and reports, which are extensions of classroom instruction may be assigned.

This year, each grade level will work together to provide activities that children can do at home based upon different levels of Bloom's Taxonomy of thinking skills across all content areas each month. This will provide parents with ideas on the types of activities that they can be doing with their children to connect learning between school and their daily lives. Activities will include opportunities to build math, language, speaking, reading, writing, science, social studies, and many other valuable skills that bring learning to life for children. Many activities will require parent involvement that will lead to better communication skills.

HOURS OF SCHOOL OPERATION

The school office is open from 7:30 a.m. – 4:30 p.m. Monday through Friday. School starts at 8:10 a.m. and dismisses at 2:55 p.m. for students. 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.

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 (SOL) 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. The Standards of Learning for the core subject areas can be found at these links on the Virginia Department of Education Website:

[English](#) [Mathematics](#) [Science](#) [History and Social Science](#)

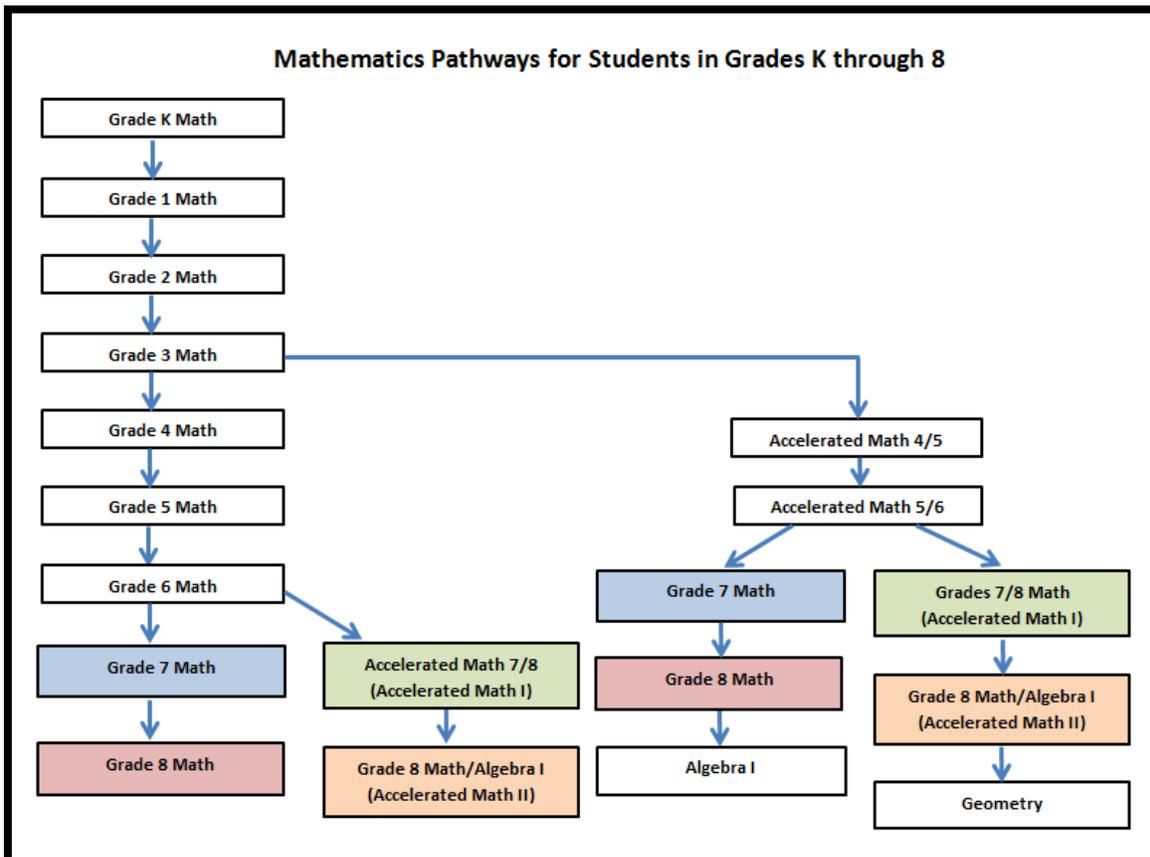
Some of the strategies implemented at AES to increase SOL achievement include:

- ◆ 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 collaborative content area team planning time
- ◆ MAP reading and math
- ◆ Running Records Assessments
- ◆ SOLPass
- ◆ RAZ Kids
- ◆ iXL Math and English Language Arts
- ◆ Scholastic News
- ◆ Interactive Achievement
- ◆ Reading Specialists

At Acquinton Elementary School, students are assigned 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:

Advanced Math Class: Students in fourth and fifth grade who are eligible for advanced math will be placed accordingly. Eligibility is based on the following criteria:

- Advanced score on the math SOL test for 2017-2018 and an "A" average in math for the year
- score of 85% or higher on the most recent MAP test
- Teacher recommendation



Co-Teaching: Co-teaching involves the cooperative teaching of a regular classroom teacher and a specialist teacher within one classroom setting. Co-teaching is utilized to provide services to students identified as “Gifted and Talented” and those with special needs. Co-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.

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.

INTERVENTION/ENRICHMENT

AES provides embedded intervention and enrichment to students each day through small groups by content teachers, tutors, and/or specialists. Time has been designated in the schedule for remediation and enrichment for each grade level. Students needing remediation of concepts receive services from one of the following: a classroom grade level teacher, a reading specialist, a tutor, or a retired teacher. Those students needing enrichment receive services from the following: the gifted and talented teacher and classroom teacher on their grade

level. Decisions regarding the placement and academic needs are determined from ongoing common assessments and weekly tests that are given by your child's teacher (s).

POWERSCHOOL

Each teacher records student grades and student attendance using PowerSchool, a web-based program. Parents are provided with an access code to view their child's current grades online through the Parent Portal. PowerSchool generates student progress reports and calculates final grades.

PROGRAM OF STUDIES

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

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

Gifted and Talented Services

ELL (English Language Learners)

Day Treatment

PROJECT SOAR

The Olweus Bullying Prevention Program is integrated into every classroom. The acronym, Project SOAR, is taught to students to remind them how to appropriately respond to bullies:

Stop

Offer Help

Alert an adult

Respect everyone involved

Each classroom teacher conducts classroom meetings and maintains a bullying log should bullying infractions arise. Each bullying infraction is associated with consistent school consequences. Students are encouraged to report bullying to a responsible adult.

PROMOTION AND RETENTION GUIDELINES

Promotion or retention will be based on what will result in the best outcome for the pupil. Factors such as grades, effort, 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 idea, 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 8:10 a.m. and 2:55 p.m.**

- **While we encourage parental involvement, we must ask that parents refrain from daily visits and escorting of children to and from their classrooms. Instructional time is very valuable in order for our students to be successful.**

PTA

Acquinton Elementary School strives 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. 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 at school 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 staff e-mail directory is available online at www.kwcps.k12.va.us. Staff responds to e-mails within a 24 hour time period while school is in session.

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

School/Grade Level Newsletters and Calendar: A monthly newsletter and calendar will go home by way of the Tuesday folder.

Tuesday Folder: A folder is sent home each Tuesday, which includes pertinent school information and graded papers. Tuesday folders should be reviewed and returned the next day.

Agendas: Each student will be issued an agenda. Agendas enable students to organize assignments and provide a communication link between parents and teachers.

School Website: The AES website is updated regularly with dates and events that are taking place.

Facebook: The AES facebook page is updated regularly with dates and events that are taking place.

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 through 5 will participate in statewide “SOL Assessments” to determine mastery of the SOL in each of the core subject areas. Students in Grade 3 will complete testing in the subject areas of English and Math. Third grade students will also study Science and History which do not have required SOL tests at their completion. Students in Grade 4 will complete testing in the subject areas of English, Math, and Virginia Studies. Fourth grade students will also study Science which does not have a required SOL test at completion of this course. Grade 5 will complete testing in the subject areas of English, Math, and Science. Fifth grade students will study US Geography and World Cultures which do not have required SOL tests at their completion. These tests are based upon the Virginia Standards of Learning. SOL tests will be administered in the spring of each year. **Student performance on the SOL tests will be one variable considered in promotion and retention decisions.** 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 at an awards assembly in June.

Superintendent's Award

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

Must earn **all A's in each academic area** and receive an A or B in all resource areas each nine weeks.

Principal's Award

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

Must **earn A's and B's or all B's in each academic area** and receive an A or B in all resource areas each nine weeks.

Honorable Mention Honor Roll

The following criteria must be maintained in order to be recognized and receive honorable mention status: **Must earn grades of A, B, with no more than one C in each academic area.**

B.U.G Award (Brought Up Grades)

Per teachers' discretion, students who show an improvement in grades from one nine-week grading period to the next will receive this award.

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.

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, dresses or skirts, clothing revealing midriff) 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-toe shoes, such as tennis shoes.

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. Individual Education Program and report of annual review of placement;
11. Permission form for testing, placement, and release of information;
12. Confidential interviews and/or recommendations;
13. Summary of minutes of eligibility committee;
14. Report of appeals;
15. Other assessments/pertinent reports as appropriate.

The School 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's 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 Individual Education Plan 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 an athletic team
7. Dates of attendance
8. Awards and honors received
9. Information generally found in a 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.

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.

SUMMER SCHOOL

Acquinton Elementary operates a remedial summer school program. Students who are below grade level in reading and/or math, and/or may have excessive absences may be recommended to attend summer school for remediation. Criteria for selection will include standardized test performance, classroom performance, and daily attendance. Summer school is provided to students at no cost to parents.

GIFTED AND TALENTED 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.

TECHNOLOGY

Acquinton has desktop computers and/or chrome books in each classroom. In addition, Acquinton has several computer labs, and five sets of chrome books. Other technologies used for instructional purposes include SmartBoards, document readers, iPads, Personal Response Systems, and LCD Projectors.

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.

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 Student Conduct apply to bus transportation, and students are subject to the same consequences for violations of the Code of Student Conduct 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/OBSERVERS

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 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 principal in advance (at least 48 hours) to ensure that you will be in the class when instruction is taking place.
2. Complete and sign the observer agreement confidentiality form.
3. When you first come in, sign in at the office using our Keeping Trac system. Remember to sign out when you leave.
4. Wear a VISITOR's badge obtained from the office while you are in the building. Discard it when you leave the building.
5. Ask the teacher where he/she would like you to sit while you are visiting. Provide proper identification upon request.
6. 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. Please contact your child's teacher for volunteering opportunities and to complete the volunteer confidentiality agreement.

WELLNESS POLICY UPDATE

On November 15, 2016, the King William County Public School Board amended Policy JHCF: STUDENT WELLNESS. This amendment was recommended by the KWCPs School Health Advisory Board (SHAB) in the interest of providing a safe, supportive and nurturing environment for our students and staff. This includes preventing and managing severe allergic reactions so that all students can fully and safely participate in school activities. The goal is to provide safety for students with food allergies while maintaining the health needs of the other students in our schools.

The **amended items** to Policy JHCF are listed below.

- **Home baked or homemade food items will no longer be allowed in the classroom for individual celebrations due to the potential risk for allergic reactions in our student population. (This does not include student's personal lunches, which are prepared for that individual child for consumption in the cafeteria).**
- **If parents would like to recognize their child's birthday or other accomplishments, parents may send in non-food items**

for celebration; such as colorful pencils, erasers, or stickers; donating a book, game, jump rope, or ball to the classroom in your child's honor; or sending your child's favorite book to be read aloud in honor of their special day.

- **If parents are asked to send in a food item for a classroom celebration or an educational lesson, it must be a commercially purchased item with a complete ingredient label, a nutritional label (which must include, total carbohydrates, sugars, protein, etc.), and an allergen statement.**
- **If an educational experience is planned by a teacher which includes food, Teachers/staff will be responsible for monitoring all food brought into the classroom to ensure it is in compliance with the policy.**

The entire policy can be found in the policy manual on the KWCPs website.