Department of Instructional Services

Office of English Learners (ELs)

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Our Mission

The LCPS EL Program is dedicated to empowering ELs to make meaningful contributions to the world by providing ELs with the necessary language skills to become independent, productive, and successful members of society.
This guide contains resources and information for parents from various sources including Virginia Department of Education (VDOE), Loudoun County Public Schools (LCPS), the Parents as Educational Partners (PEP) Curriculum, publishers’ sources, and websites.
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Section 1: The United States School System
Public School and Private School Comparison

Schools in the United States can be very different from schools in other countries. This section will help you understand many of the differences, and how school works in the United States.

**Public Schools:**
- Free (Property taxes pay for the schools)
- Students must live within county or district
- Larger class sizes
- Transportation is provided for all students living more than (1.0 miles for Elementary and 1.25 miles for Middle School and High School).
- SOL testing required by the state

**Charter Schools:**
- Are independently run public schools
- There is no cost to attend
- Students can live outside the school area. Admission of new students is based on space availability and a lottery process. Priority is given to students who live within the relevant school division. Students who are not admitted due to space limitations are placed on a waiting list.
- Small school population
- Transportation is determined by each school
- SOL testing required by the state

**Private Schools:**
- Tuition
- Students can live outside the school area
- Small school population (usually K-8th grade in one school)
- Transportation provided by the parent (parent must pay for bus transportation)
- No SOL’s
How Public Schools are Governed

Public schools are governed and financed by the local, state, and federal governments.

Local Government
The School Board is responsible for the operation of the county’s public schools in accordance with State Department of Education regulations. In Loudoun County, the School Board consists of nine members. Each member is elected by the residents of Loudoun County and serves a four-year term.

Some of the duties of School Board Members are:

<table>
<thead>
<tr>
<th>Build School District Leadership</th>
<th>Provide Fiscal Oversight</th>
<th>Manage District Policies</th>
<th>Advocate for Public Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approve strategic planning</td>
<td>Adopt an annual budget</td>
<td>Make appropriate rules, regulations, and bylaws</td>
<td>Listen and respond to citizen inquiries</td>
</tr>
<tr>
<td>Set data-driven expectations and goals</td>
<td>Authorize payments</td>
<td>Approve evaluation systems</td>
<td>Recognize staff and student success</td>
</tr>
<tr>
<td>Hire a superintendent</td>
<td>Approve contracts</td>
<td>Set salary schedules</td>
<td>Cultivate partnerships in the community</td>
</tr>
<tr>
<td>Monitor for district accountability</td>
<td>Establish schools, acquire sites and erect buildings</td>
<td>Set school year calendar</td>
<td></td>
</tr>
</tbody>
</table>

More information about the School Board for LCPS can be found here: [https://www.lcps.org/Page/1629](https://www.lcps.org/Page/1629)

State Government
The Virginia Department of Education (VDOE) is in Richmond, VA and makes decisions for schools and school programs in the state of Virginia.

Some of the responsibilities of the state include setting state standards for school accreditation and graduation requirements. States also develop curriculum and oversee the state accountability assessments. In Virginia, they are referred to as Standards of Learning (SOLs). See page 9 for additional information regarding SOLs. More information about the Virginia Department of Education can be found here: [http://www.doe.virginia.gov/](http://www.doe.virginia.gov/)
Federal Government
The United States Department of Education (USDOE) is in Washington, D.C. and makes decisions for schools and school programs for the whole country. States have to meet federal requirements in order to receive federal funding. More information about the United States Department of Education can be found here: https://www.ed.gov/
Standards of Learning

Virginia uses the Standards of Learning (SOLs) to ensure that every student is learning what he or she needs to learn at every grade level. The Standards for each grade level prepare students for the next grade level. Teachers teach the SOLs and the grades on your student’s papers and report cards show how well he or she understands them.

Information about Virginia’s Standards of Learning can be found here:

http://www.doe.virginia.gov/testing/index.shtml

SOL Testing

Students take SOLs in grades 3-12. These tests are taken on the computer and students prepare for them all year.

A score of 400 is passing; a score of 500+ is advanced. The highest score possible is 600.

Students who score 375-399 and have a passing grade in the class, are able to try the test again with parent permission, during the expedited retake window.

WHERE to FIND results

ACCOMMODATIONS: EL Assessment Participation Plan

FOR Questions, talk to your schools testing coordinator

The table below illustrates what SOL test your student will take in grades 3-8.

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Writing</td>
</tr>
<tr>
<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
</tr>
<tr>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>Virginia Studies</td>
<td></td>
<td></td>
<td></td>
<td>Civics &amp; Economics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Science</td>
<td></td>
<td>Science</td>
</tr>
</tbody>
</table>
In high school, only some courses are aligned with a specific SOL. Students are required to pass a certain number of SOLs in order to graduate; these are considered verified credits. The specific number required depends on when the student first entered 9th grade and then may also depend on the type of diploma a student is pursuing. See the Graduation Requirements section of Section 2 for specific information.

End-of-course SOL assessments are offered in the following courses:

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Math</th>
<th>Social Science &amp; Global Studies</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 11 (Reading &amp; Writing)</td>
<td>Algebra I*</td>
<td>World History I</td>
<td>Earth Science</td>
</tr>
<tr>
<td></td>
<td>Geometry</td>
<td>World History II</td>
<td>Biology*</td>
</tr>
<tr>
<td></td>
<td>Algebra II</td>
<td>VA &amp; US History</td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>US Government</td>
<td></td>
</tr>
</tbody>
</table>

*ALL students are required to take the Algebra I and Biology for Federal Accountability

Beginning with the 2018-19 school year, ALL high school students shall not be required to take an end-of course SOL test in an academic subject after they have earned the number of verified credits required for that academic content area, unless such a test is necessary in order for the school to meet federal accountability.
Section 2: Overview of Loudoun County Public Schools (LCPS)
Staying Connected

LCPS Website: www.lcps.org

- This contains information about the whole school system. You can select a school and translate the page in the top right corner.

LCPS Mobile App:

- FREE for iPhone and Android
- Contains all the information you need
- You can select your student’s school and translate into over 65 languages in Settings

Social Media:

- Many schools use Social Media to stay connected
  - You can check the school website, ask your student’s teacher, or ask in the school’s office
- Here is LCPS’ Facebook Account: https://www.facebook/com/LCPSOfficial/
- Here is LCPS’ Twitter Account: @LCPSOfficial

Electronic Flyers:

- LCPS transitioned from distributing paper flyers in student backpacks to an electronic flyer distribution system in October 2016. The electronic system saves paper and printing costs. It also saves time on the part of employees who no longer need to count out flyers and stuff student folders. For parents without Internet access, a small stack of paper flyers remains available in the school’s Main office.
School Personnel: Who works at My Student’s School?

**Principal:** The Principal is the leader of a school.

The Principal at my student’s school is ________________________________.

**Assistant Principal:** The Assistant Principal helps the Principal. In Middle School and High School, there is usually more than one Assistant Principal.

The Assistant Principal at my student’s school is/are ________________________________.

**Dean:** The Dean’s role is to support the Principal and Assistant Principal. They are the first point of contact regarding academic concerns and/or behavioral concerns. In Middle School, each house has a Dean assigned to it. Some Elementary and High schools may also have Deans.

The Dean at my student’s school is/are ________________________________.

**Secretaries:** Each school has secretaries who work in the Main Office, the House Offices in Middle Schools, and the Guidance Offices in High School. They answer the phone when you call the school and let you in when you buzz at the door. Secretaries also keep track of Attendance, manage Student Records, and handle school finances and purchasing.

The Secretaries at my student’s school are ________________________________ and ________________________________.

**School Counselor:** In Elementary School, school counselors teach lessons on Bullying, Friendship, Respect, and more. In Middle and High School, school counselors work with students and parents to make sure students are taking the correct courses and working toward graduation.

The School Counselor at my student’s school is ________________________________.
School Social Worker: School social workers are trained mental health professionals with a master’s degree in social work. Each school has a school social worker assigned to them. They may conduct social cultural assessments, provide special education counseling services, co-facilitate counseling groups using evidence-based curriculum, coordinate school based and community support referrals to students and their families, support.

The School Social Worker assigned to my student’s school is__________________________.

School Psychologist: Every school has an assigned school psychologist. LCPS psychologists are assigned to one to three schools within a cluster within the county. School psychologists are responsible for conducting psychological evaluations. They also serve as coaches for the implementation of the Positive Behavioral Intervention and Supports (PBIS) and Response to Intervention (RTI) frameworks. School psychologists also serve on the school’s Child Study Team.

The School Psychologist assigned to my student’s school is__________________________.

Parent Liaison: A Parent Liaison works to bridge the gap between home and school by helping parents get the information and support they need to ensure their student’s academic and social success.

The Parent Liaison at my student’s school is______________________________.

Health Clinic Specialist: Each school has a Health Clinic Specialist, who is trained to handle illnesses and injuries at school. The Health Clinic Specialist also keeps all medicine that needs to be taken at school in the School Health Office. Some schools might have a Registered Nurse (RN) working in the School Health Office.

The Health Clinic Specialist at my student’s school is______________________________.

Classroom Teachers: These are the teachers responsible for teaching your student’s core subjects (Reading, Math, Science and Social Studies). In Elementary School, your student has one classroom teacher, while in Middle and High School he or she will have a different teacher for each subject.

My student’s classroom teacher is/are:

__________________________________  __________________________________

__________________________________  __________________________________

__________________________________  __________________________________

__________________________________  __________________________________
**Specials Teachers:** These are the teachers who teach different subjects, such as Art, Music, and Physical Education (P.E.). These classes tap into different learning styles and teach the Standards of Learning (SOLs) in different ways. In Elementary School, students will visit all of these classes one or more times a week. In Middle and High School, students will elect to take these classes.

- My student’s Art Teacher is: ________________________________
- My student’s Music Teacher is: ______________________________
- My student’s P.E. Teacher is: ________________________________
- My student’s Librarian is: ________________________________

**Specialists:** These are the teachers who help students in their areas of need. This might be English Learners (EL), Reading, Special Education or Speech.

- My student works with these Specialists: ________________________________
- ________________________________

**School Resource Officer (SRO):** Is a sworn law-enforcement officer. An SRO’s duty is to provide a law enforcement presence; address any criminal violations affecting or occurring in or around the school; develop or expand crime prevention efforts for students; educate in crime prevention and safety; and ensure that students and school personnel have the safest environment in which to learn and work.

- The SRO assigned to my student’s school’s is: ________________________________

**Cafeteria Staff:** Each school has cooks who serve breakfast and lunch to students. There are also Cafeteria Monitors or Hostesses, who help students in the Cafeteria. Parents are welcome to have lunch at school with their student!

**Custodians:** These are the people who work hard to keep the inside and outside of our schools clean and safe for students.
Elementary School

Students attend Elementary School for Kindergarten-5th Grade.

There is one Principal, one or two Assistant Principals, and sometimes a dean for each school.

A school day is typically 7:50am-2:35pm. Some schools may start and end later because of the bus schedule.

Students usually have one classroom teacher who teaches all the core subject classes. Special classes are taught by different teachers.

Core Subject classes taught everyday:

- Reading
- Math
- Social Studies
- Science
- Writing

Special classes taught once or twice a week:

- Library
- Physical Education
- Art
- Music
- Computer Lab

Students receiving EL, reading or Special Education services have extra support built in to their daily schedule.
Middle School

Students attend middle school for grades 6, 7, and 8.

There is one Principal for the school building and typically two Assistant Principals. Each middle school is divided into three sub-units called “Houses”, one for each grade level. Each grade level is assigned to an academic house for core curriculum classes, with students moving to their educational elective areas outside their House.

Staff in each House work together to coordinate activities, deliver instruction, and meet a multitude of student needs. The staff in each House includes a: Dean who is the primary administrator for the area, a School Counselor, and a House Secretary.

A school day is typically 8:50am-3:38pm. Some schools may start and end later because of the bus schedule.

Each year students are required to enroll in eight classes. Starting in middle school, students have the option of selecting “elective” classes. These are classes students choose to take. Students in grade 6 have the option of selecting a music elective. Students in grades 7 and 8 have the option of selecting two elective classes. Please speak with your student and your student’s School Counselor, to make sure appropriate class decisions are made.
Below is a table showing the middle school academic course load by grade level.

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 6</td>
<td>English 7</td>
<td>English 8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Science 6</td>
<td>Life Science</td>
<td>Physical Science</td>
</tr>
<tr>
<td>U.S. History to 1865</td>
<td>U.S. History 1865 to Present</td>
<td>Civics and Economics</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Health and Physical Education</td>
<td>Health and Physical Education</td>
</tr>
<tr>
<td>Resource 6 or Spectrum 6</td>
<td>Technology Education 7/Family and Consumer Science 7</td>
<td>Resource 8 or Spectrum 8</td>
</tr>
<tr>
<td>Keyboarding 6/Art 6</td>
<td>Resource 7 or Spectrum 7/Fine Arts Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Resource 6 or Spectrum 6/Music Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

In middle school, students have **Block Scheduling**. In a block schedule, students have 4 classes each day for 90 minutes, instead of 8 classes each day for 45 minutes.

Every other day students have a Resource period. For 6th and 7th grade students the Resource period lasts approximately 45 minutes; for 8th grade students, the Resource period lasts for an entire block. Students selected for Spectrum participate in Spectrum instead of Resource. During Resource students, can work directly with teachers to expand learning and interests, receive remediation and reinforcement of skills, review information that is proving challenging, work on homework, and use the media center.

**Here is a sample 6th grade schedule:**

**A-DAY**
- Block 1: U.S. History
- Block 2: Resource 6 or Spectrum 6
- Block 3: Science 6 (lunch)
- Block 4: English 6

**B-DAY**
- Block 5: Health/PE
- Block 6: Math
- Block 7: English 6 (lunch)
- Block 8: Resource 6 or Spectrum 6/Music Elective

"A" and "B" days alternate, so if Friday was an "A" day, the following Monday will be a "B" day. Exceptions to this rule: the first day of a new semester is always an "A" day. The A/B Day calendar is fixed by LCPS.
Grade Promotion

Students in grades 6 and 7 must pass a minimum of three of the four core academic subjects:
- English
- Mathematics
- Science
- Social Science

Students in grade 8 must pass a minimum of three of the four core academic subjects:
- English
- Mathematics
- Science
- Social Science

AND

Pass any year-long elective course, two one-semester courses, or health physical education course.

For more information about middle school classes please refer to the Program of Studies. A copy of which can be found online [https://tinyurl.com/ycvt48yu](https://tinyurl.com/ycvt48yu)
High School

Students attend High School for grades 9, 10, 11, and 12.

There is one Principal for the building, and typically an Assistant Principal for each grade-level.

Students have a School Counselor, usually assigned by the first letter of their last name. Please communicate with your student’s School Counselor to make sure the appropriate course decisions are being made. Students have a different teacher for each subject.

A school day is typically 9:10am-3:58pm. Some schools may start and end later because of the bus schedule.

Students in grades 9-11 are expected to select and be enrolled in 7 credit subjects or their equivalent and may take up to 8 courses per year.

Students have Block Scheduling, which means they have half of their classes on one day, and the other half the next day. This allows longer class periods of about 90 minutes per class.

Here is a sample 9th grade schedule:

**A-DAY**
Block 1: World History/Geography- 1500
Block 2: Fine Arts or Career and Technical Education Elective
Block 3: Earth Science (lunch)
Block 4: English 9

**B-DAY**
Block 5: Health and Physical Education
Block 6: Algebra I
Block 7: Study Hall (lunch)
Block 8: Elective

In high school, students must have earned the minimum number of credits listed below to be promoted to the next grade level.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Student must have at least 5 credits</td>
</tr>
<tr>
<td>11</td>
<td>Student must have at least 11 credits</td>
</tr>
<tr>
<td>12</td>
<td>Student must be scheduled to meet all graduation requirements by June</td>
</tr>
</tbody>
</table>

For more information about high school classes please refer to the Program of Studies. A copy of which can be found online [https://tinyurl.com/ycvt48yu](https://tinyurl.com/ycvt48yu)
Graduation Requirements

Graduation is a huge milestone in a student’s academic career. When a student moves from Elementary School to Middle School and from Middle School to High School, his or her Cumulative File is sent to the new school. While every grade-level builds part of a student’s educational foundation, the courses in High School count toward graduation.

LCPS offers a Standard Diploma and an Advanced Studies Diploma. Students earn standard credits by successfully completing required and elective courses. Students earn verified credits by successfully completing required courses and passing associated end-of-course SOL tests or other assessments approved by the state Board of Education. Your student’s School Counselor can answer any questions about credits and classes, and make sure your student is working toward the correct diploma.

Students who entered the ninth grade for the first time in 2011-2012 through 2017-2018:

- must earn at least 22 standard units of credit and six verified units of credit to graduate with a Standard Diploma (See page 27).
- must earn at least 26 standard units of credit and at least nine verified units of credit to graduate with an Advanced Studies Diploma (See page 29).

Students entering the ninth grade for the first time in 2018-2019 and beyond:

- must earn at least 22 standard units of credit and five verified units of credit to graduate with a Standard Diploma (See page 26).
- must earn at least 26 standard units of credit and five verified units of credit to graduate with an Advanced Studies Diploma (See page 28).
### Standard Diploma Course Requirements (8VAC20-131-51) for Students Entering Ninth Grade for the First Time in 2018-2019 and Beyond

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Standard Credits</th>
<th>Verified Credits</th>
<th>Specifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>1</td>
<td>Courses completed to satisfy this requirement shall include at least two different course selections from among: algebra I, geometry, algebra functions, and data analysis, algebra II, or other mathematics courses approved by the board to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit.</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>3</td>
<td>1</td>
<td>Courses completed to satisfy this requirement shall include course selection from at least two different science disciplines: earth sciences, biology, chemistry, or physics, or completion of the sequence of science courses required for the International Baccalaureate Diploma and shall include interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas. The board shall approve courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a science course credit.</td>
</tr>
<tr>
<td>History and Social Sciences</td>
<td>3</td>
<td>1</td>
<td>Courses completed to satisfy this requirement shall include Virginia and U.S. history, Virginia and U.S. government, and one course in either world history or geography or both. The board shall approve courses to satisfy this requirement. Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for either a laboratory science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>2</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>World Language, Fine Arts or Career and Technical Education</td>
<td>2</td>
<td>0</td>
<td>Per the Standards of Quality, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical course credit.</td>
</tr>
<tr>
<td>Economics &amp; Personal Finance</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Electives</td>
<td>4</td>
<td>0</td>
<td>Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>5</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Additional Requirements for Graduation:**

- **Advanced Placement, Honors, or International Baccalaureate Course or Career and Technical Education Credential** - In accordance with the Standards of Quality, students shall either (i) complete an Advanced Placement, honors, or International Baccalaureate course, or (ii) earn a career and technical education credential approved by the board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the standard diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.

- **Virtual Course** - Students shall successfully complete one virtual course, which may be a non-credit-bearing course or a required or elective credit-bearing course that is offered online.

- **Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED)** - Students shall be trained in emergency first aid, CPR, and the use of AED, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in 8VAC20-131-420B.

- **Demonstration of the five Cs** - Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate approved by the board.
<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Standard Credits</th>
<th>Verified Credits</th>
<th>Specifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>1</td>
<td>Courses completed to satisfy this requirement shall include at least two different course selections from among: algebra I, geometry, algebra functions, and data analysis, algebra II, or other mathematics courses approved by the board to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit.</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>3</td>
<td>1</td>
<td>Courses completed to satisfy this requirement shall include course selection from at least two different science disciplines: earth sciences, biology, chemistry, or physics, or completion of the sequence of science courses required for the International Baccalaureate Diploma and shall include interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas. The board shall approve courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a science course credit.</td>
</tr>
<tr>
<td>History and Social Sciences</td>
<td>3</td>
<td>1</td>
<td>Courses completed to satisfy this requirement shall include Virginia and U.S. history, Virginia and U.S. government, and one course in either world history or geography or both. The board shall approve courses to satisfy this requirement. Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for either a laboratory science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>2</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>World Language, Fine Arts or Career and Technical Education</td>
<td>2</td>
<td>0</td>
<td>Per the Standards of Quality, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical course credit.</td>
</tr>
<tr>
<td>Economics &amp; Personal Finance</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Electives</td>
<td>4</td>
<td>0</td>
<td>Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.</td>
</tr>
<tr>
<td>Student Selected Test</td>
<td>0</td>
<td>1</td>
<td>A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the board in 8VAC20-131-110.</td>
</tr>
<tr>
<td>Career and Technical Education Credential</td>
<td>0</td>
<td>0</td>
<td>Students shall earn a career and technical education credential approved by the Board of Education, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the standard diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Additional Requirements for Graduation:

- For students entering the ninth-grade class for the first time in 2013-2014 and beyond: Students shall successfully complete one virtual course, which may be a noncredit-bearing course or a required or elective credit-bearing course that is offered online.
- For students entering the ninth-grade class for the first time in 2016-2017 and beyond: Students shall be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an Individualized Education Program (IEP) or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in 8VAC20-131-420 B.
**Advanced Studies Diploma Course Requirements (8VAC20-131-51) for Students Entering Ninth Grade for the First Time in 2018-2019 and Beyond**

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Standard Credits</th>
<th>Verified Credits</th>
<th>Specifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>1</td>
<td>Courses completed to satisfy this requirement shall include at least three different course selections from among: algebra I, geometry, algebra II, or other mathematics courses above the level of algebra II. The board shall approve courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit.</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>4</td>
<td>1</td>
<td>Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma and shall include interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas. The board shall approve additional courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a science course credit.</td>
</tr>
<tr>
<td>History and Social Sciences</td>
<td>4</td>
<td>1</td>
<td>Courses completed to satisfy this requirement shall include Virginia and U.S. history, Virginia and U.S. government, and two courses in either world history or geography or both. The board shall approve additional courses to satisfy this requirement.</td>
</tr>
<tr>
<td>World Language</td>
<td>3</td>
<td>0</td>
<td>Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>2</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Fine Arts or Career &amp; Technical Education</td>
<td>1</td>
<td>0</td>
<td>Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical education course credit.</td>
</tr>
<tr>
<td>Economics and Personal Finance</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Additional Requirements for Graduation:**

- **Advanced Placement, Honors, or International Baccalaureate Course or Career and Technical Education Credential** - In accordance with the Standards of Quality, students shall either (i) complete an Advanced Placement, honors, or International Baccalaureate course or (ii) earn a career and technical education credential approved by the board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the advanced studies diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.

- **Virtual Course** - Students shall successfully complete one virtual course, which may be a non-credit-bearing course or a required or elective credit-bearing course that is offered online.

- **Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED)** - Students shall be trained in emergency first aid, CPR, and the use of AED, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in 8VAC20-131-420 B.

- **Demonstration of the five Cs** - Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate approved by the board.

**Note:** Loudoun County Public Schools considers a computer science course to count toward a mathematics credit only, unless it is an AET course.
### Advanced Studies Diploma Course Requirements (8VAC20-131-51) for Students Entering Ninth Grade for the First Time in 2011-2012 through 2017-2018

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Standard Credits</th>
<th>Verified Credits</th>
<th>Specifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>2</td>
<td>Courses completed to satisfy this requirement shall include at least three different course selections from among: algebra I, geometry, algebra II, or other mathematics courses above the level of algebra II. The board shall approve courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit.</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>4</td>
<td>2</td>
<td>Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma and shall include interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas. The board shall approve additional courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a science course credit.</td>
</tr>
<tr>
<td>History and Social Sciences</td>
<td>4</td>
<td>2</td>
<td>Courses completed to satisfy this requirement shall include Virginia and U.S. history, Virginia and U.S. government, and two courses in either world history or geography or both. The board shall approve additional courses to satisfy this requirement.</td>
</tr>
<tr>
<td>World Language</td>
<td>3</td>
<td>0</td>
<td>Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>2</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Fine Arts or Career &amp; Technical Education</td>
<td>1</td>
<td>0</td>
<td>Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical education course credit.</td>
</tr>
<tr>
<td>Economics and Personal Finance</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Student Selected Test</td>
<td>0</td>
<td>1</td>
<td>A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics or other areas as prescribed by the board in 8VAC20-131-110.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26</strong></td>
<td><strong>9</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Additional Requirements for Graduation:**

- **Virtual Learning** - Students shall successfully complete one virtual course, which may be a noncredit-bearing course, or may be a course required to earn this diploma that is offered online.

- **Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED)** - Beginning with first-time ninth-grade students in the 2016–2017 school year, students shall be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in 8VAC20-131-420 B.

**Note:** Loudoun County Public Schools considers a computer science course to count toward a mathematics credit only, unless it is an AET course.
Section 3: LCPS Programs
Academies of Loudoun

The Academies of Loudoun (ACL) offers three programs: Academy of Engineering & Technology (AET), Academy of Science (AOS), and Monroe Advanced Technical Academy (MATA).

**Academy of Engineering & Technology (AET)** is a 4-year program with 3 pathways
- Engineering
- Entrepreneurship
- Information Technology
Students have the option to opt out after their first 2-year commitment.

**Academy of Science (AOS)** is a 4-year program with 1 pathway, providing students the opportunity to deeply engage in mathematics, science, and research.

**Monroe Advanced Technical Academy (MATA)** offers 1- and 2-year programs that provide significant and relevant learning in Career & Technical Education (CTE) which allows students to explore and innovate while preparing for 21st century college and careers.

MATA offers 25 career-preparation programs:

<table>
<thead>
<tr>
<th>1-year pathway options</th>
<th>2-year pathway options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration of Justice DE</td>
<td>Auto Service Technology</td>
</tr>
<tr>
<td>Auto Collision Repair</td>
<td>Biomedical Technology</td>
</tr>
<tr>
<td>Biotechnology</td>
<td>Computer &amp; Digital Animation</td>
</tr>
<tr>
<td>Building Construction</td>
<td>Computer Integrated Engineering &amp; Design</td>
</tr>
<tr>
<td>CISCO</td>
<td>Cosmetology</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>Cybersecurity</td>
</tr>
<tr>
<td>EMT (Emergency Medical Technician)</td>
<td>Graphic Communications</td>
</tr>
<tr>
<td>Environmental Plant Science DE</td>
<td>Medical Laboratory Technology</td>
</tr>
<tr>
<td>Firefighter</td>
<td>Practical Nursing</td>
</tr>
<tr>
<td>Introduction to Health &amp; Medical Sciences</td>
<td>Pharmacy Technology</td>
</tr>
<tr>
<td>HVAC</td>
<td>Radiology Technology</td>
</tr>
<tr>
<td>Masonry</td>
<td>Welding</td>
</tr>
<tr>
<td>Television Production &amp; Digital Moviemaking</td>
<td></td>
</tr>
<tr>
<td>Veterinary Science</td>
<td></td>
</tr>
</tbody>
</table>

More information about the Academies of Loudoun can be found here: [https://www.lcps.org/acl](https://www.lcps.org/acl)
CAMPUS Program

CAMPUS is an academic and college preparation program designed to meet the specific needs of historically underrepresented students and first-generation college students in Loudoun County. CAMPUS started as a Guidance Services initiative in the spring 2002 and is now projected to serve over 500 selected students in grades 9-12. CAMPUS seeks to provide support and encouragement to students who demonstrate the ability to achieve academic success and college admission.

Students may apply to the CAMPUS program in the spring of their 8th grade year, or if space is available, during the school year in grades 9-11. All eighth-grade students must complete an online application with one teacher or school counselor recommendation for review by the CAMPUS Application Review Committee. An online application can be obtained through the LCPS website.

CAMPUS selection process:

- Priority is given to students who would be the first in their family to attend and/or graduate from a college or university.
- Strong consideration is given to families considered to be socio-economically disadvantaged.
- Consideration is given to students who come from a historically underrepresented population.

Students enrolled in CAMPUS commit to attending mandatory CAMPUS meetings or classes during the school day and attending CAMPUS activities throughout the year. Parents and/or guardians are expected to participate in CAMPUS initiatives and support their student in the college search and application process. Family participation is just as important as student participation and an integral part of achieving success through CAMPUS. Graduation from college is the measure of CAMPUS’ success.

CAMPUS supports students through:

- Academic enrichment and support
- Self-advocacy skills development
- College and university visits
- College and scholarship preparation
- Careful course selection
- Community service projects and activities
Douglass School

The Douglass School offers four programs: Middle School Alternative Education Program, High School 3.5 x 4 Program, The Academy Program, and Individual Student Alternative Education Plan (ISAEP) Program. Students must first be recommended to Douglass in order to be taken into consideration for admission. Recommendations come from home school counselors and placement is voluntary.

Middle School Alternative Education Program
The Douglass middle school classes are located in the portable unit behind the building. Students struggling within the traditional school setting often find success in this individualized setting. This is both a voluntary and an involuntary program. Class sizes range from eight to ten students.

High School 3.5 x 4 Program
This is the largest program at Douglass. It offers a personalized environment with a maximum of 15 students per class. Students take three 90-minute classes and one 45-minute class and can earn seven credits in a school year. A variety of credit and non-credit classes are in the 45-minute block: slower version (yearlong) of traditional classes, SOL prep, Basic Skills, EL support, PEERS, NOVA class, and study hall.

The Academy Program – Credit Recovery (part of the 3.5 x 4 program)
Four teachers provide credit recovery opportunities for students in the CORE subject areas. The program resembles the LCPS credit-recovery summer school model. Students who have failed a class and need to retake it are eligible to be in this program. The goal is for students to be able to expedite their credit earnings.
Focus groups for the Academy Program:

- Older EL students
- Students who did not graduate in June and only need a couple of courses to finish

Individual Student Alternative Education Plan (ISAEP) Program
This program prepares students, ages 16 to 18, for the Graduate Equivalency Diploma (GED) exam. Emphasis is placed on the basic academic skills preparation needed to pass the GED exam, career assessment and exploration, and development of work readiness skills. Students come and go throughout the year in this program. Over the course of the year, the program can serve up to 40 students, with a maximum of 15 students at a time.

More information about Douglass can be found here: [https://www.lcps.org/douglass](https://www.lcps.org/douglass)
English Learners (EL)

The Office of English Learners (EL) provides a multi-faceted English language program for non-English or limited-English speaking students in grades K-12. Eligibility for EL services is determined through the use of the state-approved WIDA Kindergarten MODEL or WIDA Screener evaluation. These assessments measure students’ English language development in four domains: listening, speaking, reading, and writing. For students found eligible for EL services, these assessments also assist EL teachers with programmatic placement decisions and course scheduling of ELs. EL Services are typically provided at the student’s home school during school hours.

The goal of the EL program is to help students who are “limited English proficient, including immigrant students and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all students are expected to meet” (ESEA ‘English Language Acquisition, Language Enhancement, and Academic Achievement Act’ Sec. 3102).

The EL program provides EL students with instruction in the English language by emphasizing listening, speaking, reading, and writing skills through the use of a structured English language approach. EL students are provided services in models that best fit the linguistic level of each student while not compromising the grade level content and rigor. Likewise, service models are differentiated to best meet individual student needs in the most inclusive environment. A blend of age-appropriate, research-based instructional strategies, such as Sheltered Instruction Observation Protocol (SIOP) and instruction in the WIDA English Language Development (ELD) Standards, allows ELs to access the content of the general education classroom.
Gifted and Talented

LCPS offers gifted education services from K-12th grade. All LCPS students enrolled in Kindergarten through 4th grade participate in SEARCH. Students in grades 3-8 are screened and selected for FUTURA and/or SPECTRUM by a division level Identification/Placement committee to ensure equity. Determining eligibility for gifted services begins with a referral.

**SEARCH (Kindergarten- 4th grade)**
SEARCH teachers provide model lessons in thinking skills to students in grades K-4. Classroom teachers work with the SEARCH teacher to screen students for referral and identification for gifted services. The bi-weekly SEARCH lessons are designed to foster an environment that encourages students to think, take intellectual risks, and develop an excitement for learning and discovery across a variety of thinking skills.

The SEARCH curriculum is problem-solving based and founded upon gifted education research. The curriculum spirals developmentally through five components: reasoning, perceiving, connecting, evaluating, and creating. Each grade level learns about each component at increasingly more complex and abstract levels.

**For Parents of 3rd and 4th Grade Students**
District Referrals - Students with qualifying test scores on the CogAT and/or NNAT will receive a district referral via US mail in mid-February. With parent permission (via a signed referral form returned to school SEARCH teacher), these students will be evaluated for gifted services.

Parent Referrals - Parents of students who did not receive a district referral letter, but who wish to have their students evaluated for gifted services, may submit a parent referral form to their student's SEARCH teacher during the established referral window.

**FUTURA (4th- 5th grade)**
The FUTURA program seeks to enhance and to develop the intellect of 4th and 5th grade students who have been formally identified in need of gifted services. FUTURA is a pull-out program where identified students receive enrichment and challenges one day a week in a center at another school. Some students receive services in their own school through the in-house model. Students are immersed in lessons that correlate the themes **Structures** and **Systems** to the Virginia Standards of Learning Objectives for the core content areas. FUTURA offers a stimulating environment focusing on higher level thinking skills and activities including: problem solving, critical thinking, creative thinking, and evaluative thinking.
For Parents of 5th Grade Students
Parents of 5th grade students who wish to have their student evaluated for gifted services that start in middle school, may submit a parent referral form to their student's SEARCH teacher during the established referral window.

SPECTRUM (6th- 8th grade)
The SPECTRUM program is designed to meet the needs of middle school students (grades 6-8) who have been identified in need of gifted services. Students attend SPECTRUM for a half block (approximately 45 minutes) every other day. The SPECTRUM curriculum framework focuses on four themes that are explored each year: Business & Economics, Communication & Culture, Technology & Engineering, and Ethics & Perspectives. Students engage in project-based learning, research and inquiry, and problem solving. They are challenged to collaborate, communicate, and apply their knowledge to real-world situations. Learning experiences are designed to develop initiative, creativity, and leadership skills. SPECTRUM provides students with opportunities for self-assessment and reflection on the demands and responsibilities of the gifted learner.

For Parents of Middle School Students
Parents of middle school students who wish to have their students evaluated for gifted services, may submit a parent referral form to the SPECTRUM teacher at your student's school from during the established referral window.

More information about Gifted and Talented Education can be found here: https://www.lcps.org/Page/617
Special Education

Parents play an important role in the education of their students. As a parent of a student with a disability or a suspected disability, you should work together with school staff to ensure an appropriate education for your student.

Loudoun County Public Schools provides special education services for students ages 2 - 21 inclusive. The first step in the special education process is submitting a referral. The referral is made to the principal or designee at the student’s school. Anyone, including parents, teachers, and administrators may refer a student.

- A Multi-Disciplinary Referral Form is submitted to the principal or designee.
- The Child Study Team meeting takes place within ten (10) business days for initial referrals.
- The principal or designee will notify the parent(s) of the Child Study Team meeting date and time.

In most cases, prior to a recommendation for an evaluation, the Child Study Team will develop and implement interventions to address the student’s educational concerns. If, after a period of time, interventions are unsuccessful, and the team suspects a disability, the Child Study Team may make a referral for an evaluation to the special education administrator. This recommendation is made within 3 business days of the Child Study meeting and is requesting an evaluation to determine eligibility for special education services or Section 504 accommodations.

What happens during the evaluation process?

- Evaluations are completed by a team comprised of a social worker, school psychologist, educational diagnostician, and related service providers as appropriate, such as a speech-language pathologist, occupational therapist, and/or physical therapist.
- Review of evaluation results with individual evaluators is held at parent’s request.
- All evaluation reports are made available at the student's school 2 business days prior to the Eligibility Meeting and provided, at no cost, no later than 10 days after the meeting.
- For preschool-aged students referred by Child Find, evaluation reports will be available at the LCPS Administration Building (21000 Education Court, Ashburn, VA 20148).
- An invitation to the Eligibility Meeting is sent to parent(s) approximately 2 weeks prior to the meeting date.
- The Eligibility Meeting is held within 65-business days from the date the Child Study Team refers the student.
What will happen during the Eligibility Team Meeting?
- Referral concerns and prior intervention results are discussed;
- Each requested evaluation is summarized;
- Additional pertinent information is reviewed, including parental input;
- Eligibility criteria, as related to the referral and presented information, are carefully considered and discussed to determine whether the student has a disability;
- An eligibility decision is made by general agreement (consensus) of eligibility team.

Who is the Eligibility Team?
The Eligibility Team includes: the school administrator, one of the student’s general education teachers, a member of the assessment team, the eligibility coordinator, a certified special education teacher (except for Section 504-only eligibilities), the parent(s), and other knowledgeable individuals at parent or school discretion.

How do I know if my student is eligible?
A student would be eligible for services under IDEA if (1) the student has a disability, (2) there is documentation of the adverse educational impact, and (3) there is a need for specially designed instruction.

A student would be eligible under Section 504 if the student has a documented physical or mental impairment that substantially limits a major life activity.

What is an IEP?
An Individualized Education Plan (IEP) is a written statement of the educational program designed to meet a student’s individual needs. Every student who receives special education services must have an IEP which sets reasonable learning goals for the student and states the services that the school district will provide for the student. (Center for Parent Information and Resources)

Who develops the IEP?
Federal legislation, or special education law, determines the composition of the IEP team. Specifically, IDEA (at §300.321), describes the IEP team as including:

- the parents of the student;
- not less than one regular education teacher of the student (if the student is, or may be, participating in the regular education environment);
- not less than one special education teacher of the student, or where appropriate, not less than one special education provider of the student;
- a representative of the public agency who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities; is knowledgeable about the general education curriculum; and is knowledgeable about the availability of resources of the public agency;
- an individual who can interpret the instructional implications of evaluation results;
- other individuals who have knowledge or special expertise regarding the student, (invited at the discretion of the parent or the agency);
- the student with a disability (when appropriate).
How are parents involved?
Parents are integral members of the IEP Team. Parents will be notified of the meeting in advance and the meeting will be scheduled at a time and place agreed upon by both the parent and the school. The notice may be in writing, by telephone, or in person and must give the purpose, date, time and location of the meeting as well as a list of those who plan to attend. The case manager often connects with the parent(s) prior to the IEP meeting to seek parental input and begin a draft which is shared with parents. In order to help develop an appropriate IEP, parents are encouraged to provide input, review any drafts provided and to attend the IEP meeting. Parents should bring information and ideas to the meeting.

What is in an IEP?
Each student’s IEP is unique reflecting his or strengths and needs. However, it must contain specific information, as required by IDEA. This includes the following:

- the student’s present levels of academic achievement and functional performance (how the student is currently doing in school and how the student’s disability affects his or her involvement and progress in the general curriculum);
- annual goals for the student (what parents and the school team think he or she can reasonably accomplish in a year);
- the special education and related services to be provided to the student (including supplementary aids and services (such as a communication device) and changes to the program or supports for school personnel);
- how much of the school day the student will be educated separately from nondisabled students or not participate in extracurricular or other nonacademic activities such as lunch or clubs;
- how (and if) the student is to participate in state and district-wide assessments, including what modifications to tests the child needs;
- when services and modifications will begin, how often they will be provided, where they will be provided, and how long they will last;
- how school personnel will measure the child’s progress toward the annual goals. Center for Parent Information and Resources.

More information about special education can be found here: https://www.lcps.org/Page/183959
Section 4: School Procedures
Attendance

Regular school attendance is critical for student success. In Virginia, a student is eligible to start school once he/she has turned 5 years old on or before September 30 of any school year. State law requires all students ages 5-18 to attend school. Excessive absences could result in a letter from the Principal or a Truant Officer.

Getting to school on time

- It is important that your child is at school, on time each day.
- Students can arrive to school 20 minutes before the school day begins

Getting marked tardy

- Students are marked Tardy (late) if they are not in their classroom when the bell rings.
- If your student comes to school Tardy, please come in the Main Office to sign him/her in and let the school Secretary know the reason for being late.

Attendance is recorded each day and marked on your student’s Report Card. If poor Attendance is affecting your student’s grades, that will be marked as well.

If your student has 15 consecutive absences, he or she has to be withdrawn from school and you will have to re-register.
Reporting an Absence

Whenever a student is absent from school, parents and/or guardians are required to notify the school. This may be done through the school’s Absentee Phone-in Line or Absentee Email. Both are available 24 hours/7 days a week.

**Absentee Phone-in Line**

If you call the school’s Absentee phone, you must do so before 9:00 AM. When leaving a message, please indicate your student’s:

- First and last name, grade, and teacher
- The reason for the absence

The Absentee Line phone number for my student’s school is ________________.

**Absentee Email**

If you email the school’s Absentee email, you must do so before 9:00 AM. When typing the email, please indicate your student’s:

- First and last name, grade, and teacher
- The reason for the absence

The Absentee Email address for my student’s school is ________________.

Below is an example of what you can say/email:

“Hi! My name is _________________. My student ________________ is sick today. He/she is in_____ grade in Mr./Mrs._______________’s class.

My phone number is__________________.”

If the school does not hear from you when your student is absent, the School Secretary will call you and the absence will usually be marked “Unexcused”.

If your student needs to go to the Doctor and you receive a Doctor’s Note, you should give a copy of it to the school. This is especially helpful if the student needs to take medicine, or miss certain classes, such as P.E.
School Health Procedures

Another responsibility that parents and teachers share is keeping students healthy, so they can learn.

Please make sure the school is aware of any allergies and/or health concerns that your student has, so school staff can take the proper precautions during the school day. If your student’s health condition changes during the school year, please make sure the school knows.

Food allergies and asthma are two health issues that have a large impact in the school. Please make sure the school has the proper medication (Epi-pen, inhaler, etc.).

Teachers bring students to the Health Clinic Specialist or send them to the School Health Office with a note describing their illness/injury.

Once the Health Clinic Specialist determines what care the student needs, he/she will usually call you to let you know your student has been to the clinic. If it is a minor situation, you will probably not receive a phone call.

If a student has a fever of 100 degrees or higher, or vomits at school, you will receive a phone call from the Health Clinic Specialist, and he or she must go home. Students must be fever-free for 24 hours (without medicine) before coming back to school.

Any medicine that needs to be taken at school has to be given to the Health Clinic Specialist and the parent needs to fill out a medication form.

No medicine can be carried by the students, including cough drops. The only exception would be if a doctor says it is necessary for the student to carry the medication, and the school is notified in writing.

More information can be found here: https://www.lcps.org/page/2014
Common Health Concerns

Students may contract minor illnesses or receive minor injuries at school, which are described below. These conditions can also occur in Middle and High School but are most common in Elementary School.

**Cold/Virus:** This is easily spread at school. Students can still attend school with a cold or virus (as long as there is no fever) but they should be taught how to blow their nose and cover their cough.

**Fever:** Students will usually get a fever when their body is trying to fight an illness. If a student’s temperature is 100 degrees or higher, he or she must stay home, or go home from school. Students need to be fever-free for 24 hours (without medicine) before returning to school.

**Stomachache:** Students can attend school when their stomach hurts, as long as there is no fever and they are not vomiting. If the student is unable to complete school tasks, he or she may be sent home.

**Cuts and Scrapes:** Students may fall down during Recess. If it is minor, the teacher may clean it and put on a Band-Aid, but for larger injuries, the student will visit the School Health Office.

**Lice:** This is very easily spread in Elementary School, and students must go home if there are live bugs in their hair. If your student does get lice, it is important that it is treated with special shampoo, and that all clothing and bedding are washed. Please ask the Health Clinic Specialist if you have any questions.

**Pink Eye/Conjunctivitis:** This is a highly contagious eye infection, which is easily spread when a student rubs his or her eye and then touches materials at school. If your student gets pink eye, please go get medicated eye-drops from the doctor and remind your student not to touch his or her face. The infection should clear up in about two days after medication is started.
Dressing for Cold Weather

Elementary age students also need help dressing appropriately for the weather, so please make sure your student wears or brings the proper clothing to school (especially when it gets colder) so he or she is comfortable inside and outside of the building. If you need winter clothing for your student, please contact the school’s Parent Liaison.

Washing Hands

Please make sure your student knows how important it is to wash his or her hands, because that is the best way to stay healthy. At school, students need to wash their hands before and after eating, and after using the restroom.

Sharing Food

Students are not allowed to share food at school, because they may be sharing with someone who has an allergy.

Vaccinations

There are vaccinations that are required before a student starts 6th grade and before he or she goes to college. The Health Clinic Specialist at your student’s school will make sure you know where and when to get these vaccinations.

Sports Physicals

A Sports Physical is required for your student to play sports for his or her school. You can get information about getting a Sports Physical on the school’s website or ask the coach or Health Clinic Specialist.
School Forms

Loudoun County Public Schools requires that all families to review and submit their student’s First Day Packet. This is done on an annual basis. Families can access the First Day Packet by logging into their ParentVUE account. The Virtual First Day Packet includes important forms such as:

- Student Profile (this lists your contact information and the emergency contact information for your student, so you can make changes if needed)
- Media Release (this gives the school permission to take pictures of your student for school-use, the yearbook, and Social Media)
- Procedures for Student Transportation (this lists how your student gets to and from school)
- Early Dismissal Plan (this lists how your student will go home if school needs to close early for weather or an emergency)

The forms listed above need to be turned in to your student’s teacher as soon as possible.

Please check your student’s backpack, folder(s), and/or agenda each day to keep up with communication from the school during the school year.

If you do not understand a form, please write a note and ask your student’s teacher for help.
Information Changes

Schools *always* need a current phone number and address to contact you in case of emergency.

If your phone number or address changes, you must **notify the school in writing**.

- You may update your phone number by sending in a note with your student or visiting the Main Office.
- You may update your address by visiting the Main Office and filling out a **Change of Address Form**.

Please also make sure that the **Emergency Contact** information for your student is up-to-date and notify the school if anything changes.

**Dismissal Changes:** If your student needs to go home from school a different way, please write a note or call the school in the morning or early afternoon. **Schools cannot send a student home a different way without parent permission.**
Buying Breakfast and Lunch at School

LCPS strives to make sure students have healthy meals at school. Breakfast and lunch are offered in all the schools. Students may buy food from school or bring food from home. Breakfast costs approximately $2 while lunch costs around $3. When students buy breakfast and lunch, they can choose what they want to eat. In most schools, students eat breakfast before going to class. In elementary school, they make their choice in the morning when they come in the classroom.

Make sure the school knows if your student has any food allergies, so the proper precautions can be taken to adhere to your student’s dietary restrictions.

A student’s lunch account works like a bank account; money is subtracted when the student enters his/her lunch number in the cafeteria. You can add money online using MySchoolBucks, which is included in the LCPS App.

Children from households that meet Federal Income Guidelines are eligible for Free and Reduced Meals. Eligibility under this program applies to both breakfast and lunch. Applications are in each school’s Main office or online: https://www.heartlandapps.com/Terms.aspx?host=lcps.heartlandapps.com&apply=1

For more information, please call the School Nutrition Services office at 571-252-1010 or visit http://lcpshealthycafe.org/index.php?sid=2407151445268563.
Can I Visit My Student’s School?

Yes! We want you to visit your student’s school as often as you can! You are welcome to eat lunch with your student, volunteer in the classroom or in other parts of the school and attend or participate in school activities. Remember, you must show your ID at the door before coming in.

The doors of all LCPS schools are locked during instructional hours to keep students safe. Visitors need to push the button at the front door and show their ID before coming in. It is required that all visitors sign-in in the main office and wear a Visitors Pass with their name while in the school building.
Section 5: Report Cards and Parent-Teacher Conferences
Elementary School students receive a paper Report Card four times a year. Middle and High School students have their grades communicated electronically through ParentVUE (included in the LCPS App). Parents can access ParentVUE when their student is in Elementary School, but it is much more informative for Middle and High School students.

Parents/Guardians need an activation key to create a ParentVUE account. You will receive an activation key letter in the mail at the beginning of each school year. Your student’s teacher or the School Secretaries can help if you have trouble logging-in or questions about ParentVUE.

More information about ParentVUE can be found here: https://www.lcps.org/Domain/17270
Learning Progression Scale

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Exceeds the Standard</td>
</tr>
<tr>
<td>3</td>
<td>Meets the Standard</td>
</tr>
<tr>
<td>2</td>
<td>Progressing Toward the Standard</td>
</tr>
<tr>
<td>1</td>
<td>Below the Standard</td>
</tr>
</tbody>
</table>

You will see these numbers on papers your student brings home. They will also be listed for topics on your student’s report card. These numbers make up their grades for each grading period.

It is important to note that a score of three (3) means that the student has shown mastery of the standard or the information being assessed. A score of four (4) can only be given when the student goes beyond the standard, or applies their knowledge in a different way. Both a three (3) and a four (4) show that the student is doing well.

A score of two (2) means that the student is making progress, but has not yet mastered the standard. This score could mean that the student needs more time, or possibly extra help with that information. A score of one (1) means that the student really needs to work in that area to be successful. It would be a good idea to talk with your student’s teacher when you see a one (1) or two (2).

If you have questions about the Learning Progression Scale, or your student’s progress, please talk with your student’s teacher or school counselor.
How to Interpret Your Student’s Report Card

Cómo Interpretar la Cartilla de Calificaciones de su Estudiante

3rd through 12th Grade Students:
Estudiantes de 3ro a 12vo Grado:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Range</th>
<th>What does this grade mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98 – 100</td>
<td>A = Outstanding</td>
</tr>
<tr>
<td>A</td>
<td>93 – 97</td>
<td>A = Excepcional</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
<td>B = Very Good</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86</td>
<td>B = Muy bien</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79</td>
<td>C = Satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>73 – 76</td>
<td>C = Satisfactorio</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>67 – 69</td>
<td>D = Needs to Improve</td>
</tr>
<tr>
<td>D</td>
<td>63 – 66</td>
<td>D = Necesita mejorar</td>
</tr>
<tr>
<td>D-</td>
<td>60 – 62</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>59 and below 59 o menos</td>
<td>F = Not Performing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F = Reprobado</td>
</tr>
</tbody>
</table>

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**Kindergarten through 2nd Grade Students:**

*Estudiantes en Kinder a 2do Grado:*

<table>
<thead>
<tr>
<th>Evaluation of Student’s Effort</th>
<th>Evaluación del Esfuerzo del Estudiante</th>
</tr>
</thead>
<tbody>
<tr>
<td>O = Outstanding</td>
<td>O = Excepcional</td>
</tr>
<tr>
<td>S = Satisfactory</td>
<td>S = Satisfactorio</td>
</tr>
<tr>
<td>N = Needs Improvement</td>
<td>N = Necesita Mejorar</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Progress Indicators</th>
<th>Indicadores de Progreso</th>
</tr>
</thead>
<tbody>
<tr>
<td>E = Exceeds Standard</td>
<td>E = Exede el Estándar</td>
</tr>
<tr>
<td>M = Meets Standard</td>
<td>M = Cumple con el Estándar</td>
</tr>
<tr>
<td>P = Progressing towards Standard</td>
<td>P = Progresando hacia el Estándar</td>
</tr>
<tr>
<td>B = Below Standards</td>
<td>B = Por Debajo del Estándar</td>
</tr>
</tbody>
</table>
Parent-Teacher Conferences

Conferences are meetings with your student’s teacher, and they help you be a partner in your student’s education. Having a conference does not mean that there is a problem or concern, but it is a great place to discuss any problems or concerns that arise.

**Elementary School**
Teachers want to meet with all parents/guardians at the end of the first grading period, to talk about students’ progress. During the rest of the school year, parents/guardians can request a conference at any time, or the teacher will if needed.

**Middle and High School**
Since students have more than one teacher, conferences are requested through the School Counselor. However, parents/guardians can also reach out to teachers directly at any time. A conference may consist of the parent(s)/guardian(s) and School Counselor, or the School Counselor may invite the appropriate teachers to the meeting.

Any conference or meeting at school should be a two-way conversation, with both the teacher(s) and parent(s)/guardian(s) speaking, asking questions, and respecting each other’s opinions.

Here are some helpful tips:

- Be on time for your conference.
- Write down your questions so you do not forget to ask them.
- Ask questions!
- Talk about concerns you have.
- Talk to your student when you get home.
Section 6: Study Skills and Homework
Read Every Day!

The **best** way to help your student at home is to read with or to your student every day. This is great for students of any age, and helps develop a love of reading.

When your student is young (from birth until 1st grade) you can read to him or her. As your student gets older, he or she may start recognizing words and doing some of the reading, and you will be reading with your student.

You can talk about the books you read to or with your student. Ask your student what happened in the story, or what their favorite part was. This will help you understand whether or not your student understood the story, and also help prepare your student for reading tasks at school.

**This does not have to be done in English!** Reading to or with your student in your native language will help your student learn and retain it, and will not hurt their learning of English. We do not want any student to lose their native language.
How Often Should Students Study?

Studying is practicing academic material at home. This can be done every day, and will look different, depending on the age of your student. If a student studies for a short amount of time every day, he or she will remember the information better.

**Elementary School**

Students in Kindergarten and 1st Grade can practice letters, numbers, and sight words at home. Please ask your student’s teacher if you need resources.

Students in 2nd-5th Grades can practice math facts (addition, subtraction, multiplication, and division) and content vocabulary at home. Flash cards are great to help with math facts, and your student should have Study Guides to help practice content vocabulary.

**Middle and High School**

Your student will typically have notes and/or Study Guides to study. You can check ParentVUE to make sure you know when assessments are due.

Studying for a test: Studying is especially important to prepare a student for a test. Please make sure your student does not wait until the night before. You can help your student go over the information a little each night, and then he or she will be better prepared to demonstrate understanding.
Why Do Teachers Give Homework?

Homework is designed to give students a chance to practice what they are learning at school. Your student should be able to explain what he or she needs to do on a homework assignment because teachers give the directions at school.

It is important that students attempt to do their homework, and that teachers can see any mistakes they are making. This will help the teacher know what the student needs to work on.

Most schools ask that students read every night, as part of their homework. This can be when you read to or with your student.

If your student is having a very hard time with his or her homework, please let the teacher know.
Helping Your Student with Homework and Studying

Create a routine
If your student knows what is expected every day after school, he or she will not fight doing homework. Some students need a break or snack when they come home, and then will be ready to focus on homework.

Give your student a quiet place for homework and studying
Doing homework in front of the television or where younger siblings are playing may not work for your student. Please make sure your student has a space where he or she can concentrate.

Look at their homework and sign their planner or agenda
Please look at their homework for completion; the teacher will grade it and/or correct mistakes. Remember, it is helpful for teachers to see any mistakes your student is making, so they can be fixed. Your student’s teacher may ask that you sign or initial your student’s planner or agenda to communicate that you are aware of the homework assignments.

Communicate with your student’s teacher about homework questions or concerns
Write a note on your student’s homework if something was especially difficult, or if your student needed help with something. This communication will help you be a partner in your student’s education.
Elementary Websites and Apps

These will help your Elementary School student practice at home. Please talk to your student’s teacher if you need more ideas. Your student may be able to access some of the sites used at school through LCPS GO.

**Starfall**: practice letters, numbers, phonics, and basic literacy and math skills. There are many items that are free, or students can use the whole site at home for $35 a year. Go to [www.starfall.com](http://www.starfall.com) or download in the App Store.

**ABCMouse.com**: letters, numbers, and phonics practice. The first month is free, and then it is $7.95 per month. [https://www.abcmouse.com/landing/brand:bing](https://www.abcmouse.com/landing/brand:bing)

**Have Fun Teaching**: fun videos and songs, as well as flashcards to help your student remember information. Some items on their website are free: [https://www.havefunteaching.com/](https://www.havefunteaching.com/) or the App is $1.99 in the App Store.

**Cool Math**: fun games to practice different math skills. [https://www.coolmath4kids.com/](https://www.coolmath4kids.com/)

**PBS Kids**: fun games for both reading and math. [http://pbskids.org/games/](http://pbskids.org/games/)

**Scholastic**: a lot of information to help your student with reading, including activities and printable worksheets you can use at home. [http://www.scholastic.com/parents/activities-and-printables](http://www.scholastic.com/parents/activities-and-printables)
Secondary Websites and Apps

These will help your Middle or High School student practice at home. Please talk to your student’s teacher or School Counselor if you need more ideas. Your student may be able to access some of the sites used at school through LCPS GO.

**ESL Games+**: games for English beginner and intermediate students for reading strategies, social studies, and grammar. [www.eslgamesplus.com](http://www.eslgamesplus.com)

**Time 4 Writing**: video, slides, worksheets, and learning games on topics reviewing writing skills. Great for many different kinds of learners. [http://www.time4writing.com/free-writing-resources/](http://www.time4writing.com/free-writing-resources/)

**Newsela**: high-interest nonfiction articles aligned to the grades 3-12 Standards of Learning (SOLs) for nonfiction text. [https://newsela.com/](https://newsela.com/)

**K12 Reader**: grade-level reading passages with spelling, reading skills, and vocabulary practice. [www.k12reader.com](http://www.k12reader.com)
Section 7: Family Engagement
Definition and Importance of Family Engagement

Family engagement in schools is defined as families/parents/guardians and school staff working together to support and improve the learning, development, and health of your student’s education. Schools and families have shared goals. Both are committed to the nurturing, development, and education of students. It is important for teachers and families to build strong, productive partnerships with families through ongoing, two-way interactive communication.

http://www.cdc.gov/healthyyouth/protective/parent_engagement.htm

When families/parents/guardians play an active role in their student’s education, their student is more likely to succeed.

When families/parents/guardians and teachers work together to support students, the students receive the best possible learning experience. Here are some ways to get and stay engaged:

- Help set academic goals and provide support
- Encourage your student’s interests and extracurricular activities
- Check all communication from the school, the school website and/or LCPS App and plan to regularly respond and engage to those communications
- Encourage learning at home by establishing a location for your student/s to do homework and study
- Be active at school and in out of school programs
- Advocating for your student’s educational rights
Families & Parents as Partners

In the United States, and especially in Loudoun County Public Schools, we feel that families/parents/guardians and teachers need to be partners in a student’s education.

You were your student’s first teacher, and you know your student best.

Families/Parents/Guardians have the right to advocate for their student and be a part of every school decision. If there are questions or concerns, parents should request a conference with their student’s teacher, to see what can be done to help the situation.

When families/parents/guardians are partners with teachers and schools, students can receive the best possible education.

Family & Community Engagement (FACE) Program

The LCPS English Learners (EL) Family and Community Engagement Program was established in April 2019. The Family and Community Engagement (FACE) Coordinator is dedicated to empowering all LCPS families and schools to create long-lasting partnerships in their student’s education, extending the reach of the LCPS classroom into the home, in order to dually support both increased student academic success; while also expanding community collaboration and togetherness.
Being Part of the School Community

The more you interact with the school, the more welcome you will feel. Here are some ways you can be a part of the school community:

**Volunteering:** This is when you help at school. You can volunteer in your student’s classroom, help in the Main Office, or help in other areas of the school. Please ask your student’s teacher or ask in the Main Office if you are interested in volunteering.

**Join the Parent Teacher Association (PTA):** The PTA does a lot of fundraising for the school and helps the school community come together. When you join the PTA, you are helping your student’s school.

**Attending School Events:** Most schools have events in the evening that are sponsored by the PTA, such as Ice-Cream Socials or Family Fun Nights. When you see information about these events, please bring your family to them.

**Attending Extra-Curricular Activities:** Attending Chorus Concerts, Band Concerts, or sporting events are great ways to show your school spirit and see the many great things that are happening at your student’s school.
Parents as Educational Partners (PEP)

The Parents as Educational Partners (PEP) program in LCPS promotes parent and family engagement in the school community for families/parents/guardians whose primary language is not English. PEP program participants attend classes to learn about the educational system in the United States and LCPS, gaining information that will enable them to be decision makers and advocates in their student’s education. Ask your school staff for information on how to join a class today!

Translations and Interpreters

Translations: Essential printed information and communications that should be translated include, but are not limited to: (a) documents regarding special education issues, such as IEP meetings and evaluations, issues arising under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act, report cards, and other academic progress reports; (b) documents provided to parents/guardians during the disciplinary process; (c) requests for parent permission for student participation in LCPS/school sponsored programs and activities; (d) announcements distributed to students that contain information about school and LCPS activities for which notice is needed to participate in such activities (e.g., testing, school performances, activities requiring an application, etc.); and (e) any other written information describing the rights and responsibilities of families/parents/guardians or students and the benefits and services available to families/parents/guardians and students. Title III notifications should be communicated to parents/guardians in written form in a language they understand. Oral communication is acceptable if written is not available.

Interpreters: Interpreters can be used to communicate with families/parents/guardians during meetings, teacher conferences, and in many other situations. Each school’s main office should have access to the list of approved LCPS interpreters, and the school’s Parent Liaison can set up interpretation services.
English Classes in Loudoun County

Please visit the following websites for information on class dates and times, fees, etc.

**Adult Education, Loudoun County Public Schools**
http://www.lcps.org/Page/86292

**English as a Second Language and Immigrant Ministries (ESLIM)**
http://www.eslim.org/students/classes-schedules/

**Hogar Immigrant Services**
http://www.hogarimmigrantservices.org/#education-class-schedule/c12sh

**HOPE International Learning Center**
Leesburg.esl@gmail.com

**Leesburg United Methodist Church**
http://www.leesburgumc.org/esl

**Loudoun Literacy Council**
http://loudounliteracy.org/

**Northern Virginia Community College (NOVA)**
http://www.nvcc.edu/nova-esl/index.html

**Sterling United Methodist Church**
http://sterlingumc.org/amigos/clase-de-ingles-esl/

**Tree of Life Ministries**
http://www.tolministries.org

**Practice English at Home**
www.englishspeak.com
This site focuses on pronunciation. Families can practice words, phrases and sentences. They can play the sound clips slowly or at normal speed, and practice over and over until their confidence grows.

http://www.learnamericanenglishonline.com
This site focuses on grammar and has many lessons and activities to help learners. Families will need a notebook to write things down as they move through the lessons.
Community Resources

These are some of the many resources available in Loudoun. Their websites contain more information about how they help families.

All Ages Read Together (AART)
https://www.allagesreadtogether.com/

Healthworks for Northern Virginia
http://hwnova.org/newwp/

INOVA Innovation Health
http://www.innovation-health.com/about/

INOVA Partnership for Healthier Kids

Loudoun Abused Women’s Shelter (LAWS)
http://lcsj.org/

LCPS Adult Education
https://www.lcps.org/adulted

LCPS Office of Outreach Programs
http://www.lcps.org/page/1955

Loudoun County Mental Health
https://www.loudoun.gov/mentalhealth

Loudoun County Public Library
http://library.loudoun.gov/

Mobile Hope of Loudoun
http://www.mobilehopeloudoun.org/