ARLINGTON PUBLIC SCHOOLS

Elementary School Program of Studies

2024-2025

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Please use this link to access additional information about [APS School Board Policies](#).

Admission

Children of Arlington County residents are eligible to attend Arlington schools free of charge if they have reached their fifth birthday on or before September 30. If parents wish not to enroll their child in kindergarten, they must inform the neighborhood school. Upon reaching the age of six, children are required to be enrolled in school. Further information is available from the [Welcome Center](#) 703-228-8000.

Students entering kindergarten or another grade of elementary school in Arlington for the first time must present:

1. Birth certificate or other valid proof of birth date.
2. A physical examination completed within 12 months prior to date of entry.
3. Medical information (certificate from licensed physician) stating day/month/year of immunizations against diphtheria, pertussis (whooping cough), tetanus, polio, hepatitis B (by sixth grade), measles, mumps and rubella (German measles).
   - Proof (certification from licensed physician) stating day/month/year of a second immunization against measles, mumps, and rubella (German measles) for first time entry into any school.
   - Written results of a tuberculin skin test completed within one year of initial entry into an Arlington Public School or following any break in enrollment.
   - Families who object to immunization on religious beliefs must submit a notarized statement on a special Virginia State form which can be obtained from the school. Also, if one or more of the required immunizations may be detrimental to the student's health, a physician must sign the request for a medical exemption.
4. Proof of residence or a residence change into Arlington which will occur within sixty (60) calendar days must be provided. Proof of residence includes a current lease signed by lessor or tenant and landlord or a copy of the mortgage agreement showing that the parent/guardian owns a home and resides in Arlington County. Exceptions are listed in Arlington School Policies. The Arlington School Policies are available at every school, Syphax Education Center and the public library, and on the web: https://www.apsva.us/school-board-policies/

To find out which school a child should attend, call the Arlington Public Schools School and Community Relations Office at 703-228-6005 or use the [online boundary resource](#).

Homework

Arlington Public Schools supports research-based equitable homework practices that allow students to practice, prepare, study, and/or extend learning. Homework shall be aligned with content standards and be designed to be achievable by all students without needing additional materials or extensive support from an adult. The evaluation of homework by the teacher shall focus on students' demonstration of knowledge and skill within the content area and should be timely, consistent, and communicated clearly and regularly to students and parents. Assessment of homework shall not reflect an evaluation of student behavior.

Homework will:

- Prioritize reinforcement and practice, and, when appropriate, extend learning
- Be clearly communicated to students and parents/guardians.
- Be appropriate for the age and stand of development of the student

- Represent limited time commitments and minimal intrusion on the activities of the student and their family outside of the school day
- Build towards a student's success as a graduate as defined by the Virginia Department of Education through-
  - Critical thinking skills
  - Creative thinking skills
  - Communication skills
  - Collaboration skills
  - Citizenship skills

The following guidelines represent the suggested maximum time an assignment(s) is designed to take a student to complete. With advance notice, a teacher may also assign long-term assignments which may require additional time to complete. On any given night, teachers may assign no homework in a content area.

Grade	Guidelines
K	maximum of 30 minutes of literacy and/or numeracy (including independent reading or being read to)
1	maximum of 30 minutes of literacy and/or numeracy (including independent reading or being read to)
2	maximum of 30 minutes of literacy and/or numeracy (including independent reading or being read to)
3	maximum of 45 minutes (including independent reading)
4	maximum of 60 minutes (including independent reading); an additional 15 minutes for instrumental music practice, as applicable
5	maximum of 60 minutes (including independent reading); an additional 15 minutes for instrumental music practice, as applicable

Homework Guidelines for Teachers

Teachers should assign homework that allows students to practice, prepare, study, and extend learning. Teachers shall not assign homework as a behavioral consequence.

The assignment of homework, to the extent possible, should be coordinated among subjects, teams, teachers, and/or grades to distribute the workload across disciplines, integrate assignments, and avoid excessive amounts on any given night.

Homework should be designed to meet the diverse needs of all learners to include English learners, students with disabilities, and students identified in a content area for gifted services as appropriate and needed. When a student has an Individualized Educational Plan (IEP) or 504 Plan the required modifications and accommodations should be followed.

Feedback provided by the teacher will focus on students' demonstration of knowledge and skill within the content area and should be timely, consistent, and communicated clearly and regularly to students and parents/guardians. Students' responses on homework may be reviewed and used by teachers to help them make future instructional decisions. In general, only a brief amount of class time should be used to assess understanding of the homework. Assessment of homework shall not reflect an evaluation of student behavior.

Homework Guidelines for Parents

Parents/guardians should be aware of the Arlington Public Schools Policy I-11.2 Homework and Policy Implementation Procedure I-11.2 PIP-1 Homework as well as the requirements of their student's school and teachers. Parents/guardians should also check in with their student, to the extent possible, on the completion of homework assignments. If a student spends excessive amounts of time on homework (as referenced on page one), then the parent/guardian should alert the teacher so that the teacher can assist the student and parent/guardian to determine appropriate support.

Summer Assignments

Summer assignments will be used to practice, prepare, study, and/or extend learning. At the elementary level, summer assignments are limited to optional systemwide assignments and whole school programs focused on literacy and numeracy support. Systemwide assignments are created by Arlington Public Schools

content offices and disseminated to all students by grade level (e.g., summer math reviews) Optional systemwide assignments in a content area will be developed by central office staff. Such assignments will be distributed by school staff and are designed to provide students with an opportunity to review concepts and skills learned in the previous school year and prepare them for concepts and skills to be introduced in the upcoming school year. More detailed information on summer assignments are outlined in Policy Implementation Procedure I-11.2 PIP-2 Summer Assignments.

If teachers assign summer work that requires specialized resources (computers, software, specific books, expenditure of funds), then the school has an obligation to provide or ensure access to these resources in a manner that ensures equitable opportunity for all students regardless of family situation and/or summer plans. These assignments are designed to provide students with an opportunity to review concepts and skills learned in the previous school year and prepare them for concepts and skills to be introduced in the upcoming school year. These assignments should be collected during the first week of school and reviewed and evaluated by teachers and students in the appropriate classroom within the first weeks of school. In elementary school, students should receive positive credit and recognition; assignments, or the lack thereof, should not have a negative impact on a student's grade.

Remediation

Students who, for whatever reason, are not progressing in school at expected rates have the opportunity to participate in a variety of school and systemwide programs of prevention, intervention, and/or remediation. Student progress is assessed using a wide range of criteria, including performance on standardized tests, predictor tests associated with standardized tests, classroom curricular assessments, parent/caregiver observation, and teacher observation. Parents receive information regarding ongoing assessments of student progress throughout the school year in a number of formats (conferences, report cards, weekly backpack mail). Students who have failed SOL tests in Grades 3,4, and 5 may be required to attend special programs, possibly including an extended school day or mandatory summer school. Students who have failed the Grade 3 or 4 reading and/or mathematics SOL tests may participate in remediation during Grade 4 or 5, respectively.

Standardized Testing in the Elementary School

The Virginia Board of Education requires students in elementary school to participate in the Standards of Learning (SOL) assessments. The SOL assessments are criterion-referenced tests designed to match Virginia's SOLs. The SOL assessments are administered in all public schools in Virginia in the spring. Students in Grades 3, 4 and 5 will take the SOL tests. Additional policy information can be found here.

Elementary Growth Assessments for Fall & Mid-Year

	Reading	Mathematics
Grade Level	3,4,5	3,4,5

Elementary Grade Level SOL Tests for May & June

	Reading	History	Mathematics	Science
Grade Level	3,4,5	4	3,4,5	5

Individual student reports are available to parents in ParentVue. Summary results for Arlington Public Schools and individual schools are published annually and can be found on the Arlington Public Schools web site. The Virginia Department ofEducation publishes yearly a School Performance Report Card which provides information on each school's Standards ofLearning test performance. These report cards are posted on the state's website.

Arlington Public Schools also administers literacy and mathematics assessments in PreK-5th grade at regular intervals throughout the year. These assessments are designed to assess students' mathematics and literacy skills in order to plan instruction and determine which students would benefit from extension and/or intervention.

Instructional Resources

Arlington Public Schools provides foundational and certain supplementary resources free of cost to students in all grades. The School Board adopts foundational resources including textbooks on a timeline in accordance with state guidelines following recommendations from adoption committees consisting of staff and community members. The Board evaluates recommendations based on:

- Scholarship, teaching methods and techniques;
- Consistency with K-12 curriculum goals and scope and sequence;
- Correlation with the goals and objectives of the course or grade level concerned;
- The treatment of social issues and cultural, ethnic, and linguistic diversity; and
- Effective use of resources.

Foundational resources including textbooks are those specified by the State Board of Education and/or the School Board and which most students are expected to use in their study.

Supplementary materials are those materials used by a class for a short period in addition to the foundational resources or used to individualize instruction. Supplementary materials can be either systemwide or school based. In either case, all such materials used in schools must be approved following the processes detailed in the Policy Implementation Procedures.

Policy Statements - Reporting to Parents

The Elementary Back-to-School Night

A parent-teacher back to school night is held early in the school year before the fall parent-teacher conference. A written statement, including systemwide program outlines, a list of instructional materials, and a schedule of standardized tests, is prepared by the teacher and sent home before or distributed during the fall event.communicated during the first month of school. Specific grade- level objectives to be achieved by students during the elementary years are detailed in materials available in each school:

- The Elementary Program of Studies, Services, and Policies Handbook
- Curriculum guides in each content area which incorporate the Standards of Learning
- Instructional Resources
- The Standards of Learning (SOL) for Virginia Public Schools

The purpose of the parent-teacher event is to discuss the written statement that was sent home, describe any unique program plans for the year, discuss the homework policy, and share instructional materials.

Reporting Student Progress and Grades

The Superintendent and staff are to prepare for Board approval the reporting plans to be used at each grade level. The Chief of Academics and the Chief of School Support, working through the building principals, will be responsible for devising and implementing the reporting plans. Teachers will keep detailed and systematic records of the achievements of each student and report periodically on the progress of each student to parents/guardians according to the reporting form for the grade level in which the student is enrolled. Except for the final annual grade reports, teachers shall have at least two full school days after the marking period ends before grades must be submitted.

Procedures And Guidelines Providing Information to Parents/Guardians

"At the beginning of each school year, each school shall provide to its students', parents, or guardians information on the availability of and source for receiving:

- The learning objectives developed in accordance with the provisions of 8 VAC 20-131-70 to be achieved at their child's grade level or, in high school, a copy of the syllabus for each of their child's courses, and a copy of the school division promotion, retention, and remediation policies;
- The Standards of Learning applicable to the child's grade or course requirements and the approximate date and potential impact of the child's next SOL testing; and
- An annual notice to students in all grade levels of all requirements for Standard and Advanced Studies Diplomas, and the Board's policies on promotion and retention as outlined in 8 VAC 20-131-30. The division superintendent shall report to the Department (Virginia Department of Education) compliance with this subsection as required by 8VAC20-131-390 A." (8 VAC 20-131-270)

Communicating and Assessing Student Achievement

Prior to the beginning of each school year, each teacher will establish the standards and requirements to be used in each class for the purpose of determining students' course grades incorporating the standards and objectives set within the Arlington Public Schools curricula and according to systemwide direction within each curricular area. These standards and requirements will be provided to students and parents/guardians at the beginning of the school year. Student grades reflect student achievement and not student behavior.

Student performance on district created benchmark assessments is reported to parents/guardians and shall not be included in the calculation of student grades.

Reporting To Parents/Guardians Of Elementary School Students

All parents/guardians receive a report of progress. The Superintendent has approved two reporting systems, standards-based and traditional at the elementary level. A description of each system is provided below. The decision to move from one approved grading system to another is made by the Superintendent with input from the school community including school staff and should be based upon the specific needs of the school community, pedagogy, and assessment.

Standards-Based Reporting Grades K-5

Students in Kindergarten through fifth grade will receive a standards-based progress report for English language arts (reading/ writing), math, science, social studies, art, music, physical education, and social emotional learning. Kindergarten students receive the report twice a year and students in Grades 1-5 receive a quarterly report.

Four written reports will be scheduled on a nine-week basis. Two parent/guardian-teacher conferences will be scheduled - one in the fall and one in the spring. The first conference will occur mid-way between the opening of school and the first written report. The second conference will occur between the second and third written reports.

Parent/guardian-teacher conferences will be scheduled on an appointment basis. Before the fall conferences, a written statement, including system wide program outlines, a list of instructional materials, and a schedule of standardized tests, will be shared with parents/guardians. A parent/guardian teacher group meeting will also be held in the fall to discuss the written statement, to describe program plans for the year, and to display instructional materials.

Regular parent/guardian teacher conferences will include:

- twenty minutes for a conference and ten minutes between conferences;
- flexibility, and compensatory time, when it is necessary to hold conferences outside regular school hours; and
- a schedule with approximately twelve conferences for one day.

Conferences shall not infringe on a teacher's unencumbered planning time; substitutes shall be used if necessary.

The standards-based progress report helps inform parents/guardians of students' academic progress based on the Virginia Standards of Learning (SOL) and Arlington Public Schools learning expectations established for each grade level. The report highlights learning successes and opportunities for growth. Standards-based

progress reports do not utilize traditional letter grades and report progress on identified key learning standards for each content area using performance levels. The report also includes teacher comments which may more fully explain a student's proficiency level on identified standards.

Arlington Public Schools Standards-Based Reporting Performance Levels

Level	Description
Meets Standard	The student shows full and consistent understanding of the standard independently.
Approaching Standard	The student shows partial and/or inconsistent understanding of the standard independently.
Developing Standard	The student shows initial understanding of the standard with support.

Reporting for Special Populations in Standards-based Reporting System Special Education:

If a student receiving special education services is unable to perform within grade level expectations and requires substantial modifications to the standard curriculum, subject, or skill area, they should be graded based on the achievement of specified Individual Education Program (IEP) goals. ***Modifications*** in such cases mean a significant change in the course, standard, or test preparation that provides access for a student with a disability to the extent where it fundamentally alters or lowers the standard or grade level expectation of the course, standard, or test.

Modifications are communicated to parents/guardians through narrative comment on the progress report.

English Learners: English learners will have access to scaffolded grade level content. Comments on the progress report should indicate how differentiation for the English learner has been provided.

Gifted Learners: Learners who have been identified as receiving curriculum modifications to the standards, subject, or skill areas for appropriate pacing and rigor will also receive a quarterly differentiation report. As outlined in Virginia Code 8VAC 20-40-40, parents/guardians receive quarterly differentiation forms reporting student outcomes and growth based on these modifications.

Social Emotional Learning for Standards-based Reporting System

In addition to the proficiency of curricular skills, the standards-based progress report also reports on social emotional learning. The Standards-based Progress Report includes proficiency of skills within the VDOE Social Emotional Learning Guidance Standards in five competency areas: self-management, self-awareness, social awareness, relationship skills, and decision making. These standards are also reported using the identified performance levels.

Traditional Reporting Grades K-5
Kindergarten through Five

Students in Kindergarten through fifth grade will receive a traditional report card for English language arts (reading/writing), math, science, social studies, art, music, and physical education. Kindergarten students receive the report twice a year on a semester basis and students in Grades 1-5 receive a quarterly report on a nine week basis. Written reports will include the use of the following performance level descriptors at the grade levels indicated:

Kindergarten-2nd GRADE

Arlington Public Schools Marking Code for Kindergarten - Grade 2 Progress Report	
M- Meeting	• Student consistently meets behavior or skill. • Student independently demonstrates an understanding of the key concepts and skills.
P- Progressing	• Student is in the process of developing a behavior or skill. • Student demonstrates or applies key skills, strategies, or concepts inconsistently. • Student partially meets the standard.
B- Beginning	• Student is beginning to demonstrate a behavior or skill. • Student is beginning to understand concepts and skills and requires teacher support to complete these tasks.

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Arlington Public Schools Marking Code for Kindergarten - Grade 2 Progress Report	
N- Not Yet	• Student is not yet demonstrating behavior or skill.
NI- Not Introduced	• Skill has not been introduced.

Grades 3-5

Grades 3-5 for Language Arts (Writing and Reading), Math, Science, and Social Studies

Reporting Grade and Percentage Equivalency	Grade Descriptor
A 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100	Excellent Achievement Demonstrates accurate and thorough understanding of course content; Creatively applies and extends knowledge and skills in content area; Consistently meets course standards; Overall performance and student products reflect a deep level of analysis of the content and critical thinking
B+ 87, 88, 89	Good Achievement Demonstrates an accurate understanding of course content; Applies knowledge and skills in content area; Consistently meets course standards; Overall performance and student products reflect a consistent understanding of the content and critical thinking
B 80, 81, 82, 83, 84, 85, 86	
C+ 77, 78, 79	Satisfactory Achievement Demonstrates acceptable understanding of course content; Consistently demonstrates basic knowledge and skills in content area; Meets course standards; Overall performance and student products reflect a consistent understanding of most of the content and reflect some degree of critical thinking
C 70, 71, 72, 73, 74, 75, 76	
D+ 67, 68, 69	Unsatisfactory Achievement (Passing) Demonstrates limited understanding of course content at this time; Inconsistently demonstrates knowledge and skills in content area around some standards; Inconsistently meets course standards; Overall performance and student products reflect an inconsistent understanding of the content
D 60, 61, 62, 63, 64, 65, 66	
E 0 – 59	Unsatisfactory Achievement (Failing) Demonstrates minimal understanding of grade level content at this time; Inconsistently demonstrates knowledge and skills in content area around most standards; Overall performance and student products reflect minimal understanding of the content

Achievement in Music, Physical Education and Art for Grades 3-5

In the content areas of music, physical education and art, achievement will be reported using the following symbols:

- B (Beginning): The student has been exposed to the content material.
- P (Progressing): The student is presently developing skills and an understanding of the content materials.
- S (Skilled): The student has demonstrated skills in authentic application and has understanding of when and how to perform the content material.
- O (Outstanding): The student has demonstrated outstanding skills and understanding and has been exposed to the learning standards and has gone beyond them.

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Effort/Work and Social Skills/Participation for Traditional Reporting System Grades 1-5

In addition to achievement, the student's effort in each academic area, achievement in some special subjects, work habits, and social skills will be evaluated and marked using the following symbols:

Grade	Description
O	Outstanding
S	Satisfactory
I	Improving
N	Needs Improvement

Special Education:

If a student receiving special education services is unable to perform within grade level expectations and requires substantial modifications to the standard curriculum, subject, or skill area, they should be graded based on the achievement of specified IEP goals. *Modifications* in such cases mean a significant change in the course, standard, or test preparation that provides access for a student with a disability to the extent where it fundamentally alters or lowers the standard or grade level expectation of the course, standard, or test.

The use of an asterisk (*) next to an assigned grade indicates use of *modifications* and refers parents/ guardians to the presence of a narrative section where an explanation should be provided. The (*) should *not* be used if the student is receiving *accommodations* to access the curriculum. The asterisk should only be used if substantial modifications to the standard curriculum, subject, or skill area have been provided.

English Learners:

English learners will have access to scaffolded grade level content. The use of a carrot symbol (^) next to an assigned grade indicates the presence of a supplement (i.e. additional comment on the report card) where an explanation of the differentiation for the English learner should be provided.

Gifted Learners:

Learners who have been identified as receiving curriculum modifications to the standards, subject, or skill areas for appropriate pacing and rigor will also receive a quarterly differentiation report in addition to the progress report. As outlined in Virginia Code 8VAC 20-40-40, parents/guardians receive quarterly differentiation forms reporting student outcomes and growth based on these modifications.

Policy Statements - Promotion and Retention

Promotion

Promotion is based upon the progress made by the individual in the acquisition of skills, knowledge, and work habits in relation to the objectives established at each grade level in the elementary school.

Progress through the elementary school follows the general pattern set forth in the policy stated above. Promotion from the elementary school to the middle school usually takes place after normal progression through grades K-5. Individual differences, however, may require a departure from this norm; accelerated or delayed movement through the elementary school is provided as indicated.

In either instance, the parents of the child are involved in the planning that results in acceleration or retention. Factors tobe considered include the achievement of the individual as determined by class performance, teacher judgment, achievement tests, and criterion-referenced measures in relation to the objectives established at each grade level.

Retention

A student is retained in a grade when educational growth does not warrant assignment to the next grade. Retention is based on academic performance in relation to the objectives established at each grade level.

Decision to Retain

The school staff recommends retention of a student when that decision will benefit the student's long-term achievement. Factors considered include:

- class performance in the basic skills of reading, writing, and mathematics as determines by report card grades, achievement tests, and criterion referenced measures.
- teacher judgment of student achievement in relation to the objectives established at each grade level.
- previous experience of the student in relation to grade retention, remediation in basic skill areas, and proficiency in the English language.

Advising Parents

When retention is considered, the parents of the student are involved in early planning beginning no later than spring parent- teacher conference. Exceptions to this may be necessary for transfer students who arrive late in the school year. If retention is deemed advisable, parents are consulted and reason for the retention discussed. Final responsibility for assignment rests with the principal.

Other Information

Alternative Progress Reports

Modified Progress Report

Some students are enrolled in special programs which make the use of the standard progress report inappropriate. Many of these students are identified as having a disability and receive special education and/or related services. Each identified student with a disability has an Individualized Education Program (IEP) developed by school staff, parents, and when appropriate, the student. The IEP includes specific goals and objectives relevant to needs.

Identified students with disabilities who receive special education services must receive progress reports from the special education teacher with the same frequency that regular education written reports are given. These reports are in addition to the regular education progress report and include and must be developed regarding progress on IEP goals.

Special education teachers also participate in regularly scheduled parent-teacher conferences. Any other reporting procedure constitutes a non-standard report and must be developed in accordance with procedures outlined in this guide.

A narrative report may also be used for students in the regular program who, because of special circumstances, may receive failing grades throughout the year. The teachers, parents, and principal are involved in the decision to substitute a narrative report for the standard progress report. The narrative report includes the student's instructional levels in reading, mathematics, and spelling as well as indicates the student's status in regard to promotion or retention.

Non-Standard Report

Individual school communities, for appropriate reasons, may develop and use a reporting system which is different from the standardized reporting system by following an approved procedure. Appropriate reasons for adopting a non-standard report may include such factors as innovative programs, unusual demographic factors, and/or special communication needs. A non- standard report must be consistent with promotion and retention policies.

Reporting information which only supplements the standard report from may be added at the discretion of an individual school and is not subject to the procedures for adopting a non-standard report.

The professional staff or community associated with a particular elementary school may recommend a change in the reporting system in the following manner.

1. Proposals for a non-standard reporting system must be studied by the school staff and a representative group of the school community originating the change. Proposals must be submitted to the Parent/Teacher Association for approval before being forwarded to the central office.
2. Proposals must be submitted in writing to the Chief Academic Officer for recommendation to the Superintendent.
3. Final recommendation is submitted by the Superintendent to the School Board for approval. Proposals for non-standard progress reports must be submitted annually.

Programs and Services

Services for English Learners

English Learner Services provide instructional support in academic content and language development for identified students in kindergarten to grade five. Students are assessed and placed each year at one of five levels (levels 1-4 or level 6) based on their English Language Proficiency (ELP). Students at ELP levels 1,2, and 3 are at entering, beginning and intermediate levels of language proficiency. Students placed at level 4 are at an advanced level of language proficiency. The English Learner services also support and monitor the progress of advanced proficiency students who are classified as Reaching-level 6.

Students in levels 1-4 are assessed annually by the Assessing Comprehension and Communication in English State-to- State for English Language Learners (ACCESS for ELLs) language proficiency test as well as by local assessments. Students no longer receive English Learner services when they become a level 6, English proficient, according to the ACCESS for ELLs.

For further information, please talk to your teacher(s) or visit the Office of English Learners website.

Exemplary Projects

Exemplary Projects are designed to improve student learning and promote academic achievement gains through innovative teaching models; increase interest in the school; and strengthen instructional coherence in the school. Each exemplary project must:

- enhance instruction for all students enrolled at the school
- strengthen the school's instructional coherence
- build local community commitment to the school
- include a clear evaluation plan and reporting schedule

Exemplary Projects reflect the specific needs and desired outcomes for students as articulated by the school community and may provide:

- professional development in particular teaching methods for staff members
- additional staff members and/or a project coordinator
- unique teaching spaces with special instructional materials
- enriched curriculum
- partnerships with businesses and community organizations
- increased school activities and communication with families

Exemplary Projects help schools to create a unique identity while addressing APS Strategic Plan's educational objectives. By providing a focal point for the entire school community, Exemplary Projects direct attention to common goals and provide motivation for students, families, and staff.

Humanities Project 703-228-6299

The Humanities Project, an artist-in-education program administered by the Arts Education Office, sponsors performances, residencies, and workshops. In each of Arlington's public schools, students at all grade levels experience visits by guest artists annually. The Humanities Project utilizes the combined resources of schools and community to enhance education through the arts. Programs of high artistic quality that integrate the arts with other academic core subject are selected to participate in the Humanities Project. A directory of programs is available in the Arts Education office.

Junior Honors Music Programs 703-228-6171

The Junior Honors Music Program is comprised of Elementary Honors Chorus (grade 5), Junior Honors Band (grades 4- 6), and Junior Honors Orchestra (grades 4-6). The Junior Honors Programs are administered through the Arts Education Office. These music programs are designed to encourage excellence in the arts and to provide music experiences for highly motivated and/talented students. Auditions for these programs occur in the fall and are advertised through the schools' music staff and the APS website. Rehearsals occur over a period of up to 14 weeks in the winter with a concert in the early spring.

Library Services 703-228-6085

The library manages and provides resources for learning and independent reading to foster the intellectual, emotional and social development of students. Students are taught 21st Century Skills so that they may become high-end users of information technology and lifelong learners. The library maintains an up-to-date collection which may be accessed both on and off-site and takes into consideration subject content, developmental needs, broad perspectives and cultural and ethnic diversity.

School librarians instruct students in finding using and integrating information into their assignments. Students use library materials in a wide variety of formats to retrieve, organize, document, analyze, evaluate, synthesize and present information. Students are taught to adhere to the Acceptable Use Policy for appropriate use of information. Librarians also collaborate with teachers to build curricular units and run special programs and extended hours to enhance reading opportunities for students and the greater school community.

Students and their families are encouraged to use the resources of the library both at school and at home by accessing their school library webpage and the resources listed there.

Primary Montessori Program (Pre-K and Kindergarten) 703-228-8632

Montessori education, based on the work of Maria Montessori, is an interdisciplinary, multi-age approach to learning. Students work independently and cooperatively in a prepared environment which allows student to work at their own pace. Montessori teaching materials are designed to promote habits of concentration, initiative, persistence, and discovery, while the Montessori philosophy and community emphasizes respect for others, peace and creativity.

Montessori programs for three, four, and five-year-old children are located at Montessori Public School of Arlington as well as Barrett, Carlin Springs, Discovery, Fleet, Oakridge and Jamestown Elementary Schools. Arlington residents are eligible for admission provided they have reached their third birthday on or before September 30 of the year of admission. Tuition for pre- kindergarten-aged children are charged on a sliding scale based on income. Two-thirds of the vacancies are reserved for children whose families meet income eligibility guidelines.

Applications are accepted online during the application period. A lottery is conducted if there are more applications than available spaces.

For more information on the program or application process, please visit the APS website or call the Office of Early Childhood at 703-228-8632.

Services for Gifted Students 703-228-6160

Each school provides differentiated education for students who have been identified as gifted. School-based services are delivered in the regular classroom setting with identified students cluster-grouped (minimum of 10 students per cluster) for specific instruction based on areas of strength. Cluster teachers receive training in characteristics of gifted learners and in best practices in differentiating for the varying needs of gifted learners. Cluster teachers are also trained in curriculum and resources written for gifted learners focusing on advanced content and concepts which extend and enrich the general education curriculum using critical and/or creative thinking, problem-solving, inquiry and research skills. When appropriate, opportunities for further acceleration are explored.

Resource teachers for gifted (RTG) are an integral part of each elementary school's staff. Using a collaborative planning and/or co-teaching model, the classroom teacher and the RTG work together to integrate designated curriculum written for advanced learners into lessons for daily differentiation. RTGs also model critical and creative thinking strategies and lessons for all teachers with the goal of supporting further integration of these strategies in lessons throughout the school year.

Students may be identified for gifted services each school year in the specific academic areas of English, Mathematics, Social Studies and Science in Grades K-12 and in art and/or music in Grades 3-12. Additional information about the multiple criteria for eligibility and services can be found in the Gifted Services webpage or by contacting the resource teacher of the gifted at your child's school.

Summer School (Elementary) 703-228-7645

Elementary Summer School is offered to identified students who are entering pre-k through grade 5 to help students who need to improve academic competencies.

Summer school information, including locations and times are posted on the APS website each February and available at all APS schools. If your child is eligible for Summer School, your child should register at their school by the program deadline.

The Summer School Program deadline varies each year and the deadline is strictly enforced. Transportation is provided to elementary students who live more than one mile from their assigned summer school site. Students who attend a Countywide Program or should register for their home school to qualify for transportation. Extended Day care is available before and after for the Elementary Summer School Program.

Extended Day 703-228-6069

The Arlington Public Schools Extended Day Program provides a supervised out of school time program for elementary students whose parents are employed, in school or incapacitated. Students in APS Pre-Kindergarten programs must be four years old by September 30th to be eligible for extended day. The program is operated by Arlington Public Schools staff and offers daily fun and enriching asset-building activities which are designed to meet the needs of each student. This is a fee for service program.

Extended Day operates a before and after school program at each elementary school on all regularly scheduled school days. The before school program open at 7 am and operate until the beginning of the school day. After school programs begin at dismissal time and operate until 6 pm. During the summer, Extended Day operates before and after school programs at each elementary summer school site.

When Arlington Public Schools are closed, all Extended Day programs are closed. If Arlington Public Schools announce a delayed opening, the Extended Day before school session is delayed the same number of hours. If Arlington Public Schools close earlier than the regularly scheduled time, the Extended Day programs close at 4 pm.

Families may submit registration information anytime between the spring application window for participation in the Extended Day Program. All registrations received during the application window will be considered equally. At schools that have enough slots for registrations received, all children registered by the application deadline will be enrolled. At schools that receive more registrations than slots available, all children registered by the application deadline will be entered into a random, double-blind lottery. Registration can be completed online.

For additional information, please prefer to the Extended Day Program's website or call 703-228-6069.

Special Education 703- 228-6040

Arlington Public Schools (APS) is committed to providing a free, appropriate education to all identified individuals with disabilities aged two through twenty-one, inclusive who require special education services and reside in the county. (A child with a disability, age 2 to 21, inclusive means, one whose second birthday falls on or before September 30th. If your child with a disability becomes 22 after September 30, he or she is eligible to receive services for that school year.) Additionally, students with disabilities who are parentally enrolled in private schools located within the Arlington County boundaries are offered special education

through an individual services plan developed by APS. To meet the unique educational needs of students with disabilities effectively, a full continuum of special education programs and services is offered. To the maximum extent appropriate, students with disabilities are served in the general education environment, attending classes with their non-disabled peers.

Student Support Teams (SST) are established in all schools to receive and act upon referrals of students who are experiencing difficulties. These committees may refer student with suspected disabling conditions to the school-based Special Education Eligibility Committee. Such a referral requires parental permission prior to formal assessment, which includes medical, sociocultural, psychological and education evaluations of the student. The Eligibility Committee reviews the required assessment information to determine whether the student has an educational disability which requires special education and/or related services. Parental consent is required for initial eligibility.

When a student is identified as having an educational disability that requires special education, an Individualized Education Program (IEP) is developed. The IEP is developed by the IEP team, which includes parents. The primary purpose of the written document is to state the needs of the identified student and describe the specific special education services and accommodations which will meet these needs. Implementation of the IEP requires parental consent. The IEP team reviews and revises the IEP as appropriate, at least once each year.

The majority of students with IEPs are served in the general education setting. However, services may be provided in a special education setting, if the student's needs so require. Therefore, schools provide a continuum of services in both general education and special education setting. Additionally, students may require specialized or intensive special education services to work towards goals established by their IEP team. In order to most effectively meet the needs of students with specialized needs, APS has established a variety of programs. These programs allow students to receive consistent and effective services tailored to their individual needs. Each program provides specially designed instruction to address specific student needs and follows the standards of learning or the aligned standards of learning curriculum. Placement of a student into a program is a carefully considered IEP team decision, since such programs represent a more restrictive placement.

Below are brief descriptions of current programs. Program classrooms are considered self-contained settings, although opportunities for inclusion are sought for each student, as appropriate. All program classrooms are supervised by the principal of the building in which they are located, with support from the Office of Special Education. Each program classroom has one teacher and one or two classroom assistants. Each program is supported by additional staff from the Office of Special Education, to include related service providers, disability and behavior specialists, and special education coordinators.

In addition to countywide programs, APS has developed a model of concentrated disability-specific services to support special education students with vision or hearing impairments who experience a pervasive need for accommodations and services in order to access the general education curriculum. This concentrated services model provides services (such as Braille transcription or sign language interpretation) as well as environmental accommodations (such as adaptations to address lighting or noise) to support navigation and ensure safe access to the building. In addition to providing direct services to students, this model maximizes the impact of professional development to the general and special education instructional and support staff. Please note: the locations are not indicated here because they are subject to change.

Further information about special education in Arlington Public Schools can be found on the APS website under Office of Special Education or by calling 703-228-6040 or the APS Special Education Parent Resource center at 703-228-7239.

Special Education: Pre-Kindergarten

The APS Pre-K Special Education program receives oversight from the Office of Special Education. The program serves children with disabilities aged two to four years old. There are a variety of programming options based on student's needs and Individualized Education Plans (IEPs). Options include community-based resource services provided in a child's private childcare or Pre-K program within Arlington, toddler programs, multi-intervention programs for students with autism, non-categorical programs, and Community

Peer Programs for students aged three to four years old. The programs for students aged three to four years old are aligned with the VPI curriculum. The goal of the Pre-K special education program is to help students meet their individualized IEP goals in identified development areas of delay.

Special Education: Preschool Special Education Program: Mini MIP-A (Pre-K)

The Mini-Multi-Intervention Program for Students with Autism Spectrum Disorder (Mini MIP-A) is designed to meet the needs of certain preschool students with Autism Spectrum Disorders. The goals of the program include a focus on communication, adaptive behavior, and the ability to play independently and with other children. Mini MIP-A classrooms use a variety of evidence-based strategies within a highly structured setting to prepare students for elementary school. Strategies are selected and individualized to meet the needs of each student in the program. Examples of these strategies include: Applied Behavioral Analysis (ABA), Picture-Exchange Communication System (PECS), and Visual Supports.

For detailed explanations of these and other interventions that may be utilized, please visit this website.

Special Education: Deaf and Hard of Hearing

The Deaf and Hard of Hearing program is designed for students with deafness or significant hearing impairment who require a specialized language rich program. It is supported by a Teacher of the Deaf and Hard-of-Hearing (TDHH) with collaboration from a speech-language pathologist and audiologist. The goal of the program is to improve the language and communication skills of students and provide full access to the general education curriculum. Sign Language, cued speech, spoken English, and/or visual aids are used to support students access to the curriculum.

Special Education: Functional Life Skills Program

The focus of the FLS program, elementary level, is on establishing basic academic skills, increasing daily living skills, communication, motor/mobility skills, and sensory development. Students who receive special education support due to cognitive or intellectual disabilities, sensory impairment, orthopedic impairments, or other health impairments, may be candidates for the Functional Life Skills program. The program provides highly individualized educational programming with intensified related services. FLS, elementary level, utilizes a variety of research supported curricula and practices, such as the Unique Learning curriculum for academic and pre-vocational skills. As one component of instruction, Unique Learning provides individualized assessment, monitoring, and lessons in the critical skill areas of reading, writing, math, science and social studies. The team- oriented approach draws upon a variety of strategies and interventions to develop educational plans to serve the needs of the students.

Special Education: Interlude

The focus of the Interlude program is on improving social and emotional functioning in the students who have significant interfering behaviors due to psychological or behavioral disorders. Students who are receiving special education support due to an emotional disability or significant behavioral issues, but whose academic skills are at or near grade-level, may be candidates for Interlude. The program provides a therapeutic environment to help students improve self-concept, develop positive relationships, and succeed academically. The team-oriented approach draws upon academic, clinical, therapeutic, interagency and family resources to an develop educational program to serve the needs of the students.

Special Education: Multi-Intervention Program for Students with Autism (MIPA)

The primary focus of the MIPA program is on providing students with the opportunity and environment to increase communication skills, independent life skills, social skills, and academic performance. Students who are receiving special education support due to an educational label of autism may be candidates for the MIPA program. The program provides a highly structured environment and utilizes a variety of evidence-based academic and behavioral interventions for students with Autism Spectrum Disorders. Strategies are selected and individualized to meet the needs of each student in the program. Examples of these strategies include: Applied Behavioral Analysis (ABA), Picture-Exchange Communication System (PECS), and Visual Supports. For detailed explanations of these and other interventions that may be utilized, please visit this website.

Student Services 703-228-6061

School psychologists are assigned to each school on a regular basis. The psychologist serves as part of a multi-disciplinary team which assesses problems and develops intervention plans for students who are experiencing difficulty with learning or adjustment. School psychologists are licensed professionals with specialized training in child psychology, learning development and assessment. The psychologist may conduct individual evaluations of the intellectual, social and emotional development of students; provide individual or small group counseling; and/or serve as a consultant to parents and other staff members. A close relationship is maintained with community mental health resources.

School social workers are also assigned to each school on a regular basis. School social workers are licensed professionals that facilitate communication between the home and school and serve as liaisons to various community agencies. As a part of a multi-disciplinary team, they assess the total environment of students to determine factors which may be contributing to social, emotional or academic difficulties. School social workers may offer a range of intervention services including parenting classes, counseling, short-term counseling, consultation and assistance with referrals to other agencies.

For further information on school psychology and school social worker services, visit this website.

Student Services: Elementary School Counseling Program 703-228-6060

Professional school counseling services are available in all elementary schools. The comprehensive school counseling program promotes student success in the areas of academic, social/emotional, and career development. Professional

School Counseling deliver a core counseling program through classroom lessons. They also provide short-term direct counseling services to students in both individual and small group settings. The school counselor works closely with teachers and other educational staff, families, and community agencies in order to meet the diverse needs of all learners. For more information, please visit this website or contact your child's professional counselor.

Student Services: Homebound Instruction 703-228-6051

Homebound instruction is designed to provide continuity of education when a student is confined to home or a health care facility due to physical or psychiatric conditions which prevent school attendance for a limited period of time.

The student's inability to attend school must be certified by a licensed physician or licensed clinical psychologist, and the request must be approved by the Supervisor, Special Education.

The APS Guidelines for Homebound Instruction, as well as necessary forms, can be found on the APS main website, under Academics, Special Education, Homebound Instruction or at this website.

Questions related to Homebound Instruction should be forwarded to the Office of Special Education, Special Programs Unit at 703-228-6051.

Student Services: Language Services Registration Center (LSRC) 703-228-7663

Students who speak a language other than English are referred to the Language Services Registration Center (LSRC) for assessment and registration. Based on assessment of the student's language and mathematics skills, as well as on consideration of past academic experience and of information provided by the parent or by adult students, the LSRC staff recommends the appropriate grade level and English program placement for each student. Foreign student transcripts are evaluated by the LSRC to provide grade and credit equivalencies for graduation requirements in APS. Parents and students also receive assistance with completion of registration requirements. The LSRC multilingual staff answers parent questions and provides information about schools and school programs and provides parent orientations. The LSRC provides oral language interpretation and written translation to all APS schools and families.

For more information you can visit us at our website.

Student Services: Section 504 of the Rehabilitation Act of 1973

Arlington's Section 504 process has specific requirements for the identification, evaluation, placement and procedural safeguards of students, as described in the APS School Board Policies and within the APS Section 504 Procedural Manual. The preliminary identification of a student who may be eligible under Section 504 will be conducted at the school building level. Each school shall establish a Section 504 committee that includes staff who are knowledgeable about: Section 504; the student (including the nature of the student's possible disability); assessment procedures; accommodations and services; and placement options. This committee shall operate under the direction of the principal, or designee. The committee's purpose shall be to process referrals, review assessment information and develop plans for students who are determined to be eligible under Section 504. The Section 504 Coordinator assigned to the building is invited to attend all initial eligibility determinations and any meeting where related service may be required.

A Section 504 Compliance Officer is responsible for monitoring the implementation of the policy and holds an impartial hearing whenever necessary. To obtain copies of the School Board Policy please visit this [website](). To obtain copies of the Section 504 Procedural Manual, please visit this [website]() or call or write:

Director of Student Services, Section 504 Compliance Officer
Office of Student Services
Syphax Education Center
2110 Washington Boulevard
Arlington, Virginia 22204
703-228-6061

School Health Bureau 703-228-1651

School health services, provided by Health Aides and Public Health Nurses who are employed by the Arlington Department of Human Services. School Health staff provide students and their families with preventive and early intervention services. The goal of these services to enable the student to learn to the best of their potential.

1. **School Health Services**
   Health Aides staff the school clinics during regular school hours and provide direct care for sick and injured students and administer medication as ordered. Emergency 911 services are called when appropriate and the parent is notified. Public Health Nurses provide a wide range of services for up to three schools. Services include review a health records and immunizations; development of health care plans for students with medical conditions; training of school staff in giving emergency medication and special medical procedures; linkage to community resources and educating students on a variety of health topics.
2. **School Health Physician**
   The school health physician provides consultation to school staff and parents and coordinates a health appraisal clinic for income eligible students with limited means at all grade levels.
3. **Screening Procedures**
   Vision and Hearing screening are required at entry into kindergarten and at grades three, seven, and ten, for students being evaluated for special education, and for new students in all grades. In addition, students may be screened at the request of a teacher, parent, or physician.
4. **Referral and Follow-up**
   Public health nurses provide a pivotal link to county and community resources for students and families who need medical, dental, and mental health care.
5. **Dental Health**
   It is advised that every student have a dental checkup every six months by a private dentist or clinic. Students may be referred to the Arlington DHS Dental Clinic or dental providers in the community.
6. **Medical Conditions**
   Parents should notify the public health nurse if their student has a medical condition that requires medications or care during the school day. The nurse will work with the parents and school staff to develop an individualized health care plan appropriate for their condition.

7. **Medication in School**
   Signed medical provider and parent consent forms are required for medication to be administered during school hours. Instructions and form are available in each school clinic or electronically on the School Health [website](#).
8. **Exemption from Physical Education Classes**
   Students required to participate in physical education classes must do so unless there is a medical exception.A note from a medical provider is required for a student to be exempted from classes or provided with a program adapted to specific needs.
9. **Health Education**
   Public Health Nurses teach a variety of health education topics in the classrooms and serve as resources to teachers for expertise and health education materials.
10. **Outbreak Surveillance**
    School Health staff monitor and respond to outbreaks of contagious disease. They work closely with Arlington County Public Health Community Health Protection Bureau and Arlington Public Schools to investigate and minimize the spread of illness in the schools and the community.

Federal and State Programs

Title I

Through the federal Every Student Succeeds Act of 2015 (ESSA) Title I program, additional resources to support program goals are directed to Arlington elementary schools in which at least 39% of the student population is identified as economically disadvantaged. For School Year 2025-26, seven schools participate in the Title I program.

The primary goal of the Title I program is to support the academic success of all students in the school, with a particular focus on achieving or surpassing grade-level academic standards. Additionally, Title I is committed to APS-wide efforts of accelerating student learning, raising achievement, supporting student well-being, and eliminating opportunity and achievement gaps. Key components of the multifaceted Title I program that help to achieve these goals are:

- high academic standards for all students;
- social emotional learning supports for all students;
- ongoing analysis of student understanding to inform instruction;
- extended learning supports, such as tutoring and summer programming;
- evidence-based academic practices delivered by highly qualified staff;
- sustained, job-embedded professional learning;
- strong partnership with families to support student success; and
- community partnerships that can help schools meet these goals.

For further information about Title I, please visit our [website](#) or call 703-228-6161.

Virginia Preschool Initiative (VPI) Pre-Kindergarten

In collaboration with the Virginia Preschool Initiative (VPI), Arlington Public Schools offers Pre-Kindergarten classes for children who are four years old by September 30 and who come from families of lesser financial means. The pre- kindergarten curriculum is research-based, fosters the development of literary and math skills, and builds social-emotional foundations for lifetime learning.

Classes are offered at fifteen elementary schools and follow the school schedule Monday through Friday. Each class has 18 children including a certified teacher and full- time instructional assistant. Transportation is provided for students who live in the attendance zone or who are attending a countywide site. Extended day for four years old students is available at all schools.

To apply, submit an online application at: https://apsva.schoolmint.net during the application window of February 1 and April

15. A lottery will be conducted if there are more applications than available spaces. After April 15th, applications are accepted on a space-available basis. For more information on the program or application process, please visit the APS website or call the Office of Early Childhood at 703-228-8632.

Instructional Areas of Study

In grades Kindergarten through Fifth Grade, instructional areas of study include the following:

Arts Education

- Visual Arts
- General Music

English Language Arts

- Communication and Multimodal Literacies
- Reading
- Writing
- Research

Health Education

- Essential Health Concepts
- Healthy Decisions
- Advocacy and Health Promotion

Mathematics

- Number and Number Sense
- Computation and Estimation
- Measurement and Geometry
- Probability and Statistics
- Patterns, Functions, and Algebra

Physical Education

- Motor Skill Development
- Anatomical Basis of Movement
- Fitness Planning
- Social and Emotional Development
- Energy Balance

Science

- Scientific and Engineering Practices
- Central Ideas to Investigate and Understand

Social Studies

- History
- Geography
- Economics
- Civics

The skills and content which children are expected to learn at each of the elementary grade level are outlined by the Virginia Department of Education's Standards of Learning.

To review the full range of grade level instructional areas or objectives, please visit the [APS Elementary Curriculum site](#).

APS Program of Studies