

Ferdinand T. Day Elementary School



Family Handbook

2019-2020

1701 N. Beauregard Street

Alexandria, VA 22311

Phone: (703) 619-8430

<https://www.acps.k12.va.us/day>

Principal: Rachael RB Dischner

Assistant Principal: Enis Al Majeed



About Ferdinand T. Day

Ferdinand T. Day Elementary School is named after a civil rights icon, education pioneer and trailblazer.

Day was elected to the Alexandria City School Board – just ten years after the Brown versus Board of Education decision. He became the first African American to be elected chair of a public school board in Virginia.

Day was highly active in working towards the desegregation of Alexandria and was named a [Living Legend](#) for his role in the integration of Alexandria schools and his work in obtaining rights and opportunities for African Americans in the city.

He was born in 1918 in Alexandria and went to Parker-Gray School through eighth grade before continuing his secondary education in D.C. Public Schools. Alexandria offered no formal high school education for blacks at that time. He went on to earn a Bachelor of Science in geography and history. Unable to teach in Alexandria because he was black, he joined the federal government and retired from the Department of State as a Foreign Service Reserve Officer. Day lamented that Alexandria was a typical southern city with problems prevalent in the Deep South and worked tirelessly to affect positive change at the community and state level.

He volunteered for the NAACP and Urban League before joining the Alexandria City School Board. He later served as vice chair of the Virginia State Boards of Community Colleges. In 1985, he was selected by the Secretary of Education to assist in the continued implementation of desegregation for higher education. Over the years, Day received many awards for outstanding community service from numerous community groups and organizations, including the National Association for the Advancement of Colored People, the Northern Virginia and Washington Urban Leagues, and the U.S. Department of State.

ACPS 2020: Every Student Succeeds



Mission

Provide students with hands on learning to enhance understanding and prepare students for a STEM focused workforce.

Vision

Every Student Succeeds.

Hope

Students develop a love for learning, a deep understanding of STEM and the ability to utilize STEM knowledge and the Engineering Design Principles (EDP) to solve real world problems.

FTDES Pledge

Today is a new **DAY!**
Today is the **DAY** to be a **COLLABORATOR**
Today is the **DAY** to be **RESILIENT**
Today is the **DAY** to be a **PROBLEM SOLVER**
Today is the **DAY** to be an **INNOVATOR**
Today is the **DAY** to show **INTEGRITY**
We are **FERDINAND T. DAY**

Ferdinand T. Day Elementary School Staff 2019-2020

Principal - Rachael Dischner

Assistant Principal - Enis Al Majeed

Administrative Assistant - Joshua Rodriguez Lostaunau

Registrar - Glendy Rivera

Kindergarten

Dora Cottrol
Jane Temoshok
Susan Carano
Samantha Downey
Karen Hutton

Mahiyat Murshed
Rachel Talento

Art

Frank Altamirano

Angelica Heath
Tsefeye Amberber
Nassiba Benghanem

Psychologist

Marianela Parraga Clow

**Kindergarten
Paraprofessionals**

Alex Weinard
Claudine Browand
Missi Cox
Telat Ali
Vancine Washington

Building Engineer

TBD

Cafeteria Hostesses

Derek Sitton

Reading Specialist

Kristin Kuehn-Follum

School Nutrition

Carmen Agandona

Grade 1

Catherine Vermillion
Brandy Fagan
Dawn Harts
Emma Robash

Counselor

Amy Ashley

Social Worker

Jocelyn Gehrke

EL Teachers

Anna Rotenberg
Annice van der Sluis
Carmen Canales
Christina Zapatero
Cristin Reeder
Kaitlyn Side
Lauren Masoudi
Mike Suppa
Moises Cisneros Rosales
TBD

Special Education

Ashley Willis
Olivia Canning
Rachel Somuah

Grade 2

Joanna Lovo
Kaitlin Opie
Kelsey Martin
Kim Ryan
Lynn Dragity

**Special Education
Paraprofessionals**

Debra McGee
Debra Alston

Grade 3

Caitlin Hunter
Katlynn Sayles Cartagena
KellyAnne Thompson

Health/PE

April Rodgers
Sharon Forrer

STEM Coach

Wendy Neidermeyer

TAG

Sarah Cody
TBD

Grade 4

Kaitlin Kaplewicz
Graceton Griffith
Mary Maccarone

Instructional Coach

Andrea Heckel

**Technology
Integration Specialist (TIS)**

Kristin Stoughton

Grade 5

Barbara Watkins
LeighAnn Sanocki

Intervention Coach

Emily Cheolas

Data/Math Coach

Holly Tate

Custodial Staff

Tesha Moore
Michael Knight
Tesha Moore
Michael Knight
Rosendo Monsanto
Thuy Lai

OT

Rebecca Rath

Library

Jenny Mock, Librarian
Karen Cattler, Library Media
Assistant

PT

Mickie Monsheimer

Music

Jacob Bennett, General
Patrick Horner, Band
Paul Bratcher, Orchestra

Speech

Jennifer Smith

Nurse

Jilla Fakhri

Literacy Lab Coaches

Parent Liaisons

Academics:

The curriculum for Ferdinand T. Day Elementary School is aligned with the pacing and sequence of the ACPS curriculum, including English Language Arts, Mathematics, Science, Social Studies, Fine Arts, Health and Physical Education, Library Media Services, and an ongoing focus on STEM-related projects. Our school also provides a comprehensive set of services and support programs for English Learners (EL), Students with Disabilities, and Talented and Gifted (TAG).

In addition, Ferdinand T. Day Elementary School is a STEM school with an academic program focused on science, technology, engineering and mathematics. Our programs support the Virginia Department of Education's (VDOE) Vision Statement for STEM education:

“To transform teaching and learning of science, technology, engineering, and mathematics to equip all learners with the skills and knowledge to become STEM literate, and to inspire and empower students to contribute as global citizens to the economy in meaningful ways.”

Our programs are aligned with the Virginia Department of Education's STEM Education Outcomes. We aim to ensure that students will benefit from the school's commitment to:

- Create problem solvers, innovators, critical thinkers, and risk takers with entrepreneurial spirit;
- Integrate the content, processes, and skills of science, technology, engineering, and mathematics;
- Promote equity and access to STEM experiences for all learners;
- Expose students to STEM career fields and opportunities; and
- Encourage community partnerships and involvement.

Curriculum Design (STEM Enhancements):

Our instructional design principles will focus upon the following:

- A STEM emphasis in all grade levels;
- Technology and blended learning for all students;
- Emphasis upon hands on learning and solving real world problems as a culminating form of summative assessment;
- In-class and field experiences heightening the impact of a STEM education;
- Standards-driven progress monitoring ensuring that all students make appropriate and satisfactory progress;
- A “Whole Child” approach emphasizing students’ cognitive academic, physical, social-emotional, and relational development;
- A culturally responsive classroom, ensuring that every learner can see his/her culture, background, and interests in the content being studied; and
- Emphasis upon inquiry-based investigations and collaborative learning at all grade levels.

Digital-Age Learning:

In addition, a major focus of our school is the development of our students as “digital learners” capable of being:

- Empowered students;
- Global collaborators;
- Intelligent about the rights, responsibilities, and opportunities offered by technology;
- Creative communicators;
- Effective computational thinkers;
- Innovative designers; and
- Knowledge constructors.

School, Program and Office Hours:

The school day begins at 8:00 a.m. and ends at 2:35 p.m. Monday through Friday for students in kindergarten through fifth grade. Students will begin arriving to the classrooms starting at 7:45 a.m. The main office staff will be available at 7:00 a.m. until 4:30 p.m. (Appointments are available by request).

Daily Schedule

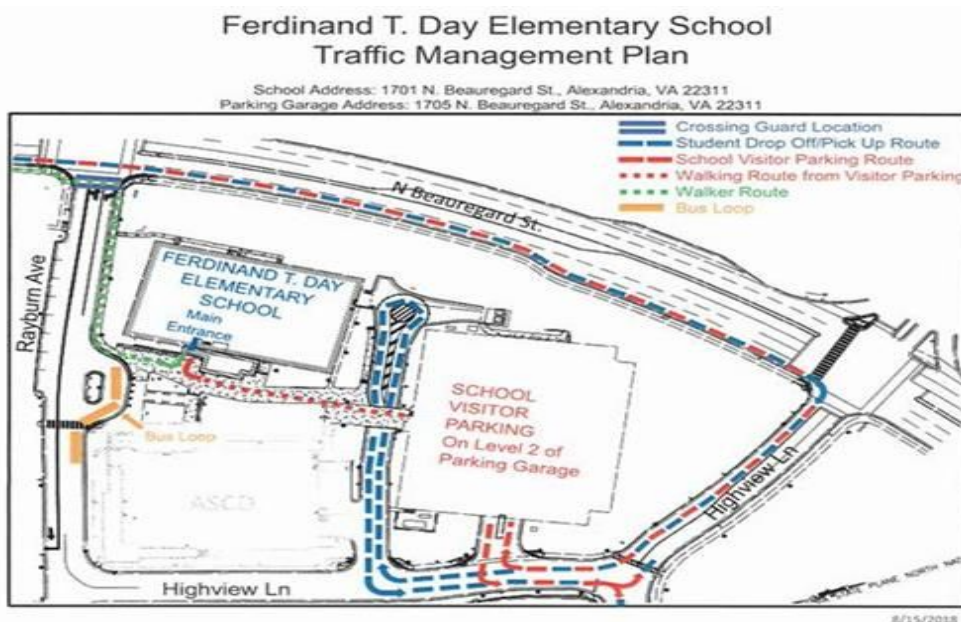
7:45 a.m. - Homeroom Teachers prepare to welcome all students

7:45 a.m. - 8:00 a.m. - Breakfast in the Classrooms (BIC)

8:00 a.m. - 2:35 p.m. - Instructional Hours

2:35 p.m. - Dismissal

Arrival and Departure of Students



Morning Drop Off: 7:45 a.m. - 7:59 a.m.
Afternoon Pick-Up: 2:35 p.m.

Instructional time begins at 8:00 a.m. and ends at 2:35 pm. Doors will open to students promptly at 7:45 a.m. Every student will receive **FREE** breakfast in the classroom each morning if they choose to take breakfast items.

All students who arrive at school after 8:00 a.m. must report to the main office with a **parent/guardian** to receive a tardy pass. All student absences must be reported to the main office by phone or by email (ftdattendance@acps.k12.va.us). Students will need to bring a note from parents or a doctor when they have been absent from school.

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All students leaving early from school must be signed out in the main office by a parent or guardian before 2 p.m. All students that are picked up late, will need to be signed out in the main office by a parent/guardian or another authorized person. Any persons picking up a student in the main office will be asked to present a form of government ID before the student is released.

Staff will be available to assist students each day during arrival and dismissal times.

Student Arrival: Doors to the school will open for bus riders at 7:30 AM. Bus riders will be brought into the building and brought upstairs by grade level. Doors will open to car riders and walkers at 7:45 and students will be permitted to go directly to classrooms where breakfast will be provided.

Student Dismissal: Students will remain in the classroom until their mode of transportation is called via the PA system. Classroom teachers will walk K-3 students outside. Paras will escort K-1 car riders and bus riders to the gym and lobby. Parents should meet Car Riders in the designated Kiss & Ride area, and Walkers outside the front entrance in the designated grade level areas.

Homeroom teachers will maintain a list of each student's typical dismissal plan to ensure that students arrive to the appropriate destination. It is critical that any changes to individual dismissal routines be accompanied by a written note from a parent/guardian. Teachers will communicate any notifications regarding changes to dismissal plans to the school registrar and/or a member of main office support staff no later than 2:00 p.m. or as soon as possible. If the office staff receives the notification of a change in a student dismissal plan, the homeroom teacher will be notified as soon as possible about any change.

Students will only be called down to the office when the parent/guardian arrives at school for an early dismissal. Students will not be permitted to go to the office to wait for a parent.

BUS TRANSPORTATION

The School Board Boundary map can be found online. Students who live within 1 mile of the school are walkers. The FTDES office staff will be able to assist you in determining if your child is a walker or bus rider based on your home address. Further questions and requests for exceptions must be directed through Student Services and Transportation directly.

All students will participate in bus evacuation drills during the school year. All FTDES students will typically use bus transportation over the course of the school year if not for day transportation but for field trips.

BUS BEHAVIOR

The safety of children riding school buses is of primary concern for all members of the school community.

At the beginning of the school year, each student who rides the school bus receives a bus schedule and a copy of Alexandria City Public Schools' Regulations for Pupils Riding School Buses. Please read these regulations with your child to make certain they understand how to behave while waiting for and riding on the bus. For example, children should:

- Arrive at the bus stop 5-15 minutes before the scheduled pick-up time
- Wait quietly on the sidewalk away from traffic at the designated stop until the bus arrives
- Remain seated and talk quietly on the bus
- Cooperate with the bus driver

For most, Bus transportation is a privilege, not a right.

Alexandria City Public School (ACPS) policy states that daily bus service will be provided for elementary students living in **excess** of one mile from school. Those students may be asked to walk up to one mile to get to the bus stop. Elementary students who live less than one mile from the schools are not eligible for bus transportation unless determined otherwise by ACPS.

Various activities during the year, such as field trips, mean that most students will be riding a bus at some point during the school year.

Should any child be reported to the school principal or designee for misbehavior, the principal or designee will be responsible for any disciplinary action, including loss of the privilege of bus transportation, until the parents, the bus driver, and the principal can arrive at an equitable agreement. The parents will be responsible for the transportation of any pupil who has lost school bus transportation privileges. Even though a student has his/her bus riding privileges suspended, he/she is still required to attend school. Additional infractions may result in additional suspension of bus riding privileges and could result in denial of such privileges for the remainder of the school year.

CAR RIDERS

Car riders will be greeted by staff no earlier than 7:45 a.m. Please help us to ensure that students get out of cars quickly upon arrival at the sidewalk in the Kiss and Drop area of the school only. Do not discharge your child unless there is a school employee present to oversee the safety of the child. If you and your child arrive before 7:45 a.m. to the kiss and drop area, please remain with your child in the car until a school employee comes on duty. There is no parking in the drop off area, parents are to remain in the vehicle at all times. There is NO PARKING or student drop off in the front of the school in the bus lane at any time.

Parents who wish to walk their children to the front door may do so by parking in the parking garage at 1705 N Beauregard street in the visitor spaces on the 2nd floor of the garage. All parent traffic should enter the garage via Highview Street. Please follow the enclosed traffic route map, as school traffic should not be using Rayburn as a way to access the school. Parents are not permitted to park on the street, in reserved spaces, spaces that are not marked for visitors.

EMERGENCY CLOSING OF SCHOOLS – LISTEN TO YOUR RADIO, WATCH TELEVISION, or REFER TO THE ACPS WEBSITE <https://www.acps.k12.va.us/>

The Office of Communications coordinates all emergency communications and uses a variety of ways to reach families with urgent information. When ACPS closes or opens late because of inclement weather, announcements will be made by 5:30 a.m. Early closures are announced by 11:00 AM. When there are no radio, television broadcasts, or emergency email & text alerts/announcements, schools operate on a regular schedule.

On occasion it is necessary to close one or more schools because of heating failure or some other emergency condition. These closings are also announced on the radio, television, and text/email alerts.

Families are encouraged to sign up to receive emergency email or text messages from the City of Alexandria at www.acps.k12.va.us/lists and check email in to learn of any changes to your student's school day.

In addition, emergency information will be distributed via:

ACPS website: www.acps.k12.va.us

ACPS-TV: Cable Channel 71

ACPS mobile app: m.acps.k12.va.us

ACPS hotline: (703) 866-5300

ACPS on Twitter: @ACPSk12 and @ACPSespanol

ACPS on Facebook: /ACPSk12 and /ACPSespanol

Local radio and television stations

Two Hour Delayed Opening

All students should report at 9:45 AM, two hours later than our regular time. Do not bring your students to school prior to 9:45 as staff also report to school two hours later.

HANDICAP ACCESS TO OUR BUILDING

Accessed is to be made at the front of the building. For safety reasons, all exterior doors must be kept locked. A bell is located by the main entranceway to alert the office staff to open the door for staff and visitors.

In addition, we also have on-site elevators for anyone needing assistance to reach upper floors.

Before and After School Care: The Alexandria City REC department will be offering afterschool programming at FTD. Please contact the REC office for more information about hours and fees.

After-School Activities and Clubs

Ferdinand T. Day students in need of academic assistance will have the opportunity to attend after school tutoring at the recommendation of their teachers at some point in the school year. Identified students will receive permission slips from their child's teacher. Some after school clubs will also be offered.

Attendance

ATTENDANCE, ABSENCES, AND EXCUSES

During your child's formative elementary school years, including Kindergarten, it is important that regular school attendance be encouraged. The school considers that exemption from attendance is in the best interest of the pupil. Please avoid planning family vacations that conflict with your child's school attendance. As you model the importance of good daily school attendance for your child, Please DO NOT Plan Vacations During Scheduled Instructional Days. Family vacations are considered unexcused absences.

When your child is going to be absent from school, please call the school office at 703-619-8430 or ftdattendance@acps.k12.va.us

An absence not explained by a call or note will be considered unexcused.

Section 22.1-258 of the Code of Virginia requires FTDS staff to refer any student with five unexcused absences to the Attendance Officer.

Homebound-study can be arranged when a student's absence is expected to be for an extended period of time due to illness if the school is notified.

If you are experiencing difficulty getting your child to school regularly, please contact school personnel, such as the school's social worker, counselor or administrator, in addressing the problem.

SEE page 6.

RELEASE FROM SCHOOL BEFORE THE END OF THE INSTRUCTIONAL DAY

Parents are strongly encouraged to avoid taking their students out of school before the end of the instructional day. If a child must be taken from school early, a note must be sent with the child to school signed by the parent or legal guardian. The note should indicate the reason and the time the student will be picked up.

We request that any early dismissals occur prior to 2:00 so as not to interfere with our regular dismissal procedures. ****Students will not be called to the office until the parent arrives to sign him/her out.***

Students are not released to any person not authorized in writing to pick the student up. In the event parents send another person to pick up their child at school during school hours, a written note must be provided in advance that has been signed by the parent. The person picking up the student will be required to show a photo ID. Students may be released to either parent unless a custody order from the court names one as having sole custody.

Visitors: All invited visitors are required to sign-in at the main office and show a valid, government issued ID. Teachers will inform the front office of any planned parent meetings. If a parent requests an impromptu conference with a teacher, the parent will be reminded that students are being instructed and that they can schedule an appointment with a 24 hour notice. Office staff will assist in this process as appropriate.

Cafeteria

BIRTHDAYS

Birthday parties are not permitted during the instructional day. In keeping with the ACPS Student Wellness Policy (File:JHCF) and allergy concerns, outside food is not permitted to be shared with students. We require that birthday celebrations are recognized through other means. Some suggestions may include:

- Provide a disposable crown for the day
- Donation of a book to the school library
- Special Classroom Privileges (select a read-aloud, classroom job of choice)
- Class Birthday Song

Breakfast

Breakfast is provided at no cost to every student at FTDS. Breakfast will be delivered to the classrooms prior to student arrival for students to eat breakfast in their classrooms from 7:45 a.m. - 8:00 a.m.

LUNCH RULES AND ROUTINES

All students in grades K-5 have the opportunity to eat their lunch in the cafeteria. In order to serve lunch to a large number of children, certain rules and procedures must be followed. The size of the cafeteria limits seating, therefore, schedules permit a 30 minute lunch period for each grade level. Supervision is provided by our hired *cafeteria host and hostess*.

FTDS encourages parents to add money to their child(ren)'s meal account. This method of prepaying for lunches eliminates the need for students to carry money to school each day. Parents may come at the start of school to add money to their child's account. Parents should first come to the office and sign in. Then they may go to the cafeteria. As an alternative, parents may send checks with their student(s). The children may visit the cafeteria on their way to class. Checks should be made payable to "Ferdinand T. Day Food Nutrition". School Nutrition Services will have a parent online payment system. It is located at www.schoolcafe.com.

The cost for a complete lunch (one entrée, choice of two vegetables and/or fruits, bread, and choice of milk) is \$2.85. If your child is just purchasing milk, the cost is: \$0.60. Other items are available on an a la carte basis. Children will be limited to purchasing one high-sugar content dessert (i.e. ice cream, cookie) daily. Parents who do not wish their child to purchase a la carte items, may request that the money placed on the account be used for complete lunches only. When paying for lunches only, please pay in increments of \$2.85. Every ACPS student has his/her own personal pin number to use when purchasing items in the cafeteria.

The school cafeteria can provide meals for students who pay cash or who are eligible for federal free or reduced-price meals. MEAL POLICY: For more information please see ACPS School Meal and Snacks Policy: JHCH

To assist students with low account balances, you can set a reminder when you create an account at www.schoolcafe.com.

Lunch is available at a reduced or free price for those who qualify. Federal free and reduced-priced lunch forms are available in the FTDS office and in the cafeteria. These forms must be filled out each year.

Please refrain from sending in soda, candy, and other unhealthy snacks. We are working to encourage healthy eating habits among our children. ACPS School Nutrition will provide a printed menu calendar for elementary students only. This calendar will be distributed one per household, otherwise, menus can be accessed at <http://schoolnutritionandfitness.com/index.php?sid=0502161559246112.???>

You are also encouraged to sign up for the FREE mobile app which provides menu items, nutrition information and food allergens.

Communication with Parents

Teachers will inform parents of grade level best practices with communication at the start of the school year.

Schoolwide communications will be shared through backpack mail, text, and email.

PARENT/TEACHER CONFERENCES

FTD teachers will offer two formal conferences for the parents of each child. One conference will occur in November and the other in February. Each will focus on setting instructional goals for your child's learning and discussing your child's progress at accomplishing those goals. Other conferences may be scheduled during the school year as deemed necessary by parent and/or teacher.

Conferences with the teacher will help both parent and teacher to understand the child and plan together for the child's continued development. Parents should not hesitate to contact the school if a conference is desired at other times during the school year.

One of the primary purposes for the school division holding conferences in the first nine weeks is to provide teachers and school with information necessary for specific planning to meet individual needs.

The parent-teacher conference meeting is an invaluable means of establishing a child's attitude toward school and in developing a cooperative relationship between school and home. The value of telephone conferences is recognized and, in fact, encouraged as a supplemental means of allowing both parent and teacher to construct a truer picture of the child's total growth and progress.

It is suggested that you bring written questions to the conference so you will not forget to ask for information or clarification.

It is expected that the parent(s)/guardians of each FTDS student attend the conferences scheduled in November and February.

Interpreters are available upon request. Please give the school 2 week's notice to arrange for an interpreter.

REPORTING STUDENT PROGRESS

Grading:

According to ACPS School Board Policy IKC-R, ACPS believes that the evaluation of students is the primary responsibility of the professional staff. Grades are a tool for communicating the level of academic achievement in relation to identified standards. These regulations aim to systematize grading and assessment practices across the school division. Grades serve as a means of establishing clear learning

targets and provide students with feedback regarding their academic performance. In accordance with Policy IKC the following regulations should guide and inform the evaluation of student progress as reflected in the grading process.

The ACPS Kindergarten Progress Report is organized using a scoring rubric. The rubric reflects the student's progress toward mastering the specific skills taught during the kindergarten year. ACPS uses a modified standards-based progress report for students in grades one through five.

Its purpose is to provide parents and guardians meaningful feedback about how their child is doing in relationship to grade-level standards, including their child's progress over time. Aligned with the Virginia Standards of Learning and the ACPS Curriculum, the ACPS Elementary

Progress Report provides parents and teachers with detailed information on the expected knowledge, skills and performance measures for students at each grade level and how individual children perform against those expectations.

At the Kindergarten level, teachers shall give narrative feedback about students' standards-based progress within each identified area of the Kindergarten Progress Report. The range of performance indicators and the level of proficiency kindergarten students are expected to attain utilize the following scoring criteria:

Academic Areas Scoring Rubric

- M - Meets the standard consistently and over time
- P - Progressing toward meeting the standard
- B - Beginning to demonstrate progress toward meeting the standard
- N - Not demonstrating understanding of the standard
- INA - Standard has been introduced but not assessed

On Elementary Progress Reports, (grades 1-5), teachers shall give rubric-based scores reflecting students' standards-based proficiency.

Content areas assessed include Life, Work and Citizenship Skills, Language Arts, Social Studies, Mathematics, Science, Physical Education and Health, Art, General Music, and Band/Strings.

Achievement Levels

4 - Consistently demonstrates a high level of conceptual understanding and skills mastery of standards taught this quarter

3 - Frequently demonstrates concepts and skills of standards taught this quarter

2 - Sometimes demonstrates concepts and skills of standards taught this quarter

1 - Seldom demonstrates concepts and skills of standards taught this quarter

NT - Not taught this quarter

NA - Introduced but not assessed this quarter

Teacher use a combination of diagnostic and formative assessment feedback data and summative evaluation based upon standards-based tasks and assignments, students should earn at least nine grades in a nine-week period.

For students with disabilities who have an Individual Education Plan (IEP), the student's progress toward meeting the IEP goals and applicable objectives will be updated quarterly.

Grades for assignments should align with the sequence of curriculum implementation and students' progress toward standards mastery, ensuring that those grades provide meaningful, valid, and reliable feedback to students, parents, and guardians as part of the progress-monitoring process.

- **USE OF MULTIPLE MEASURES TO DETERMINE STUDENTS' GRADE**
 - Students will earn grades in alignment with the curriculum standards they are learning and meeting the evaluation criteria for which they are responsible.
 - Grades will reflect a student's progress in meeting the objectives of a course/curriculum through a variety of evaluative measures and accommodate different learning styles, such as but not limited to: text assignments (both oral and written), special assignments, research, tests/quizzes, out-of-class assignments, portfolios, essays, dramatizations, performance-assessment tasks, projects, and related student work products. Additionally, teachers may consider collaboration and participation as criteria when grading.

In accordance with Alexandria City Public Schools policy, grades K-5 student progress reports are issued four times a year at nine-week intervals. A parent-teacher conference is required at the end of the first nine weeks. Others may be scheduled as needed.

Progress report grades should not come as a surprise to parents or students. Because the teacher sends work home on a regular basis and holds conferences periodically with each child and parent, all parties involved will remain informed as to progress being made. Students should earn at least nine grades in a nine-week period in each subject area.

INTERIM REPORTS

*An interim report will be sent home in the middle of the grading period when:

- There has been significant growth following a report or conference in which a need has been indicated, and/or
- The student's academic performance or behavior indicates a need for action by the parent. A conference may follow this interim report.

(All students receive an interim report **the first grading period**).

Homework: According to ACPS Policy IKD-R, "Elementary instructional assignments should be authentic, meaningful and engaging. They shall have specific and clear directions that include a description of required products and performances. These should have a clearly articulated purpose and evaluation criteria which students and parents can use to determine successful task completion. Effective elementary instructional assignments should also:

- Help students prepare for, build upon, reinforce, and/or enhance learning in the classroom;
- Reinforce students' sense of responsibility, personal accountability, and engagement;
- Be appropriate for the age and stage of development of the learner; and
- Acknowledge individual differences among students, including varying instructional reading levels.
- Elementary instructional assignments shall be differentiated to match the needs of students, including, where feasible, differentiation for students whose learner profiles, primary languages, need for enrichment and/or practice, and family support systems may vary.

It is the expectation that all Ferdinand T. Day students have reading every night. The length of time assigned and the reading material will vary by grade and individual student needs. Homework will be clearly outlined in the grade level monthly newsletter that will come home with your child the first Thursday of the month in their Thursday Folder along with other important papers and graded assignments.

Information and Records

CONFIDENTIAL INFORMATION

Please be assured that any confidential information you share with school personnel will be held in strictest confidence.

Additionally, please consider the following:

- If you do not want your phone number given to the PTA, please notify the principal in writing.
- In the school, there are many opportunities for children to be photographed for newspaper or magazine articles, to be interviewed by television news personnel, or to be videotaped for out-of-school presentations. Be assured that each of these occurrences is handled with care and quality control; however, if you do not want your child included in the afore-described activities, please notify the principal in writing.

STUDENT INFORMATION

At the beginning of each school year, parents are asked to complete and return to the office a Student Information Update Form for each child attending FTDS. It is most important that this be done as soon as possible. This form is included in the first-day packet.

Throughout the year, as telephone numbers and other emergency information change, please notify the registrar immediately so our records remain current. Additionally, it is most important that you identify an emergency contact that can act on your behalf until the school can reach you. **Please indicate someone other than yourself as an emergency contact.** If your child has an emergency at school you will be contacted first. If you cannot be located, your emergency designee will be called. Your emergency contact should be able to come to the school in less than 30 minutes.

RECORDS AND FILES

A permanent record is maintained in the office for every child. This record includes required health information, copies of certain test results, report cards, and other necessary information. Parents who wish to review their child's record are asked to contact the office for an appointment with the principal to review student records.

STUDENT RECORDS

As required by the Family Education Rights and Privacy Act of 1974, Alexandria City Public Schools has adopted a policy which:

- provides that parents have the right to inspect any and all records relating directly to their dependents;
- authorizes students with written parental permission to inspect their records;
- provides for release of information to others only under carefully described conditions;

- establishes fees for the duplication of records; and
- provides a procedure for challenge of the contents of a student's record by parents or adult students.

Educational records are forwarded on request to a school to which a student has applied for admission.

As provided by the Act, certain information may be classified as "directory information" and may be released to others without parental consent. Alexandria City Public Schools considers these categories of student information to be directory information:

- Name and picture
- Participation in officially recognized activities and sports
- Height and weight if a member of an athletic team
- Dates of attendance
- Awards and honors

In addition, a student's address and telephone number will be in this category but may be released to others only for school-related activities such as PTA, booster clubs, volunteer activities, and to special services. Directory information may be made available on an individual basis, or be printed in school directories, team rosters, class lists, school yearbooks, etc. should the school wish to do so, without parental consent.

All other student information will be released only according to the provisions of School Board policy, which parents may see in the principal's office at any school. Parents and eligible students have the right to file complaints with the Family Educational Rights and Privacy Act Office, Department of Education, concerning alleged failure of Alexandria City Public Schools to comply with the requirements of the Act. Parents should be aware, that information from these records could be needed by the child or parents for Social Security or other benefits; and should be requested from the local school office before the student graduates or leaves the school system.

WITHDRAWAL FROM SCHOOL

Parents are requested to inform the school office as soon as possible prior to the student's withdrawal from school so that student records, report cards, and textbook check-in can be completed in good order.

Instruction

The elementary curriculum is made up of the following programs: language arts (reading, spelling, handwriting, punctuation and capitalization, language usage, organization of ideas, written/oral communication, and creative expression), mathematics, science, social studies, technology, art, music, health, and physical education. Provisions are made for students to function at levels where they are able to work to their fullest potential. In order to achieve academic success with each child, the teacher makes use of various materials, teaching strategies, and grouping techniques.

In addition to the regular instructional program, special education services are available for students who qualify. Some special programs include learning disabilities, emotional disabilities, reading resources, gifted/talented, and speech and language therapy.

Each Ferdinand T. Day student will participate in our STEM Program: DAYscovery as well as all of the ACPS Curriculum Objectives and Virginia's Standards of Learning.

TEXTBOOKS

Textbooks are furnished for student use. Children are responsible for the care and safekeeping of these texts. Fines will be assessed for lost books and for all damage beyond normal use.

Medical Record and Health Concerns

ACCIDENTS

All accidents occurring on school grounds, regardless of how insignificant they may appear, are reported to the nurse by the teacher. An accident report will be made and kept on file. Accidents involving adults, such as parent volunteers and visitors, should be reported to the principal.

ILLNESS OR INJURY DURING SCHOOL

When a child becomes ill or injured at school and needs to go home, the clinic will contact the parent by telephone. If neither parent can be reached, the emergency number listed on the Emergency Care form will be called. The person who comes to the school to withdraw the child must sign the child out in the main office.

If emergency personnel recommend a child be taken to the emergency room when he or she is injured, a staff member will accompany the child and stay at the hospital until the parent arrives.

WELLNESS PROMOTION

In order to promote wellness and prevent the spread of communicable diseases such as colds or fever, encourage your child to:

- 1) Cough into the sleeve or elbow area.
- 2) Wash hands with soap and warm water or use hand sanitizer frequently.
- 3) Stay home when sick. Children who have a fever need to stay home until they are fever-free for 24 hours without medication to reduce the fever.

IMMUNIZATIONS

Before entering a public school (preschool and grades K-12), every pupil shall furnish a certificate certifying that the pupil has been immunized against communicable diseases

as required by the Code of Virginia or has begun receiving the first series of all such vaccinations. All dates of immunizations or the date of the report of the serological confirmation of immunity must include the month, day, and year.

MEDICINE

At some time during the school year, you may find it necessary on a temporary or long-term basis, to have medication administered to your child during school hours. To ensure continuity in the administration of medicine, please contact the school nurse at (703) 619-8430. **Medication must NOT be stored in the classroom nor in the student's lunch box. Students are not permitted to have medication in school unless it is in the clinic with proper documentation.**

PHYSICAL EXAMINATIONS

All students entering Alexandria City Public Schools for the first time are required to have a physical examination before entering school. Yearly physical and dental check-ups are recommended for all children. Forms for physical examinations are available in the school office.

Parent and Family Information

Staff welcomes and encourages your involvement in our school community and your child's education. There are many ways for you to become involved at school and at home. Talk with your child's teacher and Parent Liaison about opportunities to participate.

If you are interested in becoming more involved as a school volunteer, please see our Parent Liaison for more information.

Rules and Regulations

BEHAVIOR

Each FTDS student deserves a school environment where good behavior promotes learning. Inappropriate behavior will not be permitted to interfere with instruction or threaten the welfare of students in this school.

Although it may be disconcerting to read the following, it is very important for parents and students to know of the school systems and FTDS's commitment to the following:

- Any child bringing a gun to school will be suspended for ten days. There will also be a recommendation for expulsion.
- Any child bringing any type of knife, **look-alike knife or gun, toy weapon**, fireworks, or any **other type of weapon-like** instrument may be suspended from school. Please make sure your child does not accidentally bring one of these items to school in a backpack.

- Any child distributing drugs, alcohol, or any substance presented as drugs or alcohol will be suspended from school with a possible recommendation for expulsion.

Whenever a child is suspended from school, he/she may re-enter only after there has been a conference including the parent, student, administrator, and teacher. A student who is suspended is prohibited from being on school grounds or in school buildings.

Be assured that the aforementioned expectations/behaviors/consequences are established to provide a safe learning environment for each child in the school.

Student Services

TALENTED/GIFTED (TAG)

The gifted/talented program provides resources to students identified each year as participants. A committee of staff members selects these participants, based on specific/criteria determined by ACPS, including standardized test scores, academic achievement, and demonstrated ability. In grades 4-5, students identified in language arts and/or math meet with the TAG teacher on a daily basis. Additionally, differentiated services are provided in the homeroom for identified students in grades K-3.

For information about any of these programs, please contact our talented/gifted teacher by calling 703-619-8430.

SPECIAL EDUCATION SERVICES

We have a special education team that supports the efforts of the classroom teacher. A Child Study Committee is available should teachers or parents want to refer a child to be considered for special education services.

READING RESOURCE PROGRAM

The reading specialist provides services to both staff and students, helps the classroom teacher place students in proper reading groups, and assist in selecting appropriate interventions for struggling students. Additionally, the reading specialist provides support and interventions for students in all grade levels (as needed), and serves as a resource to the entire school. The reading specialist coordinates our Literacy Lab Tutors, provides parent training, and plans in-services regarding curriculum for teachers.

SPEECH AND LANGUAGE

The speech clinician works with students who have been identified as needing assistance with language development or articulation.

Occupational Therapy

The occupational Therapist works directly with students who have been identified as needing assistance with fine motor skills, proprioceptive and vestibular motor movements as well as sensory needs. The therapist also consults with teachers to provide strategies for students in the classroom.

Physical Therapy

The physical therapist