

# Program of Studies 2016-2017



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## **NONDISCRIMINATION POLICY**

In compliance with the Executive Order 11246; Title II of the Education Amendments of 1976; Title VI of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972; Title IX Regulation Implementing Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and all other Federal State School rules, laws, regulations, and policies. The Virginia School for the Deaf and the Blind (VSDB) shall not discriminate on the basis of race, color, national origin, religion, gender, age, or against otherwise qualified persons with disabilities in the educational programs and activities. Complaints or specific complaints of alleged discrimination under Title IX (gender) and Section 504 (disability) should be referred to the VSDB Superintendent: Pat Trice. Contact information is listed below.

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Staunton, VA 24402-2069  
540-332-9000 (Voice and TDD)

For further information on Federal nondiscrimination regulations, contact the Office for Civil Rights at [OCR.DC@ed.gov](mailto:OCR.DC@ed.gov) or call 1(800) 421-3481.

It is the intent of the VSDB to comply with both the letter and spirit of the law in making certain that discrimination does not exist in its policies, regulations and operations. Grievance procedures for Title IX and Section 504 have been established for students, their parents and employees who feel discrimination has been shown by the school division.

All students attending the VSDB may participate in education programs and activities, including but not limited to health, physical education, music and career and technical education. Educational programs services will be designed to meet the varying needs of all students and will not discriminate against any individual for reason of race, color, national origin, religion, gender, age, or disability.

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## **Introduction**

Welcome to the Virginia School for the Deaf and the Blind. It is a privilege to have your student as a member of the VSDB community. In accordance with the Code of Virginia, VSDB is a state agency that is authorized to serve students who are sensory impaired across the Commonwealth. VSDB's policies, as approved by the Board of Visitors, provide the foundation for its operations and procedures. VSDB's policies are available via the website, <https://www.vfdb.k12.va.us> or may be reviewed in the office of Human Resources in Byrd Hall.

VSDB is committed to providing a safe and enriching learning environment for all of its students and strives to provide programs that foster academic excellence, self-advocacy, and independent living and workforce readiness skills.

The full academic calendar may be access via the VSDB website at [www.vfdb.k12.va.us](http://www.vfdb.k12.va.us).

## **Overview of VSDB**

The Virginia School for the Deaf and Blind has over 175 years of experience educating the Commonwealth's Deaf, Hard-of-Hearing, Deaf-blind, and Blind children. VSDB serves students from preschool age to age twenty-two and recognizes that all children can succeed given the right learning environment and supports. VSDB offers both day and residential programs that make services accessible to students with sensory impairments, regardless of the proximity of the school to the students' homes.

VSDB is a learning community committed to ensuring the lifelong success of individuals who are deaf, hard of hearing, deaf-blind, and blind. Working together with families, school districts, the Deaf and Blind communities, and other partners, VSDB creates an educational environment that is least restrictive for all students, and optimizes learning for students and their potential to succeed and become productive citizens.

## **Mission Statement**

The mission at the Virginia School for the Deaf and the Blind is to provide educational and residential services that promote:

**V**alue for each person and their unique abilities

**S**uccess in meeting each student's academic goals

**D**iversity in instruction to meet the needs of all students

**B**uilding opportunities that foster expertise in technology and its integration, communication, and achievement for all staff and students and their families.

## **Vision Statement**

VSDB provides an environment which fosters self-confident students who are contributing citizens and life-long learners and serves as a resource of excellence for the communities of Virginia who serve students who are deaf/hard of hearing, blind/vision impaired, deafblind, or sensory impaired with other disabilities.

## **Accreditation of VSDB**

VSDB is accredited by the Virginia Department of Education as well as overseen by the Standards for Licensed Children's Residential Services by the Department of Social Services. In addition, VSDB carries accreditation from both the Southern Association of Colleges and Schools (SACS) and the Council of Educational Administrators of Schools and Programs for the Deaf (CEASD).

## **Equal Educational Opportunities/Nondiscrimination**

Equal educational opportunities shall be available for all students, without regard to sex, race, color, national origin, gender, ethnicity, religion, disability, ancestry, or marital or parental status. Educational programs shall be designed to meet the varying needs of all students. No student, on the basis of sex or gender, shall be denied equal access to programs, activities, services or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities. The Board of Visitors shall:

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

## **Complaint Procedure**

File Report: Any student who believes he has been the victim of prohibited discrimination should report the alleged discrimination as soon as possible to one of the compliance officers designated in the nondiscrimination policy or any school personnel.

## **Retaliation**

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

## **Right to Alternative Complaint Procedure**

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

## **Compulsory School Attendance**

*Code of Virginia §22.1-254*

Every parent, guardian, or other person having control or charge of any child who will have reached the fifth birthday on or before September 30 of any school year and who has not passed the eighteenth birthday on or before September 30 of any school year shall send such child to a public school or otherwise provide the child with an education in accordance with state law unless the child is exempt from the state's compulsory attendance requirement.

Further, in the case of any five-year-old child, the requirements of this policy may be alternatively satisfied by sending the child to any public educational, pre-kindergarten program, including a private, denominational, or parochial educational pre-kindergarten program.

The requirements of this policy apply to any child in the custody of the Department of Juvenile Justice or the Department of Corrections who has not passed his/her eighteenth birthday; and any child whom the Division Superintendent has required to take a special program of prevention, intervention or remediation as provided in the Code of Virginia §§22.1-253.13.1C and 22.1-254.01.

The requirements of this policy do not apply to any person 16-18 years of age who is housed in an adult correctional facility when such a person is actively pursuing the achievement of a passing score on a high school equivalency examination approved by the Board of Education but is not enrolled in an individual student alternative education plan and any child who has obtained a high school diploma or its equivalent, a certificate of completion, or who has otherwise complied with compulsory school attendance requirements.

## **Attendance Policy**

Attendance on a daily basis is a mandatory requirement for all students. When a student accumulates more than 6 unexcused absences in an academic year, assigned school staff will enforce the Code of Virginia §22.1-254 by either or both of the following: (1) filing a complaint with the Juvenile and Domestic Relations Court alleging the pupil is a child in need of supervision (CHINS), or (2) instituting proceedings against the Parent for contributing to the delinquency of a minor.

## **Absences**

Students are expected to be in school every day. Parents are expected to contact their child's school on the day of the child's absence to inform the school of that absence. Parents are encouraged to notify the school of pre-arranged appointments as soon as the dates of such appointments are known. When such notification is made, the parent need not contact the school on the first day of the absence. For any reason, a written note providing the dates of and reasons for the child's absence is required from the parent within 2 days of the child's return to school. The purpose of this note is to determine whether or not the student's absence is excused or unexcused. This note will be maintained until the end of the school year for documentation purposes.

When students are absent (this includes absences for suspensions or an expulsion), an opportunity to make up work will be provided. Make-up work is encouraged so that students will benefit from future instruction. In middle and high school, it is the student's responsibility to ask the teacher for make-up work. Work (including tests) missed due to an absence may be made up and credit given for such work. Upon the student's return to school, he/she must make up work within 5 school days. Additional time may be granted by the responsible teacher for extenuating circumstances. A student will not be penalized for a teacher's absence.

The Virginia Board of Education has established rules for granting credit to students for those classes leading to high school graduation. As indicated in the attendance policies, regular attendance at school is required according to the Code of Virginia and is linked to mastering the course material. The Principal of secondary students working to earn high school course credit may deny credit based on excessive absences or mandate students with unexcused absences to make up applicable course time missed. Students may access assignments through each teacher's website.

## **Excused Absences**

In support of the mandatory attendance law, VSDB defines excused absences. The following conditions provide the only acceptable reasons for a student's absence from school.

Illness - When a student is unable to attend school due to an illness, for no more than 4 days per school year, a note written by the parent or a physician documenting the illness will be accepted as evidence of the illness.

College Visits - Students in their junior or senior year may visit colleges/universities twice per semester with prior notification to the Principal. These visits will be recorded as excused absences. More than 2 visits during a semester requires prior Principal approval.

Chronic/Extended Illness - For students who are absent because of chronic illnesses, or because of a need for homebound services, the parent/guardian must complete a Chronic/Extended Illness Notification Form with the Principal at the beginning of the enrollment of the student in school or upon the onset of the student condition that affects regular attendance. School-based staff will meet with the parent/guardian to develop an appropriate plan. Documentation from a physician will be required.

If the parent/guardian does not complete the form and does not provide documentation from a physician of a chronic or extended illness, the Principal will review the child's attendance for needed services and/or applicable sanctions of the attendance law (Code of Virginia §22.1-258).

Pre Arranged Appointments - For appointments with the court, social services or other state agencies, or appointments with healthcare providers, official documentation must be presented to the school.

Family Death or Emergency - For absences because of a death in the family or an emergency beyond the family's control, the parent/guardian must notify the school and provide documentation for the absence.

Religious Observances - Absences as a result of observances of religious holidays should be prearranged by the parent/guardian, who is responsible for notifying the child's school of the religious holiday(s) to be observed. If the parent/guardian is unable to prearrange the absence, a request for exemption must be filed upon the student's return.

Exclusions/Suspensions - For absences because of an exclusion or suspension, the parent/guardian will be notified of the exclusion/suspension and the date when the student will be expected to return to school. The student must return on the indicated date.

Exceptional Circumstances - The Principal may approve prearranged absences for situations in which an exemption from attendance appears to be in the best interests of the student and his/her family.

Prior to the student's absences, the parent must request for approval based on exceptional circumstance to Attendance. The parent/guardian will document on this request the rationale for the absence, dates of absence and siblings attending VSDB for whom the exception will also be requested. The Principal must provide a response in writing to the parent.

For those circumstances which cause the student to be absent and prior request for approval is not possible, the parent/guardian must inform the school of the exceptional circumstances upon the student's return to school. No more than 5 days may be approved by the Principal for exceptional circumstances during a school year. For requests of more than 5 days, the request must be endorsed by the Principal and approved by the Superintendent/designee.

## **Parent Notification Procedures Excused and Unexcused Absences**

In compliance with §22.1-258 of the Code of Virginia, VSDB has established procedures that school division personnel are required to follow when a student fails to report to school and no indication has been received by school personnel that the student's parent/guardian is aware of and supports the student's absence.

### **Unexcused Absences**

The following procedure will be implemented when notifying the parent/guardian of an unexcused absence: The law mandates that whenever any student fails to report to school and no indication has been received by school personnel that the parent is aware of the student's absence, a reasonable effort to notify the parent/guardian by telephone to obtain an explanation for the student's absence(s) will be made by school staff.

Whenever a student fails to report to school for a total of 3 unexcused days, a letter will be sent by the school explaining the consequences when a parent/guardian and student are in violation of the Code of Virginia §22.1-258. In addition, VSDB will notify the student's Local Education Agent (LEA) of the absences.

Whenever a student fails to report to school for a total of 5 unexcused days in a school year, designated school staff shall make a reasonable effort to ensure that direct contact is made with the parent/guardian, whether in person or through telephone conversation to obtain an explanation for the absence and to outline the consequences of continued nonattendance.

After the 5th unexcused absence, as defined above, designated school staff, the student and parent/guardian will jointly develop a plan to resolve the student's nonattendance. The plan shall include documentation of the reasons for the student's nonattendance. This meeting may be in the form of a called IEP meeting including the LEA.

If the student is absent again (6th unexcused absence) after direct contact was made with the parent/guardian, designated school staff shall conference with the parent within 10 school days to resolve the issues related to the student's nonattendance. This conference must occur no later than 10 school days after the 6th unexcused absence. Again, the LEA will be informed of all actions related to student absences.

If the student is absent 7 unexcused days as defined above, assigned school staff is to be notified by the Principal/designee to enforce the provision of the Code of Virginia §22.1-258 by either or both of the following:

- filing a complaint alleging the student is a child in need of supervision (CHINS Petition); or,
- Instituting proceedings against the parent/guardian.
- If a student who is under 18 years of age has 10 or more unexcused absences from school on consecutive school days, the Principal may notify the juvenile and domestic relations courts; which may take action to suspend the student's driver's license.

VSDB will provide interventions and alternative education options for a student who fails to make academic progress as a result of attendance problems.

## **Excessive Excused Absences**

The Principal and/or designated attendance support staff will notify the Superintendent and/or make a referral to the school-based Student Support Team of excessive absences or a pattern of absences that appear to be having an effect on the academic performance of the child. Efforts will be made to identify reasons for excessive absenteeism or patterns of absenteeism. All actions will be communicated to the student's LEA.

## **Length of the School Day**

8:00 a.m. - 3:15 p.m. Monday - Thursday

8:00 a.m. - 12:00 p.m. Fridays or Home going day

## **Individualized Education Program (IEP)**

All students attending VSDB will have an Individualized Education Program (IEP). The IEP is a written plan developed by a team of professionals including educators, parents, students, service providers and a representative of the student's home Local Education Agent. The IEP serves as the central education document for each student and designed to meet each student's individual educational goals. The IEP contains the student's level of performance, annual goals, short-term learning objectives, methods for evaluating progress, listing of classroom and testing accommodations as well as designated services based on student need. The IEP will be reviewed annually to assess student progress and make adjustments as needed based on student performance and needs.

Each student will be assigned an IEP case manager who is teaching the student. The case manager is the primary contact for anything related to the student's educational program. All students age 14 or older are encouraged participate in the development of their IEP and attend their IEP meetings. All IEP documents will be available for review at least 48 hours prior to the scheduled IEP meeting.

Adult students (age 18 and older) are eligible to sign all documents unless their parents have retained rights and the appropriate documents are on file in the admission office. Adult students are encouraged to contact their assigned case manager for all IEP-related information or meetings. Parents of adult students will continue to be included in meetings and discussions where decisions are being made that impact the student's educational program as bonafide interested parties.

## **Right to Review Teacher Qualifications**

Per Title IX regulations, parents of students attending VSDB have the right to know the professional qualifications of the classroom teachers who instruct their child. Specifically, parents have the right to ask for the following information about each of their child's classroom teachers:

- Whether the Virginia Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches.

- Whether the Virginia Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any teachers' assistants or similar paraprofessionals provide services to their child and, if they do, their qualifications.
- To receive any of this information, please call the Director of Human Resources at 540-332-9065.

## **Character Education**

### *Code of Virginia 22.1-208.01*

The purpose of the character education program is to instill in students civic virtues and personal character traits to improve the learning environment, promote student achievement, reduce disciplinary problems, and develop civic-minded students of high character.

Basic character traits taught may include:

- trustworthiness - including honesty, integrity, reliability, and loyalty;
- respect - including the precepts of the Golden Rule, tolerance, and courtesy;
- responsibility - including hard work, economic self-reliance, accountability, diligence, perseverance, and self-control;
- fairness - including justice, consequences of bad behavior, principles of nondiscrimination, and freedom from prejudice;
- caring - including kindness, empathy, compassion, consideration, generosity, and charity; and
- citizenship - including patriotism, the Pledge of Allegiance, respect for the American flag, concern for the common good, respect for authority and the law, and community-mindedness.

Classroom instruction may be used to supplement the character education program; however, character education is interwoven into the school procedures and environment and structured to instruct primarily through example, illustration, and participation, in such a way as to complement the Standards of Learning. The program shall also address the inappropriateness of bullying, as defined in the Student Code of Conduct Policy Guidelines adopted by the State Board of Education.

## **Field Trips**

Throughout the school year, students may be provided relevant educational field experience opportunities that enhance the instructional program. The purpose of field trips is to provide supplemental educational experiences that cannot be obtained from classroom instructional methods. Written parental permission will be obtained before a student leaves school grounds.

All adults accompanying students on a school field trip will be considered chaperones and therefore are subject to the same rules and regulations as adults employed by the VSDB, as well as any additional guidelines developed for that particular field trip.

Unless otherwise approved by the Principal prior to the field trip, all students and chaperones going on the field trip must travel to and from the field trip location on the bus.

## Grading Periods

VSDB observes a nine-week grading period. In determining students' grades for each nine weeks, teachers will develop a plan for student assessment that best fits the specific content and needs of the students. Report cards will be provided at the end of each nine-week grading period. (See back cover for report card dates.) VSDB will also provide updates on progress toward IEP goals each nine weeks in coordination of report cards. In addition, VSDB will provide interim grade reports at the mid-quarter point of each nine weeks.

## Grading Scales

Letter grades, descriptive comment, and numerical equivalents are as follows:

### Pre-K - Non-numerical grades Grade

Grade	Description
*	Meets Expectations
+	Progressing
X	Needs Improvement

### Grades K-2 Non-numerical grades

Letter Grade	Description
E	Excellent
S	Satisfactory
P	Progressing
N	Needs Improvement

### Grades 3-8

Letter Grade	Numerical	Description
A	90-100	Outstanding
B	89-80	Above Average Work
C	79-70	Average Work
D	69-60	Needs Improvement
F	59-50	Unsatisfactory

## Grades 9-12

Letter Grade	Numerical	Quality Points
A+	98-100	4.3333
A	92-97	4.0000
A-	90-91	3.6667
B+	88-89	3.3333
B	82-87	3.0000
B-	80-81	2.6667
C+	78-79	2.3333
C	72-77	2.0000
C-	70-71	1.6667
D+	68-69	1.3333
D	62-67	1.0000
D-	60-6	0.6667
F	50-59	0
I	Incomplete	0

### Procedure to Remove an Incomplete (I)

- Missing work must be completed within 15 school days of the end of the nine weeks grading period, excepting the end of semesters when work must be completed by the end of teacher workdays.
- The principal may extend this deadline.
- The letter "I" will remain if the student's work is not complete and no credit will be awarded for the course.

### Schedule Changes

A student must meet with the guidance counselor and discuss concerns and options prior to requesting a schedule change. If a student is under the age of 18, a parent or guardian's approval must be secured prior to any schedule change. To add or drop courses, it is necessary for the student to obtain the required form from the guidance counselor and return the form completed.

### Withdrawal from Class

Withdrawal from a class after six weeks constitutes a failure (W/F). Only in extreme cases will this rule be waived. Such exceptions would include: extended illness, injury, inappropriate placement, or scheduling error. In such cases, the parent's approval, teacher recommendation, and counselor recommendation will all be necessary to waive the rule. The principal must approve a student's withdrawal from class. Failure due to lack of effort or failure to complete required work is not reason for a withdrawal waiver.

## Promotion and Retention

Students must earn the following credits to enter:

Grade 10 - 5 credits

Grade 11 - 10 credits

Grade 12 - 14 credits (Students must have completed U.S./Virginia History or English 11)

Placement and promotion shall be determined by academic progress as well as progress related to each student's IEP and learning the subject matter at each grade level or subject area.

In kindergarten through 8th grade, the Standards of Learning (SOL) test results along with other assessment data will be used to determine the promotion and retention of a student. SOL results will not be the sole criterion for promotion or retention. The Principal shall have the final responsibility for any placement decisions.

## Homework

Homework provides an essential communication link between the school and the home. One measure of a program or course is the quality of the work done at home by the student. A strong home-school partnership, with many lasting benefits for the individual student and the student's family, can be greatly enhanced by a sound program of homework. In addition, homework should be an important tool in developing independent thought, self-direction, and self-discipline. It assists the student in developing good work habits and in the wise use of time.

Guidelines for homework include:

- Homework should be assigned after introduction and thorough explanation of the skills necessary to successfully complete the assignment.
- Homework should be assigned in such a manner that it will be clearly understood by all students.
- Homework should serve a valid purpose and be closely related to classroom activities.
- A student's access to resource materials should be considered when making assignments.
- Homework should be evaluated promptly and returned to the student. Appropriate rewards should be given to those
- students who successfully complete assigned work. Effort and competency should be recognized and rewarded.
- Teachers should seek to determine the cause if a student regularly fails to complete assigned work. Teachers should not avoid giving homework because they believe students will not do the work.
- Excessive homework, like the absence of homework, should be avoided.
- Homework should not be used for disciplinary purposes.
- Teachers and administrators should take appropriate steps to communicate with parents regarding the division's homework policy and to solicit their support.
- Homework will not count more than ten percent (10%) of the student's overall grade

## **Remediation and Recovery Program**

VSDB is committed to helping all students to master their learning objectives and maximize their learning potential.

Remediation will be provided in a subject area in need with primary focus on reading and mathematics for all students. This may be accomplished during PLUS time during the school day, extra assistance in the residential halls, or designed tutoring sessions provided by instructional staff.

## **Progress Reports**

Progress reports will be issued to each student at the midpoint of the nine-week grading period and shall include a letter grade representing the student's performance. The intent of the progress report is to help parents understand the level of achievement of their student at the midpoint of the grading period. Student progress is also reported through other parent contacts which may include but are not limited to emails, IEP meetings, phone calls and notes.

Progress report formats shall include:

- A. A letter grade representing current performance.
- B. A written statement or checklist completed by teachers
- C. Copy of IEP goals and objectives progress report.
- D. Update(s) from related service providers.

## **Interim Reports and Failing Grades**

The student and parents shall also be notified of an opportunity to convene the student's IEP team in the event of a failing average after the completion of four weeks of work in a class. Notification will be sent to the parent on the mid-quarter progress report. Parents will receive written notification and are requested to sign the notification and return it to school. Teachers shall also notify the principal of any student who is failing or is not achieving satisfactorily in a particular subject.

## **Report Cards**

Report cards will be issued each nine weeks to every student. Report cards will be mailed to the home address of the parent, guardian or adult student OR sent to the parent on the home going buses.

## **Grade Point Average**

Grade Point Average (GPA) is based on grades earned in courses for which high school credit is awarded. Courses taken in eighth grade for high school credit will count toward meeting graduation requirements and will count toward computing GPA.

Students entering the ninth grade who have taken high school credit courses at the middle school level will be allowed to count those credits toward meeting the requirements of the high school diploma. The credits earned will count toward the total required for high school graduation. Summer enrichment courses will not count toward meeting state requirements for graduation.

## **Class Rank**

Due to the unique composition of the VSDB student body class rank is not calculated.

## **Repeating a Course**

In the event a student does not pass a course required for graduation, he/she must reenroll and take the course again during another semester. All courses taken and grades earned will be reflected on the student transcript. However, only the highest grade earned for a course will be calculated in the GPA.

## **Online Courses**

Students may be enrolled in online course options verified by the VDOE as a part of their academic program to meet graduation requirements.

## **Standards of Learning Assessments**

All students in academic classes are required to participate in the Standards of Learning (SOL) assessment program. The IEP team determines the appropriate level of participation and testing accommodations to meet the individual needs of each student. All determinations will be made in accordance with state policy.

Students in grades 3 - 8 take the SOL in the spring. The tests cover the areas of: reading comprehension, math, writing, social studies and science.

Students will have the opportunity for retakes throughout high school. Participation is determined by completion of academic course work. Students may participate in End of Course tests or the Virginia Substitute Evaluation Program as determined by the IEP team.

After the testing window, students and parents will be notified of the scores as soon as possible. Students who do not pass will be offered remediation opportunities to support the skills and knowledge content necessary to pass. Since attendance is crucial during testing, parents and students are encouraged to be aware of testing dates and plan accordingly.

Students not assessed by the Standards of Learning tests will be considered for alternative forms through the IEP process. All students in the Commonwealth of Virginia are to be assessed through a state assessment program.

## **School Athletics and Activities**

VSDB athletics follows many of the eligibility rules provided by the Virginia High School League, VHSL. In order to participate in any extracurricular activities must adhere to these eligibility rules and other criteria set forth by the coach or sponsor.

All school clubs and organizations are established to enhance the participant's educational experience. Some clubs and organizations may have prerequisites for membership. If students are interested in seeking membership to a club or organization, they need to see the advisor for more information.

## **Family Life Education**

VSDB's Board of Visitors approves the inclusion of Family Life Education (FLE) in the curriculum. Instruction shall be organized and maintained under the FLE Standards of Learning objectives developed by the State Department of Education in grades 4-10.

If you do not want your child to participate in any part of, or in the entire program, you may contact the Principal for an opt-out form. An opt-out form must be completed annually for non-participating students. Parents/guardians are requested to complete these forms as soon as possible in order that alternative instruction can be planned for your child. If you have any questions, please feel free to call the Principal.

A parent or guardian may review the family life curricula, including all supplemental materials used in the program, by contacting the Principal.

## **Challenge Program**

The Challenge Program is designed to provide students with mentors from the VSDB faculty and staff to foster exploration of interests beyond or outside the general curriculum. Student participation is determined based on level of responsibility and performance both in and out of the classroom. Students and parents may express interest in participation in the Challenge Program through the Guidance Counselors.

## **Guidance and Counseling Program**

VSDB provides the following guidance and counseling services to all students:

Academic Guidance assists students and their parents to acquire knowledge of the curricula choices available to students, to plan a program of studies, to arrange and interpret academic testing, and to seek post-secondary academic opportunities.

Career Guidance helps students to acquire information and plan action about work, jobs, apprenticeships, and post-secondary educational and career opportunities.

Personal/Social Counseling assists a student to develop an understanding of themselves, the rights and needs of others, how to resolve conflict and to define individual goals reflecting their interests, abilities and aptitudes. Information and records of personal/social counseling will be kept confidential and separate from a student's educational records and will not be disclosed to third parties without prior parental consent or as otherwise provided by law.

Parents may contact the guidance and counseling department to review materials used in the provision of services within that department. No student will be required to participate in any counseling program to which the student's parents object. Parents who wish to limit their child's participation in any counseling program should contact their child's school counselor.

## **Library/Media Center Programs**

The Media Center programs provide students with access to information, computer technology, reading and research assistance and instruction that support the curricula of VSDB. Instruction emphasizes learning to access print and non-print resources, literature appreciation, research skills and the use of educational computer software. The Media Center programs extend and enhance experiences and promote the development of lifelong readers and effective users of information.

## **Student Surveys and Questionnaires**

### Surveys Requesting Sexual Information

In any case in which a questionnaire or survey requesting sexual information of students is to be administered, the Board of Visitors shall notify the parent concerning the administration of such questionnaire or survey in writing at least 30 days prior to its administration. The notice will inform the parent of the nature and types of questions included in the questionnaire or survey, the purposes and age-appropriateness of the survey, and whether and how any findings or results will be disclosed. Parents shall have the right to review the questionnaire or survey and to exempt their child from participating in the survey. No questionnaire or survey requesting sexual information of a student shall be administered to any student in kindergarten through grade six and, unless required by federal or state law or regulation, school personnel administering any such questionnaire or survey shall not disclose personally identifiable information.

### Youth Health Risk Behavior Survey

The Board of Visitors will notify parents of each student enrolled in a middle or high school selected for participation in the survey of student health risk behaviors pursuant to the Code of Virginia § 32.1-73.8, in writing and at least 30 days prior to administration of the survey, that their child may be randomly selected to participate in the survey unless the parent denies consent for the student's participation in writing prior to administration of the survey. The notice will inform the parent survey, the purposes and age-appropriateness of the survey, how information collected by the survey will be used, who will have access to such information, whether and how any findings or results will be disclosed, and the steps that will be taken to protect students' privacy. Parents have the right to review the survey prior to its administration.

### Additional Protections

A parent or emancipated student may, upon request, inspect any instructional material used as part of the educational curriculum of the student and any survey created by a third party before the survey is administered or distributed to a student. Any inspection shall be in accordance with Policy In addition, in the event of the administration or distribution of a survey containing one or more of the subjects listed below and considered protected information, the privacy of students to whom the survey is administered will be protected by: (1) the guarantee that the procedures for the administration of any survey are such that the student maintains privacy and anonymity and the school ensures strict confidentiality, and (2) that no names, phone numbers or other identifiable information will be on any survey and that the results from any individual student or class will not be reported.

### Physical Examinations and Screenings

If VSDB administers any physical examinations or screenings other than those required by Virginia law and surveys administered to a student in accordance with the Individuals with Disabilities Education Act, policies regarding those examinations or screenings will be developed and adopted in consultation with parents.

### Commercial Use of Information

Questionnaires and surveys shall not be administered to public school students during the regular school day or at school-sponsored events without written, informed parental consent when participation in such questionnaire or survey may subsequently result in the sale for commercial purposes of personal information regarding the individual student.

This subsection does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:

- college or other postsecondary education recruitment, or military recruitment;
- book clubs, magazines, and programs providing access to low-cost literary products;
- curriculum and instructional materials used by elementary schools and secondary schools;
- tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
- the sale by students of products or services to raise funds for school-related or education-related activities; and
- student recognition programs.

### Notification

The Board shall provide notice of this policy directly to parents of students annually at the beginning of the school year (this handbook provides that notification) and within a reasonable period of time after any substantive change in the policy. The Board will also offer an opportunity for the parent (or emancipated student) to opt the student out of participation in:

- activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose);
- the administration of any survey containing one or more items listed in PPRA and considered protected information; or
- any nonemergency, invasive physical examination or screening that is required as a condition of attendance;
- administered by the school and scheduled by the school in advance; and
- not necessary to protect the immediate health and safety of the student, or of other students.

### Notification of Specific Events

The Board will directly notify the parent of a student, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the following activities are scheduled, or expected to be scheduled:

- activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose);
- the administration of any survey containing one or more items listed below and considered protected information;
  - any nonemergency, invasive physical examination or screening that is required as a condition of attendance;
  - administered by the school and scheduled by the school in advance; and
  - not necessary to protect the immediate health and safety of the student, or of other students.

### **Protection of Pupil Rights Amendment (PPRA)**

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

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)-
  1. Political affiliations or beliefs of the student or student’s parent;
  2. Mental or psychological problems of the student or student’s family;
  3. Sex behavior or attitudes;
  4. Illegal, anti-social, self-incriminating or demeaning behavior;
  5. Critical appraisals of others with whom respondents have close family relationships;
  6. Legally recognized privileged relationships, such as with lawyers, doctors or ministers;
  7. Religious practices, affiliations, or beliefs of the student or parents; or
  8. Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of-
  1. Any other protected information survey, regardless of funding;

2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
  3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or sell or otherwise distribute the information to others.
- Inspect, upon request and before administration or use-
    1. Protected information surveys of students;
    2. Instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes; and
    3. Instructional material used as part of the educational curriculum.

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

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

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

Parents who believe their rights have been violated may file a complaint with: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-8520. For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339.

## Student Records

Scholastic records are kept on each student enrolled at VSDB. Records are maintained in the school building in which the student regularly attends. The Principal is responsible for the maintenance of these school records. In addition, specialized records are kept in the office of the Superintendent or Designee. The Superintendent or designee is responsible for the maintenance of these records.

## Family Educational Rights and Privacy Act (FERPA)

The Family Education Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- 1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.** Parents or eligible students should submit to the VSDB principal a written request that identifies the record(s) they wish to inspect. The VSDB principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- 2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate.** Parents or eligible students may ask VSDB to amend a record that they believe is inaccurate. They should write the VSDB principal, clearly identify the part of the record they want changed, and specify why it is inaccurate. If VSDB decides not to amend the record as requested by the parent or eligible student, VSDB will notify the parent or eligible student of the decision and advise them of their rights to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- 3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.** One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the VSDB as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Visitors; a person or company with whom VSDB has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, VSDB discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. VSDB will make a reasonable attempt to notify the parent or eligible student of the records requested. Then VSDB will forward records on request.
- 4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by VSDB to comply with the requirements of FERPA.** The name and address of the office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605

[NOTE: As according to § 99.37 of the regulations, VSDB annually requests parent permission to release student information to the News Media and/or to post student information on the World Wide Web.

# **Family Educational Rights and Privacy Act (FERPA) School Year 2015-2016 - Notice for Directory Information**

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that the Virginia School for the Deaf and for the Blind (VSDB), with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, VSDB may disclose appropriately designated "directory information" without written consent, unless you have advised the school to the contrary in accordance with this the procedures in this Notice. The primary purpose of directory information is to allow the VSDB to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want the Virginia School for the Deaf and the Blind to disclose directory information from your child's education records without your prior written consent, you must notify the school in writing by **September 30, 2015**. VSDB has designated the following information as directory information:

- **Student's name**
- **Address**
- **Telephone listing**
- **Electronic mail address**
- **Photograph**
- **Date and place of birth**
- **Major field of study**
- **Dates of attendance**
- **Grade level**
- **Participation in officially recognized activities and sports**
- **Weight and height of members of athletic teams**
- **Diplomas, honors, and awards received**
- **Most recent educational agency or institution attended**
- **Video likeness used for educational purposes and school promotion**

[1] These laws are: Section 9528 of the *Elementary and Secondary Education Act* (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).

## **Notice of Destruction of Records**

VSDB records management policy will perform periodic records destruction in accordance to records disposition and retention schedules published by the Library of Virginia. Beginning June 15 of each year, short term scholastic records, cumulative health records, special education records, and certain VGLA or VAAP records, etc. will be destroyed for students who have exited VSDB five years prior to the current academic year. Parents or students may need these records for Social Security benefits or other purposes. Requests for records may be made by calling 540-332-9000 any time prior to June 15 of the fifth year after the student's withdrawal.

## **Preschool**

At the preschool level, instructional activities are delivered using hands-on, developmentally-appropriate methods for optimum development of language, cognition, social/emotional skills, motor skills, and speech and listening skills. The program includes children who are deaf, hard of hearing, cochlear implanted, Deafblind, and vision impaired. The curriculum is based on the children's interests as revealed through their play, conversations, interactions with their environment and conversations. Regular field trips throughout the community and beyond enhance each child's learning by providing rich language and cognitive-building experiences to help foster overall growth and communication. Early literacy development is emphasized in every aspect within the preschool classroom. The preschool program adheres to state instructional requirements.

Families are at the core of the preschool program. Regular communication with families is maintained through written reports, phone calls, and email. Monthly home visits by the teacher and others on each child's educational team allow opportunities for specific discussion related to the preschooler. Home visits are a time for the teacher(s) and parent(s) to share ideas and for the parent(s) to provide valuable information about each child. . Parents are invited to the classroom throughout the year to participate in various educational activities with the students. Workshops for enhancing parent learning are also planned throughout the year in order to support family learning and provide opportunities for parents to interact. Workshop topics may include: literacy, sign language, curriculum, parenting, and parent requested topics.

## **Kindergarten**

The kindergarten program focuses on the development of pre-writing, reading, and math skills through learning centers. Instruction is based on the Kindergarten Standards of Learning as established by the Virginia Department of Education. Instructional activities seek to further develop the students' language, communication, social, speech, and listening skills using the most appropriate communication mode to meet each child's individual needs. Field trips further enhance the learning experience at this level. Students participate in art and physical education with the other elementary age students.

## **Elementary and Middle School**

Within the elementary and middle school classrooms, focus is on the academic and social development of each student. Instruction supports the development of academic skills while fostering a positive self-esteem. Instruction occurs through the communication mode best suited to each child's individual needs.

Both the elementary and middle school curriculum includes instruction in the core areas of social studies, science, math and language arts. All concepts are presented using appropriate grade level instruction and encompass hands-on activities and technology based strategies presented at grade level appropriate instruction. Language instruction is tailored to meet each student's individual instructional level and needs while adhering to state standards of learning guidelines.

Students participate in guidance classes provided by a certified guidance counselor. Guidance classes focus on early career exploration and development of a positive self-image.

Family life education classes are offered and focus on positive self-esteem, respect, importance of family, physical development, feelings, and safety.

## High School

The high school program emphasizes preparation for post-secondary education as well as life and work related transition skills. High school students are able to pursue all diploma options offered by the Virginia Department of Education. In order to meet the individual need of each student, students may pursue an academic track of study or a vocational path. Regardless of the option that best meets the needs of each student, the focus during the high school years is on preparing the student to transition successfully into the rapidly changing world after graduation. Students are encouraged to explore every option available and to set appropriate goals so that after graduation each one is a successful, happy, responsible adult whose contributions to the community are highly valued.

**\*\* Please note: VSDB offers a selection of the courses described in this document each school year. Due to the limitations within our academic scheduling, some courses may not be available during the current school year.**

## American Sign Language

### American Sign Language I

Credit: 1 Unit

Offered Grade: 9-12

Students are exposed to the concepts of American Sign Language and Deaf culture through a variety of modes including videotape presentations, interaction with native signers, discussion, skill building activities, and readings. Instruction focuses on ASL vocabulary and skill development as well as the concept of the Deaf Community and its culture.

### American Sign Language II

Credit: 1 Unit

Offered Grade: 10-12

Prerequisite: American Sign Language I

Students will develop further their basic ASL communication skills and knowledge of the Deaf Community and its culture. Instruction emphasizes a respect for Deaf Culture as well as ASL skill and vocabulary development. Concepts are taught using a variety of instructional modes including videotape presentations, interaction with native signers, skill development activities, discussions, and readings.

### American Sign Language III

Credit: 1 Unit

Offered Grade: 11-12

Prerequisite: American Sign Language II

Students will continue to enhance ASL skills through activities designed to increase fluency and that support the development of receptive and expressive skills. Instruction emphasizes the importance of the Deaf Community and its values. Concepts are presented through a variety of modes including videotape presentations, interaction with native signers, skill development activities, discussions, and readings.

### **Basic American Sign Language (ASL) Skills I**

Credit: 1 Elective Unit

Offered Grade: 8-12

Prerequisite: None

This course introduces the basics of American Sign Language (ASL). Readiness for learning will be approached via visual-gestural communication techniques, visual discrimination, and visual memory exercises. ASL questions, commands, and other simple sentence structures are introduced to develop rudimentary conversational skills in ASL. Information about the Deaf Community and Deaf Culture and History will be introduced.

### **Basic American Sign Language (ASL) Skills II**

Credit: 1 Elective Unit

Offered Grade: 9-12

Prerequisite: Basic American Sign Language I

This course is designed to continue development of American Sign Language (ASL) skills with primary focus on refining the use of basic ASL sentence types. Pronominalization, classifiers, spatial referencing, pluralization, and temporal and distributional aspects are introduced. Students will learn routine communicative functions of the language: asking, requesting, providing clarification, giving and asking for directions. Information about the Deaf Community and Deaf Culture and History will be included.

### **Basic American Sign Language (ASL) Skills III**

Credit: 1 Elective Unit

Offered Grade: 10-12

Prerequisite: Basic American Sign Language II

This course builds on skills learned in Basic American Sign Language (ASL) II, adding more complex ASL grammatical features and vocabulary, short stories, narratives, and dialogues. The course will include description of general surroundings, appropriate sequencing, temporal aspects and conditionals. Information about the Deaf Community and Deaf Culture and History will be included.

### **Basic American Sign Language (ASL) Skills IV**

Credit: 1 Elective Unit

Offered Grade: 10-12

Prerequisite: Basic American Sign Language III

This course builds on skills learned in Basic American Sign Language (ASL) III, adding more complex ASL grammatical features and vocabulary, short stories, narratives, and dialogues. The course will include all kinds of ASL grammar. Information about the Deaf Community and Deaf Culture and History will be included.

**Deaf Studies**

Credit: 1 Elective Unit

Offered Grade: 9-12

This course is an overview of American Sign Language and Deaf Culture. Instruction addresses the areas of American Sign Language (ASL), communication, history, and social changes. Emphasis is on appreciation of American Sign Language as a native language and of Deaf Culture and its values. Discussions topics include organizations of the Deaf, Deaf Culture in the United States as well as other countries, Deaf Cultural rules for social interactions and communications, the history of Deaf Education, and social changes that have impacted the Deaf Community.

**Art****Art I**

Credit: 1 Unit

Offered Grades: 9-12

Art I is an introduction to art with emphasis on the Elements and Principles of Designs. It gives a broad overview of drawing, painting, printmaking, lettering, sculpture, and crafts. Art history is incorporated into each unit. It is a class for all students, and a student need not be “talented” or “able to draw” to enroll. A sincere interest in art and a desire to learn are the only requirements.

**Art II**

Credit: 1 Unit

Offered Grades: 10-12

Prerequisite: Art I

Art II is built on the foundations learned in Art I; design principles are emphasized throughout. An in-depth drawing unit is included, as are pottery, design, painting, graphic design, and fiber arts. Study of the artwork of various cultures and world-renowned artists is incorporated into the units.

**Art III**

Credit: 1 Unit

Offered Grades: 11-12

Prerequisite: Art II

The student’s knowledge of design and self-expression is further expanded. Mixed media will be explored along with communications arts and design in order to develop personal statements. Two-dimensional and three-dimensional techniques will be studied with an emphasis placed on portfolio assessment. Computer technology may be used in some units of study.

## **Art IV**

Credit: 1 Unit

Offered Grade: 12

Prerequisite: Art III and teacher recommendation

Art IV students are pushed to understand and create original artwork, as well as to analyze works of art that reflect various styles. Developing a portfolio may be required. Students are encouraged to present and display their art as part of the artistic process, and to contribute to the community through a well-thought-out art project.

## **Art History**

Credit: 1 Unit

Offered Grades: 9-12

Art Heritage will focus on the development and history of Western Art. How artists contribute to and are influenced by their own times and cultures will be contrasted with various historical periods. Art Heritage is designed for college bound junior and senior students who want a better understanding of the visual arts so that they can better enjoy the art around them as well as become a more discerning patron, consumer, or producer of art. Several studio projects may be integrated with the study of specific periods or styles of art.

## **Art Concepts I, II, III, IV**

Credit: 1 Unit

Offered Grades: 9-12

Art Concepts is an introductory course in which students explore art and a variety of art making processes, basic techniques, tools and terminology. Students gain practical experience using a variety of art media, such as drawing, painting, printmaking, ceramics, sculpture and mixed-media.

# **English**

## **Communication Skills**

Non Credit

Offered Grades: 6-8

Credit: 1 Elective Unit

Offered Grade: 9-12

The purpose of this course is to provide instruction in expressive and receptive communication concepts and skills to enable students to participate effectively at school, in the home, and in the community. Emphasis will be placed on the practical application of communication skills as they relate to functional tasks of personal life. Instruction emphasizes developing appropriate behaviors for all educational settings. Specific skills essential for social adjustment and social interaction are stressed. This course provides the student support in the areas of problem solving, age appropriate social interactions, and establishing personal realistic life goals.

In addition, reading and writing skills are addressed to strengthen communication skills in these areas. Students focus on reading in a medium that is appropriate for their needs (i.e. Braille, large print, picture supports, etc.), reading and analyzing materials they will find in daily living situations (such as letters, lists, media, etc.), vocabulary building, and comprehension.

*Life Skills Performance Curriculum Domain Area(s) addressed: Communication, Technology*

### **Foundations of Reading 6, 7, 8**

Non-Credit

Offered Grade: 6-8

This course is designed to provide instruction in reading for learning and comprehension. The course will focus on phonological awareness, vocabulary development, reading fluency, and strategic reading skills.

### **Writer's Workshop 6, 7, 8**

Non-Credit

Offered Grade: 6-8

Writer's Workshop is a writing course for writers of all ability levels to develop individual writing skills. This course provides a supportive environment in which students engage in various activities to improve their writing skills. This course focuses on the study of the fundamental elements of writing, including strategies for writing and aspects of nonfiction writing.

### **Language Arts 6**

Non-Credit

Offered Grade: 6

The middle school student will develop skills in reading, writing and language. Students will identify the beginning, middle and end of a story; recall details from a familiar story; display expanded vocabulary; use various strategies to derive meanings; compare and contrast with guidance; construct meanings from pictures; and retell stories. They will study a variety of genres. The students will keep reading logs and write book reports. Films will be used to help the students better understand stories. Students will participate in a Sixth grade Standards of Learning Reading assessment.

At this stage sixth-grade students will develop expertise in writing for a variety of purposes which include planning, narration, persuasive writing, descriptive writing, and explanatory writing and library skills. The students will study the components of a paragraph in its graphic and organization structure. The students will plan strategies for various writing purposes and organize information using past experiences as guides. The students will also demonstrate the ability to vary sentence structure, to edit final drafts with emphasis on grammar, to use capitalization, spelling and punctuation. Organization of composition, including the three main components: introduction, body and conclusion, will be introduced and developed.

### **Language Arts 7**

Non-Credit

Offered Grade: 7

This course enables the students to build upon those skills acquired in Reading 6, with emphasis on folk literature. The students read a variety of factual materials (maps, newspaper and graphs); construct meaning from pictures and text; retell and summarize stories; comprehend detail from print; and make judgments by integrating prior experiences and texts. The students keep a reading log and complete book reports. The students write letters and learn idioms and vocabulary such as affixes and Greek and Latin root words. Students participate in activities such

as drama, debates and interviews and view videotapes. Students will participate in a Seventh grade Standards of Learning Reading assessment.

During the seventh grade, students write narrative, descriptive and persuasive stories. Students use library/research skills to complete guided research papers and/or activities. The students are guided through the mechanics of writing using a variety of planning strategies to generate and organize ideas, to expand and internalize ideas by using modifiers, to revise writing for clarity, especially writing mechanics that relate to format, capitalization, punctuation and spelling. Brainstorming, mapping and outlining will be stressed for composing appropriate types of writing. The students will also use writing as a tool for learning in all subjects, summarize what is read, and connect knowledge within and across disciplines.

### **Language Arts 8**

Non-Credit

Offered Grade: 8

A student functioning at the fluent stage is developing control over the elements and functions of reading, writing and language. In this course, the student demonstrates knowledge of different selections, differentiates between fiction and nonfiction, uses resources to locate information, interprets words into own language (ASL), compares and contrasts and makes applications. The student researches, creates and performs skits/plays, creates stories, prepares debates and interviews. The student completes book reports and keeps a reading log throughout the year. Students will participate in an Eighth grade Standards of Learning Reading assessment.

The student at this stage will focus on writing in a variety of forms, including narrative, description, persuasion, and cause and effect. The student uses the tools of pre-writing strategies such as brainstorming, mapping, and outlining to generate and organize ideas. The student also selects appropriate vocabulary and information to enhance writing. Revision of writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs will be emphasized. Again, the student edits final copies to ensure correct spelling, capitalization, punctuation and format. The student communicates clearly the purpose of writing and uses clear and varied sentences in addition to specific vocabulary and information. Paragraphs are arranged in logical sequence by using transitional words and phrases.

### **Language Arts Skills I, II, III, and IV**

Credit: 1 Elective Unit

Offered Grade: 9-12

Prerequisites: Identified need in the IEP.

Students will develop the communication skills needed for job seeking and keeping. Reading, writing, speaking, and listening skills are taught in the context of real life situations. This class is designed to teach students very functional life skills that will allow them to live independently in the community. Some of the topics covered may include writing a business letter, using a phonebook, reading the newspaper, using a transportation schedule, ordering in a restaurant, speaking to bosses and customers, messages, and the use of technology as it relates to everyday living and employment.

### **The Language Arts Lab I, II, III, and IV**

Credit: 1 Elective Unit

Grade Level: 9-12

Prerequisites: Identified need in the IEP.

This course provides instruction in basic language skills, integrating reading, writing, oracy and signacy while placing great emphasis on the progress of individual students. Course content depends upon students' abilities and may include focusing on word study, expanding vocabulary, improving grammar and spelling, developing writing and composition skills, and enhancing expressive and receptive skills through American Sign Language and English.

### **English 9**

Credit: 1 Unit

Offered Grade: 9

This course addresses the students' ability to read, write and communicate in English. English 9 emphasizes the use of grammar, particularly in sentence and paragraph writing. Students are given every opportunity to build a mature vocabulary and an appreciation for literature. Vocabulary plays an important part in all units. Students will write for different purposes. They will use English resources to develop broad research skills. Requirements for research and reporting in all subjects are supported by the use of print, electronic databases, and on-line resources to access information. Literature study introduces students to major literary types that include drama, short stories, novels, poetry and essays. Many of these materials are taken from day to day literary resources including the newspapers, magazines, advertisements, the language of directions and the internet. Access to computers and word processing is supplied for various written assignments.

### **English 9 Skills**

Credit: 1 Elective

Offered Grade: 9

This course emphasizes the basics of literature and composition. Focus will be on understanding the main idea of a passage and on summarization skills. Focus in composition will address use of the writing process to produce short essays. Narrative writing will be emphasized. Appropriate note-taking will be emphasized as students begin to work on basic research skills. This course includes instruction related to the skills for the grade level SOL based English courses. This course will not cover all related Standards of Learning.

### **English 10**

Credit: 1 Unit

Offered Grade: 10

This course enables students to continue to acquire English skills and build upon those skills acquired in English 9. The course includes practice with more sophisticated grammatical patterns and reading popular selections from English literature. Students will write with more sophistication and at greater length. They will edit and revise their work. Basic skills in essay, report and research writing are developed. Students will also demonstrate an ability to use English in the community and assume more responsibility for what they write. Research skills are stressed and may include a research project. Literature study emphasizes the various genres in World Literature.

**English 11**

Credit: 1 Unit

Offered Grade: 11

This course enables the individual student to continue to acquire English skills and build upon those skills acquired in English 10. Students practice more sophisticated grammatical patterns depending on their ability and continue to read popular selections from English literature, particularly from American literature. Students are expected to write at a more complex level with greater length and detail, to edit and revise their work, and to employ a more advanced level of vocabulary word choice. Students will write for a variety of purposes. Students will demonstrate an ability to use English at a functional level within the community to communicate. As a part of English 11, students are expected to take the End of Course Standards of Learning Tests for reading and writing.

**English 12**

Credit: 1 Unit

Offered Grade: 12

This course will enable the students to continue to acquire English skills and build upon those skills acquired in English 11. Students will practice much more sophisticated grammatical patterns and continue to be expected to write different essays with more sophistication, at greater length, and edit and revise their work with attention to details. Students will demonstrate ability to use English in the community, especially on the job, as adults. College-bound students will learn technical writing skills. They will also read different genres in British Literature.

**Writing Remediation**

Credit: 1 Elective Unit

Offered Grade: 11-12

Prerequisite: Has not achieved a passing score on the Writing 11 SOL test or Teacher Recommendation

This course is an overview of the Writing 11 Standards of Learning. The curriculum is designed in accordance with the Virginia Standards of Learning and instruction focuses on the remediation of writing skills needed to pass the related SOL test. This course is an elective credit for students who have not achieved a passing grade on the English 11 SOL writing assessment. This course is a recommended elective credit for students who have not achieved a passing score on the English Writing 11 SOL test.

**Reading Remediation**

Credit: 1 Elective Unit

Offered Grade: 11-12

Prerequisite: Has not achieved a passing score on the Reading 11 SOL test or Teacher Recommendation

This course is an overview of the English: Reading Literature and Research Standards of Learning. The curriculum is designed in accordance with the Virginia Standards of Learning and instruction focuses on the remediation of reading skills necessary to pass the related SOL Test. This course is a recommended elective credit for students who have not achieved a passing score on the English: Reading 11 SOL test.

**Creative Writing**

Credit: 1 Elective Unit

Offered Grade: 9-12

This course explores the process of writing through exposure to a variety of literary forms including poetry, short stories, and drama. Students are required to generate creative writings of their own and using a variety of literary forms. Activities include writing workshops where students will share their writings with the teacher and peers for feedback.

## **Middle School Extension**

### **Social Skills 6, 7, and 8**

Non-Credit

Grades: 6-8

Students will learn functional social skills for the school and community setting. Topics may include: problem solving, positive peer and adult interactions, relationships, effective communication, and social etiquette.

### **Study Skills 6, 7, and 8**

Non-Credit

Grades: 6-8

This course is designed to help the student become a more independent learner and to develop effective study skills. Students will learn improved organizational and time management skills.

## **Family and Consumer Science**

### **Family Relations**

Credit: 1 Unit

Grades: 9-12

Students enrolled in Family Relations focus on analyzing the significance of the family, nurturing human development in the family throughout the life span, analyzing factors that build and maintain healthy family relationships, developing communication patterns that enhance family relationships, dealing effectively with family stressors and conflicts, managing work and family roles and responsibilities, and analyzing social forces that influence families across the life span.

### **Family and Life Management Skills**

Credit: 1 Unit

Grades: 9-12

This is a course designed to prepare juniors and seniors for an independent lifestyle. The course explores family types, personal awareness, grooming, laundry, renting an apartment, buying a house, basic food preparation, table manners, budgeting, check writing, job search, interview, writing a resume, dating, engagement, wedding planning, family planning, prenatal care, pregnancy, labor and delivery, parenting, and family crisis such as divorce and death. Some of the lab activities include preparing and eating basic meals, sewing a sweatshirt or duffel bag, participating in a mock wedding, participating in a job fair and being interviewed by local employers. Resource persons and field trips are also used to keep the information current.

## **Nutrition and Wellness**

Credit: 1 Unit

Grades: 9-12

The course focuses on making choices that promote wellness and good health; a detailed study of nutrition; choosing foods that promote wellness, physical fitness and exercise; planning, buying, storing, preparing, and serving nutritious meals and snacks; selecting and using equipment for food preparation, and identifying strategies to promote optimal nutrition and wellness of society. The importance of taking care of the body is also covered. In addition students look at dietary customs from around the world.

## **Health and Physical Education**

### **Adaptive Physical Education and Health**

Non Credit

Offered Grades: K-8

Adaptive physical education is a diversified program of developmental activities for students with disabilities which prevent their participation in a regular physical education program. The emphasis is on the student's abilities, not their disabilities.

Health is divided into instructional units including topics related to mental and emotional health, personal health and wellness, personal safety and family life.

### **Health & Physical Education 6**

Non-Credit

Grade: 6

Students work on individual and team sports to improve personal areas through cardio respiratory endurance, muscular strength activities, movement and games. Sportsmanship and equal team play are incorporated into all activities, safety, reaction to correction, teammate relations, response to supervision and communication skills.

Health instruction places emphasis on modern health problems (STI's), diseases, violence prevention, nutrition, and family life. During this course students will receive advanced level instruction related to developing basic relationship skills with peers and adults.

### **Health & Physical Education 7**

Non-Credit

Grade: 7

Students work on individual and team sports to improve personal areas through cardio respiratory endurance, muscular strength activities, movement and games. Sportsmanship and equal team play are incorporated into all activities, safety, reaction to correction, teammate relations, response to supervision and communication skills.

Health instruction places emphasis on modern health problems (STI's), diseases, violence prevention, nutrition, and family life. During this course students will receive advanced level instruction related to developing basic relationship skills with peers and adults.

### **Health & Physical Education 8**

Non-Credit

Grade: 8

Students work on individual and team sports to improve personal areas through cardio respiratory endurance, muscular strength activities, movement and games. Sportsmanship and equal team play are incorporated into all activities, safety, reaction to correction, teammate relations, response to supervision and communication skills.

Health instruction places emphasis on modern health problems (STI's), diseases, violence prevention, nutrition, and family life. During this course students will receive advanced level instruction related to developing basic relationship skills with peers and adults.

### **Health & Physical Education 9**

Credit: 1 Unit

Offered Grade: 9

Health 9 is divided into instructional units. Emphasis is placed on modern health problems, substance abuse, first aid and safety, CPR and family life. A continuation of the team sports, with an emphasis on team strategies, is offered at the ninth grade level. There will be an emphasis on lifetime sports.

### **Health/Driver Education/Physical Education 9**

Credit: 1 Unit

Offered Grade 9

Prerequisite: Student is eligible based on requirements for Driver's Education by the Commonwealth of Virginia

Health 9 is divided into instructional units. Emphasis is placed on modern health problems, substance abuse, first aid and safety, CPR and family life. A continuation of the team sports, with an emphasis on team strategies, is offered at the ninth grade level. There will be emphasis on lifetime sports.

\*\* Behind-the-wheel instruction will be provided to students who are eligible during Physical Education time, not during academic class time. If students are not enrolled in Physical Education and require behind-the-wheel instruction, arrangements will be made that limit interruption of the academic day

### **Health/Driver Education/Physical Education 10**

Credit: 1 Unit

Offered Grade 10

Prerequisite: Student is eligible based on requirements for Driver's Education by the Commonwealth of Virginia

Health 10 is divided into instructional units: Driver's Education is taught for 36 hours (as required by the Commonwealth of Virginia), mental and emotional health, personal health, and wellness and family life. On this level, more concentration is placed on the recreational and lifetime sports such as badminton, golf, weight lifting, volleyball, speed walking, physical fitness, etc.

\*\* Behind-the-wheel instruction will be provided to students who are eligible during Physical Education time, not during academic class time. If students are not enrolled in Physical Education and require behind-the-wheel instruction, arrangements will be made that limit interruption of the academic day

### **Health & Physical Education 10**

Credit: 1 Unit

Offered Grade 10

Health addresses mental and emotional health, personal health, and wellness and family life. On this level, more concentration is placed on the recreational and lifetime sports such as badminton, golf, weight lifting, volleyball, speed walking, physical fitness, etc.

### **Driver's Education**

Credit: 0 Unit

Offered Grade 9-12

Prerequisite: Student is eligible based on requirements of the Commonwealth of Virginia

Driver's Education is taught for 36 hours (as required by the Commonwealth of Virginia)

### **Practice Driving**

Credit: 0 Unit

Offered Grade 9-12

Prerequisite: Student is eligible based on requirements of the Commonwealth of Virginia

Behind the wheel practice driving is offered based on the requirements of the Commonwealth of Virginia.

### **Health Education I and II**

Credit: 1 Elective Unit

Offered Grade 9-12

Critical thinking and decision making skills are taught and practiced throughout the course as students are encouraged to recognize that they have the power to choose healthy behaviors in order to reduce risks. The topics covered include mental health (personality, self-esteem, stress management, mental disorders, and suicide), family and social health (healthy relationship, violence prevention, sexuality, and diversity), human growth and development (reproduction, pregnancy and birth), nutrition, fitness, substance abuse (alcohol, drugs, tobacco), disease and disorders (infectious disease, noninfectious diseases and disabilities), consumer and personal health, personal safety, and community and environmental health.

### **Individualized Physical Education**

Credit: 1 Unit

Offered Grade 6-12

Prerequisites: Identified need in the IEP.

Prerequisites: Collaborative identification and recommendation educational staff. This course is designed to allow students with a variety of medical limitations to participate in the regular physical education program with necessary modifications on an individual basis and specific to each student.

## **Lifetime Fitness Education**

Credit: 1 Elective Unit

Offered Grade 11-12

This course emphasizes acquisition of knowledge and skills related to lifetime physical fitness, nutrition, stress management, and health related consumer issues. As part of this course, students may develop and implement a personal fitness plan.

## **Mathematics**

### **Math 6**

Non-Credit

Grade: 6

This course places continued emphasis on the study of whole numbers, decimals, fractions, and percents. Students use ratios to compare data sets, make conversions within a given measurement system, make geometric constructions, classify three-dimensional figures, and solve one-step linear equations in one variable. Students investigate problems involving perimeter, area, and volume, and derive approximations for pi from measurements for circumference and diameter. Technology, including calculators and computers, is used to enhance the development of problem-solving skills. Students will participate in a Sixth grade Standards of Learning Math assessment.

### **Math 7**

Non-Credit

Grade: 7

Mathematics 7 builds on the skills and concepts presented in previous mathematics courses and focuses on in-depth development of problem solving skills. The use of manipulative materials and technology, communication of mathematical ideas, deductive reasoning, drawing inferences, and relating mathematics to students' lives are also emphasized. Topics include decimals, fractions, integers, number theory, geometry, graphs, measurement, ratio, percent, proportion, algebraic concepts, probability, and statistics. Students will participate in a Seventh grade Standards of Learning Math assessment.

### **Math 8**

Non-Credit

Grade: 8

Mathematics 8 extends concepts and skills from previous grades and prepares students for the more abstract concepts in algebra. The course focuses on investigations and advanced problem solving. The use of manipulative materials and technology, communication, reasoning, and mathematical connections are also emphasized. Topics include number theory, integers, equations, spatial visualization, ratio, proportion, percent, measurement, geometry, similarity, probability, and statistics. Students will participate in a Eighth grade Standards of Learning Math assessment.

**Math Skills**

Non Credit

Offered Grades: 6-8

Credit: 1 Elective Unit

Offered Grade: 9-12

The purpose of this course is to provide instruction in mathematics concepts and procedures to enable students to function at their highest levels, participate effectively in the community, and prepare for employment.

**Personal Living and Finance I, II, III, & IV**

Non Credit

Offered Grades: 6-8

Credit: 1 Elective Unit

Offered Grade: 9-12

This course teaches students responsible financial management skills as well as other functional math skills that are essential to their daily lives. Topics include counting money and making change, consumer skills related to purchasing and record keeping, managing a checking/savings account, using a credit card, etc. In addition, students in this course will learn about clocks/time – including telling time on analog and digital clocks as well as concepts of time such as when events occur in their day, how to use and maintain a schedule/calendar and how to use talking calculators.

*Life Skills Performance Curriculum Domain Area(s) addressed: Functional Math*

**Economics and Personal Finance**

Credit: 1 Unit

Offered Grade: 9-12

The Standards of Learning for Economics and Personal Finance present economic concepts that help students interpret the daily news, understand how interdependent the world's economies are, and anticipate how events will impact their lives. On a personal level, students learn that their own human capital (knowledge and skills) is their most valuable resource and that investing in education and training improves the likelihood of their future economic success. The standards also help students develop thinking skills that include analyzing real-world situations, economic reasoning, decision making, and problem solving.

**Supplemental Algebra**

Credit: 1 Elective Unit

Offered Grade: 9-12

Prerequisites: Identified need in the IEP or Teacher Recommendation.

Supplemental Algebra is designed to reinforce the concepts that were taught in Pre- Algebra and is intended for students who have not yet mastered the math skills needed for Algebra I.

**Algebra I**

Credit: 1 Unit

Offered Grade: 9-12

Prerequisite: Grade 8 Math or Teacher Recommendation

Algebra I is designed to help students to understand the basic structure of algebra and acquire proficiency in applying algebraic concepts and skills. Topics include functions; equations, inequalities, and word problems in one and two variables; graphs of lines; systems of equations and inequalities; statistics; polynomials; quadratic equations; and problem solving. Graphing calculators are used as a tool to assist in problem solving and to enhance the understanding of functions, graphs, equations, and inequalities. Students will take the Standards of Learning test for Algebra I.

**Algebra I, Part 1 & 2**

Credit: 1 Math Unit and 1 Elective Unit

Offered Grade: 9, 10, 11, 12

This course is designed for students who need a two-part sequence to cover the topics of Algebra I. The slower pace of this class will allow additional time for review of foundational math skills as they are applied in an Algebra class and more in-class activities to improve the students understanding of the concepts. Use of the graphing calculator will be incorporated. This course offers an End of Course Standards of Learning test after the completion of Part 2.

**Geometry**

Credit: 1 Unit

Offered Grade: 9-12

Prerequisite: Algebra I

Geometry is the study of points, lines and planes and their relationship to each other. Concepts of both space and solid geometry are integrated with plane geometry throughout the course. Powers of inductive and deductive reasoning are strengthened as rules of logic and formal proofs are introduced. This course also provides an introduction and the basic skills needed in related fields such as mechanical drawing and trigonometry. This course may be offered in a semester or a year format depending on staff recommendation.

This course is designed for advanced students who are capable of a more rigorous course at an accelerated pace. This course provides the foundation for students to pursue a sequence of advanced mathematical studies. Use of the graphing calculator will be incorporated. This course offers an End of Course Standards of Learning test.

**Geometry, Part 1 & 2**

Credit: 1 Unit and 1 Elective Credit

Offered Grade: 9-12

Prerequisite: Algebra I

This course is designed for students who need a two-part sequence to cover the topics of geometry. The slower pace of this class will allow additional time for review of algebra skills as they are applied in a geometry class and more in-class activities to improve the students understanding of the geometrical concepts. Use of the graphing

calculator will be incorporated. This course offers an End of Course Standards of Learning test after the completion of Part 2.

### **Algebra II**

Credit: 1 Unit

Offered Grade: 10-12

Prerequisite: Algebra I or Teacher Recommendation

Algebra II is designed to continue the study of topics explored in Algebra I. Topics include complex numbers; functions and graphs; systems of equations and inequalities; polynomial, logarithmic and exponential functions and equations; sequences and series. Graphing calculators are used to enhance the understanding of realistic applications through mathematical modeling and to aid in the investigation and study of functions, equations, and inequalities. Students will take the Standards of Learning test for Algebra II.

### **Trigonometry**

Credit: 1 Unit

Offered Grade: 10-12

Prerequisite: Algebra I, Geometry, Algebra II, or Teacher Recommendation

Trigonometry is a semester course designed for the students who have completed Algebra II. It is designed to prepare students for college-level mathematics courses. It provides a thorough treatment of trigonometric functions defined in terms of angles as well as points on a unit circle. Trigonometric identities and applications of trigonometry to triangles are explored.

### **Probability and Statistics**

Credit: 1 Unit

Offered Grade: 11-12

Prerequisite: Algebra II or Teacher Recommendation

This course provides an understanding of the kinds of regularity that occur in random functions and also provides experiences in associating probabilistic mathematical models with phenomena in the real world. Topics include averages, measures of variation, frequency distributions, and probability functions associated with random variables, binomial distributions, sampling, the normal curve, and statistical methods available for decision making.

### **Pre-Calculus**

Credit: 1 Unit

Offered Grade: 11-12

Prerequisite: Algebra II/Trigonometry or Teacher Recommendation

Topics include trigonometry, vectors, advanced algebra, analytic geometry, matrices, polar coordinates, and assorted special topics. After completing this course, the student should be better prepared to enter a college-level calculus course. Use of the graphing calculator will be incorporated. This course does not offer an End of Course Standards of Learning test.

## **Calculus**

Credit: 1 Unit

Offered Grade: 11-12

Prerequisite: Pre-Calculus or Teacher Recommendation

Topics taught in this course meet the requirements set forth in the syllabus of the College Entrance Examination Board for the AB examination. Advanced Placement Calculus is a study of differentiation and integration techniques with an emphasis on applications.

## **Math Skills Development**

Credit: 1 Elective Unit

Offered Grade: 9-12

Prerequisite: Has not achieved a passing score on the Math SOL test and/or Teacher Recommendation

This course will involve an overview of Math 8, Algebra I, Geometry or Algebra II. The curriculum is designed in accordance with the Virginia Standards of Learning in order to assist students with passing the related SOL tests. Instruction is designed to meet the individual needs of the student. This course is an elective credit for students who do not pass a specific math SOL test. This class may be taken more than once.

## **Music**

### **Rhythm and Sensory**

Non Credit

Offered Grades: K-8

Credit: 1 Unit

Offered Grade: 9-12

This course is designed to build on musical experiences that children bring into the classroom. Through a hands-on approach, participants learn songs and use movement to allow for a multisensory experience. Participants use rhythm, chord and melody instruments. Topics also include the use of instruments, voice and body for self-expression.

### **Music**

Credit: 1 Unit

Offered Grade: 9-12

This class will provide the students with an in-depth view of and interaction and participation in the arts. The students should be able to knowledgeably create and perform, as well as discuss music in an intellectual content. This class will cover Braille music reading, music theory, performance, song creations, instruments, composers and their music, and music history. Other related topics will include drama, movement/dance, and tactile graphics. Consideration will also be given to the individual needs and interests of the students.

**Beginning Band**

Credit: 1 Unit

Offered Grade: 9-12

Students must furnish instrument, although limited school owned instruments are available. This class is for students who wish to learn to play a band instrument. No experience is necessary for the class. Students will receive assistance from the instructor in order to make an appropriate choice of instruments. The emphasis of the class will be on skill development. Students must acquire a band instrument after approval by the teacher.

**Band 2**

Credit: 1 Unit

Offered Grade(s): 10-12

Prerequisite: Beginning Band

Students must furnish instrument, although limited school owned instruments are available. Emphasis will be placed on musical notation, sight reading, interpretation, extended range, and continued technical skill development. This is a class designed to emphasize ensemble playing. Some public performances are scheduled throughout the year.

**Band 3**

Credit: 1 Unit

Offered Grade(s): 11-12

Prerequisite: Band 2

Students must furnish instrument, although limited school owned instruments are available. Emphasis is on advanced technique and music reading skills throughout performance in a large ensemble. Public performances are scheduled throughout the year.

**Beginning Chorus**

Credit: 1 Unit

Offered Grade: 9-12

This course is offered to any student who is interested in choral music. Proper vocal techniques and fundamentals of reading music will be taught.

**Chorus 2**

Credit: 1 Unit

Offered Grade: 9-12

Prerequisite: Beginning Chorus

Emphasis will be placed on fundamentals of vocal technique, music notation, sight singing, and ensemble singing. Students will study a variety of musical styles. Public performances are scheduled throughout the year.

### **Chorus 3**

Credit: 1 Unit

Offered Grade: 9-12

Prerequisite: Chorus 2

Emphasis will be placed on vocal technique, music notation, sight singing, and ensemble singing. Students will study a variety of musical styles. Public performances are scheduled throughout the year. One section of this course will emphasize mixed voice singing. The other section/sectors will emphasize two or three part singing. Successful completion of Beginning Chorus is required.

## **Photography**

### **Basic Photography**

Credit: 1 Unit

Offered Grade: 9-10

Students enrolled in this program will learn photographic skills such as using multiple camera formats to set up, shoot, process and present photographic images; creating images using digital technology and preparing a professional portfolio to prepare for a career in the field of photography.

### **Photography I**

Credit: 1 Unit

Offered Grade: 10-12

Prerequisite: Basic Photography

Students learn to operate digital and film cameras and related equipment, including lenses, filters, and light meters. Instructional topics include composition, exposure calculations, and preparing finished photographs (film and digital). In addition, students evaluate and critique photographic work and investigate the history of photography

### **Photography II**

Credit: 1 Unit

Offered Grade: 11-12

Prerequisites: Photography I

Students will expand photography skills using 35mm cameras. Emphasis will be placed on the study of personal expression and development of creativity. Advanced camera problems and darkroom techniques will be studied through a variety of assignments. The history of photography will be offered through the study of major photographers, photographic imagery, the use of photography for artistic communication, and the major themes used by photographers. Ethical issues concerning photographic imagery will be explored. Students will also explore digital cameras and scanners to create photographic compositions. Students will produce a portfolio containing both 35 mm and digital photographs reflecting a series of works organized around a compelling visual concept or concentration.

### **Photography III**

Credit: 1 Unit

Offered Grade: 11-12

Prerequisites: Photography II

Students will develop a thematic path that integrates an in-depth exploration of film and digital processes. The course will explore various career paths in photography such as Photo Journalism, Commercial and Fine Art Photography. Apply professional exhibition techniques to present own work. Develop a quality portfolio that effectively illustrates a personal voice.

### **Photography IV**

Credit: 1 Unit

Offered Grade: 12

Prerequisites: Photography III and Teacher Recommendation

Students will engage in advanced study of photographic processes. Practice the attitude and self-discipline of a working artist. During the course students will prepare a final required portfolio evidencing technical proficiency, quality, concentration, and breadth of experience. Students are expected to apply professional exhibition techniques to exhibit personal work and the work of others. Expectations will be met by demonstrating initiative and commitment to communication of ideas through the use of the photographic medium.

### **Photojournalism**

Credit: 1 Unit

Offered Grade: 10-12

Prerequisites: Teacher Recommendation

Photojournalism I and II concentrate on all aspects involved in producing the school's yearbook and newsletter. The class uses desktop publishing skills as well as a photo editing software to produce the book. Most students are also responsible for taking pictures to be used in yearbook, downloading them into the computers, cropping and editing, and maintaining the cameras for everyone's use. Students must be willing to attend some or all games for fall, winter and spring sports. They learn about career opportunities in publication as well as the ethics of media. This class learns "by doing." Students work independently and in small and large groups.

## **Science**

### **Science Skills**

Non Credit

Offered Grades: 6-8

Credit: 1 Elective Unit

Offered Grade: 9-12

The purpose of this course is to provide a general knowledge of the concepts of life science, physical science, and earth science to enable students to function at their highest levels, participate effectively in the community, and prepare for a career. Content

**Science 6**

Non-Credit

Grade: 6

The sixth-grade standards continue to emphasize data analysis and experimentation. Methods are studied for testing the validity of predictions and conclusions. Scientific methodology, focusing on precision in stating hypotheses and defining dependent and independent variables, is strongly reinforced. The concept of change is explored through the study of transformations of energy and matter, both in living things and in the physical sciences. A more detailed understanding of the solar system becomes a focus of instruction. Natural resource management and its relation to public policy and cost/benefit tradeoffs are introduced.

**Life Science**

Non-Credit

Grade: 7

The Life Science course emphasizes a more complex understanding of change, cycles, patterns, and relationships in the living world. Students build on basic principles related to these concepts by exploring the cellular organization and the classification of organisms; the dynamic relationships among organisms, populations, communities and ecosystems; and change as a result of the transmission of genetic information from generation to generation. Inquiry skills at this level include organization and mathematical analysis of data, manipulating variables in experimentation, and identifying sources of experimental error. Science process skills and experimentation are emphasized. Students are required to conduct group and/or class projects that are experimental in nature.

**Physical Science**

Non-Credit

Grade: 8

The Physical Science course stresses a more in-depth understanding of the nature and structure of matter and the characteristics of energy. The course places considerable emphasis on the technological application of physical science principles. Major areas covered include: the periodic table; physical and chemical changes; nuclear reactions; temperature and heat; sound; light; electricity and magnetism; and work, force, and motion. The Physical Science course continues to build on skills of systematic investigation with a clear focus on variables and repeated trials. Validating conclusions using evidence and data becomes increasingly important in this course. Students will plan and conduct research involving both classroom experimentation and literature reviews from written and electronic resources. Research methods and skills highlight practical problems and questions. Students will share their work using written reports and other presentations. Students will participate in an Eighth grade Standards of Learning Science assessment.

**Health Science I & II**

Credit: 1 Elective Unit

Offered Grade: 9-12

Prerequisite: None

Health Science covers ten health life-skills areas: Staying Healthy, Nutrition, Medicine, Children's Health, Adult's Health, Home Safety, First Aid, Emergency, Medical Care, Exercise and Dental Health. The objectives of this course are to help students identify good health habits and increase awareness of risks and safety. Learning activities include, but are not limited to: worksheets, handouts, videotapes, hands-on activities, filmstrips, books and health-related field trips.

**Earth Science I**

Credit: 1 Unit

Offered Grade: 9-12

Earth Science is the study of the earth and space. It covers five basic areas: geology, earth's surface, astronomy, meteorology and oceanography. Basic concepts related to the understanding of the makeup of the earth, the processes that occur on the earth and its place in the universe is stressed. Laboratory activities, demonstrations and written activities are used to introduce or reinforce these concepts. A main objective of the course is to relate the processes that are shaping the earth to the student's daily life. Study is based on the Virginia Standards of Learning. This course offers an End of Course Standards of Learning test.

**Earth Science Concepts**

Credit: 1 Elective

Offered Grade: 9-12

Students will learn about weather, rocks, minerals, and the solar system. They will be introduced to and use different weather tools and learn how they work as well as different types of rocks and minerals that are used in everyday life. They will also receive basic instruction related to using maps and understanding where we are in the solar system. This course includes instruction related to the science skills for the SOL based course called Earth Science. This course will not cover all related Standards of Learning and the student will not participate in an End of Course test.

**Biology I**

Credit: 1 Unit

Offered Grade: 10-12

Biology is a survey course with emphasis on anatomy and function in a variety of plants, animals and man. Other topics include genetics, ecology, biological adaptations and microscopic organisms. Laboratory activities, demonstrations and written activities are used to introduce or reinforce these concepts. Study is based on the Virginia Standards of Learning. This course offers an End of Course Standards of Learning test.

**Biology Concepts**

Credit: 1 Elective

Offered Grade: 9-12

Students will learn about living organisms that are found in nature and how they interact with each other. Students will learn about natural dyes and plant pollination as well as life cycles of different common species such as frogs, butterflies, cats and dogs. Students will also learn about safety with biohazardous materials, including universal precautions. This course includes instruction related to the science skills for the SOL based course called Biology. This course will not cover all related Standards of Learning and the student will not participate in an End of Course test.

**Biology II: Advanced Topics**

Credit: 1 Unit

Offered Grade: 11-12

Prerequisite: Biology I

This advanced level course is designed for students who are strong in science. The course may appeal to those interested in allied health fields. In this course the student will develop a working knowledge of human anatomy and physiology based on concepts. Students will be actively involved in laboratory experiences and projects designed to reinforce concepts.

**Biology II: Ecology**

Credit: 1 Unit

Offered Grade: 10-12

Prerequisite: Biology I

Ecology is a course that includes studies of the relationship between organisms and the environment (aquatic and terrestrial); various aquatic (streams, rivers, lakes and oceans) and terrestrial (tundra, taiga, forests, grasslands and deserts) biomes will be studied. Course work focuses on local ecosystems, and involves experimental studies in the laboratory and the field and data.

**Chemistry I**

Credit: 1 Unit

Offered Grade: 11-12

Chemistry is a college preparatory course emphasizing chemical principles through laboratory investigations, problem solving and basic terminology. Understanding and applying principles to solve problems are stressed and a sound background in basic algebra is required. This course offers an End of Course Standards of Learning test.

## **Chemistry Concepts**

Credit: 1 Elective

Offered Grade: 9-12

Students will learn about laboratory safety when handling chemicals, reactions as they pertain to cleaning and cooking, reading and understanding warning labels, and what to do in emergency situations. This course includes instruction related to the science skills for the SOL based course called Chemistry. This course will not cover all related Standards of Learning and the student will not participate in an End of Course test.

## **Science Remediation**

Credit: 1 Elective Unit

Offered Grade: 9-12

Prerequisite: Has not achieved a passing score on a Science SOL Test or Teacher Recommendation

This course will involve an overall survey of science concepts as dictated by student's needs. The curriculum is designed in accordance with the Virginia Standards of Learning in order to assist students' with passing SOL tests. This course is a recommended elective credit for students who fail the Earth Science, Biology or Chemistry SOL test(s).

## **Social Studies**

### **United States History to 1865**

Non-Credit

Grade: 5-6

Social Studies 6 focuses on the early beginnings of the United States through the Civil War. The student will have the opportunity to expand on his or her earlier studies of Virginia and American History through in-depth study of the political, economic, social, and cultural development of the nation. Fundamental concepts in civics, economics, and geography are developed within the context of United States history. Students will participate in a US I Standards of Learning assessment.

### **United States History 1865 to Present**

Non-Credit

Grade: 6-7

The grade seven class provides a survey of American history since 1865. This course incorporates the four strands of history, geography, civics, and economics. Important trends in American history are identified by the analysis of the role of ideas, individuals, and important events. Students develop historical-thinking skills and extend their understanding of how economics and geography shapes history. Students will participate in a US II Standards of Learning assessment.

## **Civics and Economics**

Non-Credit

Grade: 7-8

Civics and Economics examines the roles citizens play in the political, governmental, and economic systems in the United States. Students examine the constitutions of Virginia and the United States; identify the rights, duties, and responsibilities of citizens; and describe the structure and operation of government at the local, state, and national levels. Students investigate the process by which decisions are made in the American market economy and explain the government's role in it. Students will also identify personal character traits, such as patriotism, respect for the law, and a sense of civic duty, that facilitate thoughtful and effective participation in the civic life of an increasingly diverse democratic society. Students will participate in a Civics and Economics Standards of Learning assessment.

## **World Geography**

Credit: 1 Unit

Offered Grade: 8-12

The focus of this course is the study of the world's people, places, and environments with historical emphasis on Asia, Latin America, Africa and the Middle East. The knowledge, skills and perspective of the course are centered on the following: the world's population and cultural characteristics, its countries and regions, land forms and climates, natural resources and natural hazards, economic and political systems, and migration and settlement patterns. Spatial concepts of geography will be linked to chronological concepts of history to set a framework for studying human interactions. The course will emphasize how people in various cultures influence and are influenced by their physical geographic, inquiry/research and technology skills. Students will consider the relationships between people and places while asking and answering geographic questions. This course offers an End of Course Standards of Learning test.

## **Geography Skills**

Credit: 1 Elective

Offered Grade: 9-12

The focus of this course will be the study of the world's peoples, places and environments. Emphasis will be placed on students' understanding and applying geographic concepts and skills to their daily lives such as map skills, developing mental maps of world regions, knowing countries' locations, identifying cultural characteristics and landmarks. Students will relate current events to the physical and human characteristics of places. This course may include instruction related to the skills for the SOL based courses called World Geography. This course will not cover all related Standards of Learning and the student will not participate in an End of Course test.

## **World History to 1500 A.D.**

Credit: 1 Unit

Offered Grade: 8-12

Students will explore the historical development of people, places and patterns of life from ancient time until about 1500 A.D. Students study the origins of much of our heritage using texts, maps, pictures, stories, diagrams, charts and a variety of chronological, inquiry/research, and technological skills. Students develop competence in chronological thinking, historical comprehension and historical analysis. Instruction is based on the Virginia Standards of Learning for this area of study. This course offers an End of Course Standards of Learning test.

### **World History 1500A.D. To Present**

Credit: 1 Unit

Offered Grade: 9-12

This course will involve an overall survey of the people and events in World History from 1500 A.D. to the present times. Geographic influences on history continue to be explored; attention is given to political boundaries that developed with the evolution of nation-states. Significant attention will be given to the ways in which scientific and technological revolutions created new economic conditions that in turn produced social and political changes. The people and events of the nineteenth and twentieth centuries will be emphasized for their strong connections of contemporary issues. The standards strike a balance between the broad themes of history and the probing of specific historic events, ideas, issues, persons and documents. Students approach their study using texts, maps, pictures, stories, diagrams, charts and a variety of chronological, inquiry/research, and technological skills. Students develop competence in chronological, thinking, historical comprehension and historical analysis. Instruction is based on the Virginia Standards of Learning for this area of study. This course offers an End of Course Standards of Learning test.

### **World Cultures I (to 1500) and II (1500-present)**

Credit: 1 Elective

Offered Grade: 9-12

Students will explore World History's major events in order to develop a sense of chronology and geography. Emphasis will be placed on the use of key vocabulary, key figures of history, map skills, and content that will assist students in their exploration of world religion, music, literature, food and art of the cultures that impact and shape the US today. Craft and cooking projects will incorporate expanded core curriculum skills. This course includes instruction related to the skills for the SOL based courses called World History. This course will not cover all related Standards of Learning and the student will not participate in an End of Course test.

### **Virginia and United States History**

Credit: 1 Unit (required for graduation)

Offering Grade: 10-12

The standards for Virginia and United States History, as established by the Virginia Standards of Learning, cover the historical development of American ideas and institutions from Age of Exploration to the present. While focusing on political and economic history, the standards provide students with a basic knowledge of American culture through a chronological survey of major issues, movements, people and events in the United States and Virginia history. This course offers an End of Course Standards of Learning test.

### **VA/US History Concepts**

Credit: 1 Elective

Offering Grade: 10-12

Students will explore Virginia and US History's major events from the Age of Exploration to the present in order to develop a sense of chronology and geography. Emphasis will be placed on vocabulary, key people, and map skills in order to explore the relationship of the past to current events that affect Virginia and the United States today. Craft and cooking projects would incorporate expanded core curriculum skills. This course may include instruction related

to the skills for the SOL based courses called Virginia and United States History. This course will not cover all related Standards of Learning and the student will not participate in an End of Course test.

### **Virginia and United States Government**

Credit: 1 Unit (required for graduation)

Offering Grade: 11-12

The standards for the study of United States and Virginia government will ensure the graduates of Virginia's public schools understand the origins and workings of the American and Virginia political systems. The standards require that students have knowledge of the United States and Virginia Constitutions; the structure and operation of United States and Virginia governments; the process of policy-making, with emphasis on economics, foreign affairs, and civil rights issues; and the impact of the general public, political parties, interest groups, and the media on policy decisions. United States political and economic systems are compared to those of other nations, with emphasis on the relationships between economic and political freedoms. Economic content covers the United States market system, supply and demand, and role of the government in the economy. This course does not offer an End of Course Standards of Learning test.

### **Virginia and United States Government Concepts**

Credit: 1 Elective

Offering Grade: 11-12

This course will focus on preparing students to become participating and responsible citizens. Students will explore Virginia and US Government concepts based on principles of government: Rule of Law, Democracy, Separation of Powers, Checks and Balances. Emphasis will be placed on practical concepts – voting, community involvement, awareness of news events, “street law” concepts, and basic vocabulary (Social Security, DBVI, passports). A Community Awareness Project may be required for each student and will incorporate expanded core curriculum skills. This course includes instruction related to the skills for the SOL based courses called Virginia and United States Government. This course will not cover all related Standards of Learning.

### **Current Events**

Credit: 1 Elective Unit

Offered Grade: 9-12

Students study major events and people in the news. Media resources for this class include newspapers, television, magazines, periodicals and the Internet. Students use graphing and survey techniques to compile representations of data collected over time. Notebooks are also maintained to reinforce vocabulary and concept development.

### **Social Studies Skills**

Credit: 1 Elective Unit

Offered Grade: 9-12

Social Studies Skills is a course composed of the following three strands: Geography, U.S. History, and Government. The course is designed to ensure that students are exposed to critical information that will make them better informed and more productive citizens. Students enrolled in this course may be certificate candidates or may eventually enroll in general education social studies courses.

### **Social Studies Remediation**

Credit: 1 Elective Unit

Offered Grade: 9-12

Prerequisite: Has not achieved a passing score on the Social Studies SOL Test or Teacher Recommendation

This course will involve an overview of the people and events in World and/or U.S. History to the present times. The curriculum is designed in accordance with the Virginia Standards of Learning in order to assist students pass SOL tests. This course is a recommended elective credit for students who have not achieved a passing score on the World Geography, World History or U.S. History SOL test(s).

### **Law-Related Education**

Credit: 1 Elective Unit

Offered Grade: 11-12

This course will provide the students with information and date of our justice system, the law and the legal process. They will be exposed to contracts, legal papers, application forms and documents involved with independent living. Students benefit from field trips, exposure to guest speakers, making scrapbooks and so forth.

### **Community Resources**

Credit: 1 Elective Unit

Offered Grade: 10-12

Students will understand how individuals use community resources (including recreation, information and transportation system) to achieve a more satisfactory way of life. Students will be able to read and utilize simple maps and charts, community safety, grocery shopping, general shopping, eating out and using services. Students will go on field trips to gain experiences as consumers. They will be exposed to resource people and guest speakers.

## **Spanish**

### **Spanish I**

Credit: 1 Unit

Offered Grade: 8-12

This is an introductory course into the Spanish language and culture. Primary emphasis is given to development of basic skills in listening and speaking. Students are given reading, speaking, and writing practice in controlled situations.

### **Spanish II**

Credit: 1 Unit

Offered Grade: 9-12

Prerequisite: Spanish I

This course continues to build on the skills that were introduced in the first year. More emphasis is given to reading and writing than in the first year. The study of grammar is expanded, and increased communication in Spanish is encouraged in the classroom.

### **Spanish III**

Credit: 1 Unit

Offered Grade: 10-12

Prerequisite: Spanish II

Students continue to refine the skills learned in the first two years. More complex aspects of grammar and syntax are introduced. Increased emphasis will be placed on oral and written communication skills. Spanish is used exclusively by the end of the year.

### **Spanish IV**

Credit: 1 Unit

Offered Grade: 11-12

Prerequisite: Spanish III

Students continue to refine the skills learned in the first three years to become more proficient in all aspects of the language. Students are introduced to literary selections. Spanish history and culture are studied in more depth. Increased emphasis is placed on all skill areas—listening, speaking, reading, and writing. Spanish is used exclusively from the beginning of the year to communicate in the classroom.

### **Spanish V**

Credit: 1 Unit

Offered Grade: 12

Prerequisite: Spanish IV

Students become increasingly proficient in their ability to use all communicative skills. They use more sophisticated language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of any meaningful language use.

## **Vocational Options**

### **Practical Assessment Exploration System (PAES)**

Non Credit

Offered Grades: 6-8

Credit: 1 Elective Unit

Offered Grade: 9-12

During this course, students begin to explore the essentials of the work place through the PAES curriculum. . PAES is a comprehensive vocational program that teaches the students essential skills of the work environment including clocking in for work, completing various tasks assigned in a timely fashion, cleaning the work station, and clocking out.

The PAES lab is divided into four subsections. Each subsection contains approximately 35-40 detailed tasks and skills ranging from simple tasks (Level I) to difficult tasks (Level VI). The subsections are:

1. Home Consumer Science
2. Manipulatory and Production
3. Industrial Production
4. Business and Marketing

An example of a Level I task is entering the various money amounts in the cash register and getting a total cost. If the student completes the task correctly in the time allotted, he/she moves on to Level II, which becomes more challenging. Each level becomes increasingly more difficult to complete. The student's data is recorded and the performance is assessed in the performance assessment computer program.

This class may be taken more than one semester if deemed appropriate to complete the program. Students will receive one credit for each semester completed.

### **Career and Discovery**

Non Credit

Offered Grades: 6-8

Credit: 1 Elective Unit

Offered Grade: 9-12

This is a hands-on class designed to provide students with experiences and activities which promote self-awareness, career exploration, and educational planning related to the students' educational and occupational plans. Students will complete activities and simulations related to various career fields.

### **Occupational Guidance and Preparation I and II**

Credit: 1 Elective Unit

Offered Grade: 9-12

This is a hands-on class designed to provide students with experiences and activities which promote self-awareness, career exploration, and educational planning related to the students' educational and occupational plans. Students will complete activities and simulations related to various career fields. Students become aware of diverse job possibilities, develop necessary job related skills, experience a variety of job placement possibilities, and learn to make logical and viable job choices. In addition, the classroom component to this course focuses on the 'soft skills' of employment including appearance, communication, accepting feedback, working with others/as a team, job search, resume building, interview skills, etc.

The competencies important in this class are: knowing and exploring occupational possibilities; selecting and planning occupation choices; exhibiting appropriate work habits and behavior; and seeking, securing, and maintaining employment.

*Life Skills Performance Curriculum Domain Area(s) addressed: Vocational*

### **Community Based Training (Work-study)**

Credit: 1 Elective Unit

Offered Grade: 9-12

Prerequisite: Occupational Guidance and Preparation

This is a two-year follow-up course designed to build on the skills and knowledge of Occupational Guidance and Preparation I and II. This course prepares students for transitioning from school to work. It emphasizes the behaviors needed to secure and maintain a job. Topics include dealing with co-workers and supervisors, using an interpreter, completing job applications, the interview process, explanation of benefits, demonstrating knowledge of competitive standards and learning how to adjust to changes in employment. The students work on or off campus to acquire these skills and may participate in a work-study program on or off campus, go on field trips, and meet with a Department of Rehabilitative Services counselor. Students may participate in multiple semesters of Community Based Training.

## **Additional Course Offerings**

### **Health and Daily Living Skills I, II, III, IV**

Non Credit

Offered Grades: 6-8

Credit: 1 Elective Unit

Offered Grade: 9-12

This course includes a variety of health topics including staying healthy, nutrition/food guide pyramid, medicine, home safety, first aide, emergency/non-emergency, medical care, exercise and dental health. The objectives of this course are to help students identify good health habits and increase awareness of risks and safety. Learning activities include role plays, hands-on activities and reflections which make all topics listed relate to functional/daily living. Life Skills Performance Curriculum Domain Area(s) addressed: Health and Safety

### **Independent Living Skills I, II, III, IV**

Non Credit

Offered Grades: 6-8

Credit: 1 Elective Unit

Offered Grade: 9-12

In this class students are provided experiences to help them become independent in handling and managing day-to-day tasks in both the areas of personal management and home management. Topics include grooming, meal planning and food preparation, household care, and laundry. In addition, students incorporate topics from other class areas (such as personal safety/using an ID, communication skills, and daily functional math skills such as money management).

*Life Skills Performance Curriculum Domain Area(s) addressed: Home Management, Personal Care (as appropriate)*

**Technology Skills**

Non Credit

Offered Grades: K-8

Credit: 1 Unit

Offered Grade: 9-12

This class is designed to help students understand themselves and the world of work. They will learn skills in assistive technology as they explore their own skills and interests, identify positive work habits, and develop an awareness of career opportunities.

**Personal and Social Skills I, II, III, IV**

Non Credit

Offered Grades: 6-8

Credit: 1 Elective Unit

Offered Grade: 9-12

Instruction emphasizes developing appropriate behaviors for all educational settings. Specific skills essential for social adjustment and social interaction are stressed. This course provides the student support in the areas of problem solving, age appropriate social interactions, and establishing personal realistic life goals.

**Individual Development**

Non Credit

Offered Grades: 6-8

Credit: 1 Elective Unit

Offered Grade: 9-12

Students enrolled in Individual Development focus on encouraging personal potential of self and others throughout the life span; enhancing positive views of self and others; managing stressful situations; formulating a plan to achieve career goals; forming healthy, caring relationships with family members and peers; managing conflict; choosing responsible ways to express oneself; and evaluating the importance of responsible parenting to individuals, families, and society

## **Blue Ridge Tech Prep Academy (Grade 12)**

Prerequisite: Application

The Blue Ridge Tech Prep Academy provides a unique opportunity for high school seniors to enroll in college courses. Students that participate in the Academy are selectively chosen based on their stated post-secondary training and career goals, and their academic track record. In addition, these students must have the approval of their parents, high school principal and guidance counselor. Participants have the option of attending classes at any of the three Blue Ridge Community College campuses (Waynesboro, Harrisonburg, and Weyers Cave) during any time frame that the classes are offered. Students may attend morning classes at their high school and afternoon classes at BRCC or vice versa. Night classes are also an option. Students are expected to enroll in two classes in the fall and two in the spring, with one course each semester being occupational/technical and the other academic.

Tech Prep helps students with career planning, enabling students to be better prepared for the world of work. Students interested in getting a head start on their technical/occupational career, or rising seniors who need only a few credits for high school graduation, are eligible to apply to this Academy.

Courses of study that are available include: Accounting, Administration of Justice, Business Management, Computers & Electronics Technology, Human Services, Information Systems Technology, Manufacturing Technology, Mechanical Engineering Technology, \*Nursing, \*Radiology, and \*Veterinary Technology. (\* denotes selective admissions policy)

# Valley Vocational Technical Center

Valley Vocational Technical Center (VVTC), located in Fishersville, Virginia, is an integral part of the public school system of Augusta County, Staunton, and Waynesboro. It provides an extension of curricula for the seven feeder high schools. Through the Center, expanded vocational opportunities are provided for those high school students who apply for enrollment in a VVTC program related to their chosen career pathway. Valley Technical Center programs are designed to develop skills, knowledge, attitudes, and work habits necessary for students transitioning to the workplace or postsecondary training and/or education.

Valley Vocational Technical Center offerings are listed on the web at <http://www.valleytech.us>  
VVTC courses grant three units of credit per year. **Available spaces are limited. Interested students must complete an application and in some cases, an interview. Please contact the guidance counselor or transition specialist for more information.**

Note: VVTC courses include an additional fee for materials and equipment. School buses provide transportation to and from VVTC.

## 2 Year Programs

### **Auto Body Repair I--Collision and Repair (Non-Certified)**

Suggested Grade Levels: 11 or 12

In the global automotive repair industry, there is a growing demand for qualified auto body technicians. In this course, students are taught non-structural analysis, damage repair, and welding. Students work with a variety of materials, using metal finishing and body filling techniques to prepare surfaces and repair panels. In addition, students practice shop safety and gain career skills.

### **Auto Body Repair II--Painting and Refinishing (Non-Certified)**

Suggested Grade Levels: 11 or 12

Prerequisite: Auto Body Repair I--Collision and Repair (Non-Certified)

Credential: Collision Repair Assessment (NOCTI)

In the global automotive repair industry there is a growing demand for qualified auto body technicians. In this course, students are taught to repair, mask, and refinish auto body components and entire vehicles. In addition, they use spray guns and personal safety equipment while applying undercoats and topcoats, working with a variety of materials, and gaining career skills. The cooperative education method is available for this course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.

### **Automotive Technology I (Certified)**

Suggested Grade Levels: 11 or 12

In this first course of the three-course program sequence, students learn all aspects of repair, safety, and customer service by concentrating on four primary areas: brakes, steering and suspension, electrical/electronics, and engine performance. Students get a taste of real-world scenarios while being encouraged to enter into postsecondary education opportunities.

### **Automotive Technology II (Certified)**

Suggested Grade Levels: 11 or 12

Prerequisite: Automotive Servicing I

Credential: National Automotive Student Skills Standards Assessment (NA3SA)

In this second course of the three-course program sequence, students learn all aspects of repair, safety, and customer service by concentrating on four primary areas: brakes, steering and suspension, electrical/electronics, and engine performance. Students will get a taste of real-world scenarios while being encouraged to enter into postsecondary education opportunities. The cooperative education method is available for this course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.

### **Carpentry I**

Suggested Grade Levels: 11 or 12

Carpentry I introduces students to skills essential to success in the profession. Students use hand and power tools to cut stock; learn to read blueprints; build and install foundations, trusses, doors, windows, stairs, and finishes; and frame walls, floors, ceilings, roofs, decks, and porches. All students will obtain a required OSHA 10 Safety Credential in the class.

### **Carpentry II**

Suggested Grade Levels: 11 or 12

Prerequisite: Carpentry I

Credential: Carpentry Assessment (NOCTI)

Carpentry II completes students' secondary training for the carpentry profession. Students study blueprints; build and install foundations, trusses, doors, windows, stairs, and finishes; and frame walls, floors, ceilings, roofs, decks, and porches. In addition, students are introduced to basic rigging, learn to estimate and select building materials, and install cabinets. The cooperative education method is available for this course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.

### **Cosmetology I**

Suggested Grade Levels: 10 or 11

In this introductory course, students study hair, skin, and nails and their related care. Students are grounded in theory as they prepare to practice procedures in a clinical lab setting or classroom, using mannequins for manipulative skill practice. The first-year course emphasizes personal safety, professionalism, and sanitation of equipment and facilities. Students develop skills in shampooing and conditioning hair as well as styling and cutting hair. They also receive an introduction to manicure and pedicure procedures.

### **Cosmetology II**

Suggested Grade Levels: 11 or 12

Prerequisite: Cosmetology I

Credential: Cosmetology License from Virginia Board of Barbers and Cosmetology and Cosmetology (NOCTI)

In this advanced course, students build on their theoretical foundation in cosmetology and increase proficiency in hair cutting and styling on live models, with attention to professionalism, client consultation, safety, and sanitation. Students are trained in safety and chemical processes related to permanent waves, relaxing, soft-curling, lightening, and coloring hair. They also develop artistic skills with artificial hair. In addition, students learn to care for skin, hands, and feet, developing expertise in providing facials, manicures, and pedicures. A business management unit focuses

on managing the salon. Competency completions prepare the student for the Virginia state-licensing exam. The cooperative education method is available for this course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.

### **Culinary Arts I**

Suggested Grade Levels: 10 or 11

Credential: Workplace Readiness Skills for the Commonwealth Examination

Dual Enrollment Available

Students practice managerial, production, and service skills used in government, commercial, or independently owned institutional food establishments and related food industry occupations. Students plan, select, store, purchase, prepare, and serve food and food products; study basic nutrition, sanitation, and food safety; the use and care of commercial equipment; and the operation of institutional food establishments. Critical thinking, practical problem solving, and entrepreneurship opportunities within the field of culinary arts are emphasized. Teachers highlight the basic skills of mathematics, science, and communication when appropriate in content. The cooperative education method is available for this course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year. Recommended prerequisite(s): Introduction to Culinary Arts 8249/8250

### **Culinary Arts II**

Suggested Grade Levels: 11 or 12

Credential: ProStart Program Certification (National Restaurant Association Educational Foundation), Culinary Arts Prep Cook 1(NOCTI), ServSafe Certification

Prerequisite: Culinary Arts I

Dual Enrollment Available

Culinary Arts II provides students an opportunity to refine skills in serving, dining room management, and other skills learned in Culinary Arts I. Students prepare for occupations such as chef/cook, baker/pastry helper, pastry decorator, hospitality worker, dietetic aide/assistant, food demonstrator, and entrepreneur. Critical thinking, practical problem solving, and entrepreneurship opportunities within the field of culinary arts are emphasized. Teachers highlight the basic skills of mathematics, science and communication when appropriate in content. The cooperative education method is available for this course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.

### **Diesel Equipment Technology I**

Suggested Grade Levels: 10 or 11

Students receive basic instruction in general maintenance and overhaul of diesel equipment. They learn to inspect, maintain, and repair tracks, wheels, brakes, operating controls, pneumatic and hydraulic systems, electrical circuitry, and engines. They practice welding and brazing techniques.

### **Diesel Equipment Technology II**

Suggested Grade Levels: 11 or 12

Prerequisite: Diesel Equipment Technology I

Credential: Diesel Engine Mechanics Assessment (NOCTI)

Students receive instruction in general maintenance and overhaul of diesel equipment. They learn to inspect, maintain, and repair tracks, wheels, brakes, operating controls, pneumatic and hydraulic systems, electrical circuitry, and engines. They practice welding and brazing techniques. The cooperative education method is available for this

course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.

### **Electricity I**

Suggested Grade Levels: 10 or 11

Students develop skills in the installation, operation, maintenance, and repair of residential, commercial, and industrial electrical systems. They also study electrical theory, navigate the National Electrical Code Book, select and install conductors, and work with panel boards, switchboards, and generators.

### **Electricity II**

Suggested Grade Levels: 11 or 12

Prerequisite: Electricity I

Credential: Electrical Construction Assessment (NOCTI)

Students continue to develop skills in the installation, operation, maintenance, and repair of residential, commercial, and industrial electrical systems. They also study electrical theory and mathematical problems related to electricity, navigate the National Electrical Code Book, select and install conductors, examine lighting, communication, and power systems, and work with conduit and raceways, panel boards, switchboards, grounding systems, and generators. The cooperative education method is available for this course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.

### **Heating, Ventilation, Air Conditioning, and Refrigeration I**

Suggested Grade Levels: 11 or 12

This instructional program prepares students to install, repair, and maintain the operating conditions of heating, air conditioning, and refrigeration systems. Students work with piping and tubing, study heat and electricity, install duct systems, and comply with EPA regulations. Completion of this sequence may prepare students for a number of certification exams, helpful for employment in a variety of HVAC occupations.

### **Heating, Ventilation, Air Conditioning, and Refrigeration II**

Suggested Grade Level: 11, 12

Prerequisite: Heating, Ventilation, Air Conditioning, and Refrigeration I

Credential: EPA Technician Certification Exam; HVACR Assessment (NOCTI)

This instructional program prepares students to install, repair, and maintain the operating conditions of heating systems. Completion of this sequence may prepare students for a number of certification exams, helpful for employment in a variety of HVAC occupations. The cooperative education method is available for this course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.

### **Precision Machining Technology I**

Suggested Grade Levels: 11 or 12

Students learn the basics of industrial safety and environmental protection; planning, management, and performance of machining jobs; quality control; general maintenance; engineering drawings and sketches; and application of measurements, metalworking theory, properties of materials, and principles of CNC. Precision Machining Technology programs may be certified by NTMA (National Tooling and Machining Association), the certifying agency for the National Institute for Metalworking Skills (NIMS).

### **Precision Machining Technology II**

Suggested Grade Levels: 11 or 12

Prerequisite: Precision Machining Technology I

Credential: Precision Machining Assessment (NOCTI)

Dual Enrollment Available

Students apply industrial safety and environmental protection; planning, management, and performance of machining jobs; quality control; process improvement; general maintenance; engineering drawings and sketches; and application of measurements, metalworking theory, properties of materials, and principles of CNC. Precision Machining Technology programs may be certified by NTMA (National Tooling and Machining Association), the certifying agency for the National Institute for Metalworking Skills (NIMS). The cooperative education method is available for this course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.

### **Veterinary Assistant I**

Suggested Grade Levels: 10 or 11 or 12

Students learn animal science and the care of animals, including animal structure and function, principles of health, and microbes and disease. They develop basic skills and techniques of assisting the veterinarian in the following areas: receptionist duties; animal examinations; examining room and laboratory work; the handling, caring, and feeding of animals; first aid and surgery; and maintenance of equipment and facilities. On-the-job clinical instruction may occur in veterinary offices or animal clinics and is coordinated by the Health and Medical Sciences teacher.

Recommended prerequisite(s): Introduction to Health and Medical Sciences 8302

### **Veterinary Assistant II**

Suggested Grade Levels: 11 or 12

Prerequisite: Veterinary Assistant I

Credential: Small Animal Assessment

The student may incorporate a cooperative work experience that combines classroom instruction with two or three hours of school-released time for on-the-job training in a health care facility such as a veterinarian's office or clinic.

### **Welding I**

Suggested Grade Levels: 11 or 12

Students learn to use gases and electric arc processes to fabricate and weld metal parts according to diagrams, blueprints, and specifications. Students will also receive all safety-related practices and techniques including the OSHA 10 card.

### **Welding II**

Prerequisite: Welding I

Credential: Welding Assessment (NOCTI), SENSE Training Program Certification (AWS)

Dual enrollment available

Students continue to apply the practices and techniques learned in Welding I using advanced welding techniques to fabricate and weld metal parts according to diagrams, blueprints, specifications, and industry certification. The cooperative education method is available for this course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.

## **1 Year Programs**

### **Computer Systems Technology I**

Suggested Grade Levels: 10, 11 or 12

Students enter the world of computer technology and gain practical experience in assembling a computer system, installing an operating system, troubleshooting computers and peripherals, and using system tools and diagnostic software. They develop skills in computer networking and resource sharing. In addition, students explore the relationships between internal and external computer components. Emphasis is placed on customer service skills and career exploration. Upon successful completion of the course, students may qualify to take the A+ certification exam.

### **Computer Network Software Operations**

Suggested Grade Levels: 11 or 12 (36 weeks)

Credential: Workplace Readiness Skills for the Commonwealth Examination

Computer Network Software Operations is designed to teach many aspects of computer support and network administration. Students learn networking concepts, from usage to components, and set up peer-to-peer network systems and client server networks. Students install and configure network cards and connect them to networks. Students learn how to install the operating systems, set up and manage accounts, load software, and set up and implement security plans. This course may include software-based network operating systems such as Novell NetWare and Microsoft Windows NT. The cooperative education method is available for this course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year. Recommended prerequisite(s): Keyboarding course(s) or teacher-approved demonstration and documentation of touch keyboarding skills

### **Computer Systems Technology II**

Suggested Grade Levels: 10, 11 or 12

Prerequisite: Computer Systems Technology I

Credential: A+ (CompTIA), Network +, IC3, and Computer Repair (NOCTI)

Building on the foundation of Computer Systems Technology I, this advanced course provides students with training in procedures for optimizing and troubleshooting concepts for computer systems and subsystems. Students explore wireless technologies (e.g., Bluetooth, Wi-Fi) and create and configure a network. Emphasis is placed on technical proficiency, skill-building, and workplace readiness. The course prepares students for postsecondary education and training and a successful career in information technology. Upon successful completion of the course, students may qualify to take the A+ certification exam. The cooperative education method is available for this course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.

### **Criminal Justice I**

Suggested Grade Levels: 10 or 11

Dual Enrollment Available

Students are introduced to the principles, techniques, and practices for pursuing careers within the criminal justice services system.

## **Criminal Justice II**

Suggested Grade Levels: 11 or 12

Prerequisite: Criminal Justice I

Credential: Criminal Justice Assessment (NOCTI)

Dual Enrollment Available

Students learn the principles, techniques, and practices for pursuing careers within the criminal justice services system. The cooperative education method is available for this course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.

## **Dental Assistant I**

Suggested Grade Level: 11

Students are introduced to the careers in dentistry, including dentist (general and specialists), hygienist, dental assistant, dental laboratory technician, and dental receptionist. Students practice and learn about many of the skills utilized in these professions while attaining all the skills necessary to become a dental assistant. Study includes infection control and OSHA standards, anatomy and physiology, tooth morphology, oral histology, preventive dentistry, applied psychology, effective communication, office administration and management, use of dental software, operative dentistry techniques, and dental materials/laboratory skills. Recommended prerequisite(s): Keyboarding 6150/6151 and Introduction to Health and Medical Sciences 8302

## **Dental Assistant II**

Suggested Grade Level: 12

Prerequisite: Dental Assistant I

Credential: Dental Assisting (NOCTI), Certified Dental Assistant: Radiation Health and Safety Examination

Units of study include medical emergencies, coronal polishing, oral pathology, dental or entgenology, nutrition, schedule IV drugs and pharmacology, and advanced laboratory techniques. While attending classes for part of the week, students also have an opportunity to participate in internships in local private dental offices and public health dental facilities, where they participate in all phases of dental care delivery. At the end of the program, students are eligible to take the State Dental Board examination, which offers certification in Radiation Hygiene and Safety and in Schedule IV Drugs, qualifying those who pass to work as a dental assistant, dental receptionist, patient educator, appointment controller, and dental office manager. After two years in the field, graduates of the program are eligible to take the national examination to become a certified Dental Assistant. Many graduates choose to continue their dental assisting education at community colleges and universities.

## **Emergency Medical Technician-B I**

Suggested Grade Levels: 11 or 12

Students focus on the role and responsibilities of emergency rescue workers, basic medical terminology, and health care skills that include first aid; cardiopulmonary resuscitation; aseptic technique; and related anatomy, physiology, and disease knowledge. Supervised work education is provided in a hospital or with rescue squads and is managed by the HOE teacher.

## **Emergency Medical Technician-B II**

Suggested Grade Levels: 11 or 12

Credential: EMS First Responder (Virginia Department of Health, Office of EMS)

Prerequisite: Emergency Medical Technician I (8333/co-op not available/36 weeks, 280 hours)

Students become skilled in identifying and dealing with emergencies such as bleeding, fractures, airway obstruction, and cardiac arrest. Instruction emphasizes proper care and use of common emergency equipment and safe methods

for lifting, moving, and transporting injured persons. Supervised on-the-job training and patient-care experiences are part of the instructional program. Program completers may take the EMT state certification examination administered by the Virginia Department of Health, Office of Emergency Medical Services.

### **Firefighting I**

Suggested Grade Levels: 10 or 11

Credential: Workplace Readiness Skills for the Commonwealth Examination

Students are introduced to the equipment and procedures necessary to fight live fires, operate in simulated hazardous-materials incidents, and conduct search-and-rescue operations. Students react to multi-faceted situations (e.g., caused by simulated terrorism, accidents, and natural disasters) as part of an emergency-response team. Students become familiar with emerging technologies such as communications software (e.g., dispatch systems, GIS, mapping systems, incident reporting, and simulation programs), multimedia inputs, thermal imaging cameras, and hazardous gas detectors. Students acquire teamwork, critical-thinking, public-speaking, research, report-writing, and incident-management skills. This course challenges students academically, mentally, and physically.

Note: Students must be at least 16 years old by the first day of the course offering.

### **Horticulture Sciences**

Suggested Grade Level: 11, 12

Credential: Floriculture Greenhouse Assessment (NOCTI)

Dual enrollment available

In this course, students develop the necessary knowledge, skills, habits, and attitudes for entry-level employment and advancement in areas such as floriculture, landscape design, greenhouse operation, nursery plant production, and turf management. They receive instruction in using soil and other plant-growing media and in identifying, propagating, and growing horticultural plants in the greenhouse and land laboratory. Instruction is provided in safety practices and leadership development.

### **Greenhouse Plant Production and Management**

Suggested Grade Level: 11, 12

Prerequisites: 8034

Credential: Floriculture Greenhouse Assessment (NOCTI)

Students enrolled in this course learn the operating procedures for a greenhouse. Units of instruction include developing plant production facilities, science application in plant production, and identification of plants. Business management and marketing skills are emphasized to prepare students for careers in the greenhouse plant production and management industry. Leadership development is offered through participation in FFA.

### **Masonry I**

Suggested Grade Levels: 10 or 11

Students learn to use hand tools such as trowels, levels, and chisels and power tools such as concrete mixers to lay brick, concrete block, tile, and related materials. Students focus on problem-solving and employability skills while performing entry-level brick masonry tasks.

## **Masonry II**

Suggested Grade Levels: 11 or 12

Prerequisite: Masonry I

Credential: Construction Masonry Bricklaying Assessment (NOCTI)

Students continue to use hand tools such as trowels, levels, and chisels and power tools such as concrete mixers to lay brick, concrete block, tile, and related materials. Students also perform residential and commercial masonry tasks. The cooperative education method is available for this course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.

## **Nurse Aide I**

Suggested Grade Levels: 11 or 12

Nurse Aide I, offered as an occupational preparation course beginning at the 11th-grade level, emphasizes the study of nursing occupations as related to the health care system. Students study normal growth and development, simple body structure and function, and medical terminology and are introduced to microbes and disease. They receive elementary skill training in patient-nursing assistant relationships; taking and recording of vital signs; cardiopulmonary resuscitation; and bathing, feeding, dressing, and transporting of patients in hospitals and nursing homes. Limited on-the-job instruction in nursing homes and hospitals is part of the course. This course can be used as an introduction to practical nursing or to prepare the student for Nurse Aide II so that all competencies for a certified nursing assistant are met. Recommended prerequisite(s): Introduction to Health and Medical Sciences 8302

## **Nurse Aide II**

Suggested Grade Level: 12

Prerequisite: Nurse Aide I

Credential: Nurse Aide (CNA) (Virginia Board of Nursing)

Nurse Aide II is an occupational preparation course, emphasizing advanced skill training in areas such as catheter care, range of motion, bowel and bladder training, care of the dying, selected procedures for maternal and infant care, and admission and discharge procedures. Students learn diseases and body systems as related to advanced clinical care of the acute medical-surgical patient, the chronically ill, and the elderly. On-the-job instruction in a licensed nursing home is part of the course. Upon completion of the nurse aide program, the student is eligible to take the nurse aide certification exam that leads to employment as a certified nurse aide in hospitals and nursing homes.

## **Pharmacy Technician I**

Suggested Grade Level: 11

This certificate program is designed to provide students with the basic skills and knowledge to begin work as a pharmacy technician. The coursework will fulfill the requirements of the Board of Pharmacy and prepare students to take either the state examination or the national examination administered by the Pharmacy Technician Certification Board. Trained, experienced pharmacy technicians who can demonstrate the right skills and knowledge should be able to pursue many exciting and respected career options or postsecondary study in the pharmacy field.

Recommended prerequisite(s): Introduction to Health and Medical Sciences 8302

## **Pharmacy Technician II**

Suggested Grade Level: 12

Prerequisite: Pharmacy Technician I

Credential: Virginia Pharmacy Technician (Virginia Board of Pharmacy)

This certificate program is designed to provide students with the basic skills and knowledge to begin work as a pharmacy technician. The coursework will fulfill the requirements of the Board of Pharmacy and prepare students to take either the state examination or the national examination administered by the Pharmacy Technician Certification Board. Trained, experienced pharmacy technicians who can demonstrate the right skills and knowledge should be able to pursue many exciting and respected career options or postsecondary study in the pharmacy field.

## **\*Practical Nursing**

Suggested Grade Level: 12

Prerequisite: Intro to Health Science and medical Sciences, Nurse Aide II or related course

Credential: Licensed Practical Nurse (Virginia Board of Nursing)

In the first semester, students learn nursing care of patients of all ages, in various stages of sickness or wellness, and with a variety of disease conditions. They focus on human anatomy, body function, communication, community health, fundamental nursing skills, nutrition, drug therapy, and elementary medical-surgical nursing.

## **\*Practical Nursing II**

Suggested Grade Level: 12

Prerequisite: Practical Nursing I -- 8357

Credential: Licensed Practical Nurse (Virginia Board of Nursing)

In the second semester, instruction emphasizes introduction to pharmacology, normal life span (human growth and development), normal nutrition, nursing fundamentals, and nursing trends. Advanced emergency procedures and application of nursing procedures are demonstrated in a laboratory setting.

\*(Students will have to complete Practical Nursing III as an adult in order to be able to sit for the LPN examination).

## **Semester Programs**

### **Medical Systems Administration**

Suggested Grade Level: 11, 12

Credential: Workplace Readiness Skills for the Commonwealth Examination

Students wishing to gain employment in the health care field may take this course to learn how to use medical terminology and apply administrative procedures necessary to be productive employees in a health care environment. Students will learn how to manage office activities, enhance communication skills, identify legal and ethical issues in health care practices, manage financial functions, and enhance employability skills. The cooperative education method is available for this course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year. Recommended prerequisite(s): Keyboarding course(s) or teacher-approved demonstration and documentation of touch keyboarding skills

## **Virginia Teachers for Tomorrow - 10th Edition**

Suggested Grade Level: 12

Dual enrollment available

Credential: Workplace Readiness Skills for the Commonwealth Examination, NOCTI

This course introduces high school seniors to a career in teaching and education, through the Career Connections program. The primary elements of the curriculum components are the learner, the school, and the teacher and teaching. The components are intentionally broad in scope and provide a great deal of flexibility based on the career interests of a student. In addition to the fundamental curriculum components, all students are required to participate in an internship outside the Virginia Teachers for Tomorrow classroom. The internship may involve the preschool level through grade 12. Please go to the following link for additional Teacher Cadet Instructor Information.

### **Career Introduction**

#### **Bricklayer**

Suggested Grade Levels: 10 or 11

Credential: Workplace Readiness Skills for the Commonwealth Examination

Students enrolled in this program learn the fundamental skills associated with laying block and brick. The cooperative education method is available for this course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.

Note: Bricklayer may be offered as a complement to an existing concentration sequence in any CTE program area. In some instances, where noted, it may be combined with specific courses to create concentration sequences.

#### **Cabinetmaking I**

Suggested Grade Levels: 10 or 11

Students learn workshop and tool safety and employability skills as they practice reading blueprints; estimating and selecting materials; cutting and shaping stock; assembling, fastening, and installing components; and finishing surfaces. The technical, problem-solving, leadership, and creative skills learned in Cabinetmaking can be applied in industries well beyond construction trades and professions and can prepare the student for lifelong learning and success.

#### **Cabinetmaking II**

Suggested Grade Levels: 11 or 12

Prerequisite: Cabinetmaking I

Credential: Workplace Readiness Skills for the Commonwealth Examination

Students continue to learn workshop and tool safety and enhance their employability skills as they interpret blueprints; estimate and select materials; cut and shape stock; assemble, fasten, and install components; install interior finishes; apply wood veneers and plastic laminates; finish surfaces; and transport and install cabinets. The technical, problem-solving, leadership, and creative skills learned in Cabinetmaking can be applied in industries well beyond construction trades and professions and can prepare the student for lifelong learning and success. The cooperative education method is available for this course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.

### **Career Interpretation Phase II**

Suggested Grade Levels: 6 or 7 or 8 or 9 or 10 or 11 or 12 (Locally determined)

Credential: Workplace Readiness Skills for the Commonwealth Examination

Phase II consists of an in-depth study of one to four or more career clusters through a variety of investigative activities with local employers. Students observe, analyze, and report on the demand for workers, worker qualifications, organizational structures, quality control measures, selected policies and regulations, ethical issues, and rewards of work. Note: Career Interpretation Phase II may be offered as a complement to an existing concentration sequence in any CTE program area. In some instances, where noted, it may be combined with specific courses to create concentration sequences

### **Introduction to Culinary Arts**

Suggested Grade Levels: 9 or 10 or 11 or 12

Credential: Workplace Readiness Skills for the Commonwealth Examination

The competencies focus on identifying and exploring the individual careers within the food service industry. Units of study include food science and technology, dietetics and nutrition services, diverse cuisines and service styles, current trends, food and beverage production and preparation, and food safety and sanitation. The cooperative education method is available for this course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.

### **Introduction to Health and Medical Sciences**

Suggested Grade Level: 10 11 12

Credential: Workplace Readiness Skills for the Commonwealth Examination

This course introduces the student to a variety of health care careers and develops basic skills required in all health and medical sciences. It is designed to help students understand the key elements of the U.S. health care system and to learn basic health care terminology, anatomy and physiology for each body system, pathologies, diagnostic and clinical procedures, therapeutic interventions, and the fundamentals of traumatic and medical emergency care. Throughout the course, instruction emphasizes safety, cleanliness, asepsis, professionalism, accountability, and efficiency within the health care environment. Students also begin gaining job-seeking skills for entry into the health and medical sciences field. In addition, instruction may include the basics of medical laboratory procedures, pharmacology fundamentals, biotechnology concepts, and communication skills essential for providing quality patient care.

### **Small Animal Care I**

Suggested Grade Levels: 8 or 9 or 10 or 11 or 12

Credential: Workplace Readiness Skills for the Commonwealth Examination

Students learn how to care for and manage small animals, focusing on instructional areas in animal health, nutrition, management, reproduction, evaluation, training, and, when applicable, showmanship. Course content also includes instruction in the tools, equipment, and facilities for small animal care, and provides activities to foster leadership development. FFA activities are included.

### **Small Engine Technology I**

Suggested Grade Levels: 10 or 11

Credential: Workplace Readiness Skills for the Commonwealth Examination

Students learn to safely maintain and repair small internal-combustion engines used on portable power equipment such as lawnmowers, string trimmers, rotary tillers, outboard engines, and other two- and four-cycle engines. Students diagnose and service manual starting systems, ignition systems, cooling systems, and exhaust systems.

**Small Engine Technology II**

Suggested Grade Levels: 11 or 12

Prerequisite: Small Engine Technology I

Credential: Workplace Readiness Skills for the Commonwealth Examination

Students learn to safely maintain and repair small internal-combustion engines used on portable power equipment such as chain saws, motorcycles, jet skis, all-terrain vehicles, outboard engines, and other two- and four-cycle engines. Students analyze causes of engine failure and perform shop operations. The cooperative education method is available for this course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.

## Support Service Providers

**Braille Instructor:** Braille is taught to students who use this medium as a learning media. It is taught in an individual or small group setting in and is reinforced throughout the student's school day in all classes in order to ensure effective student progress.

**Therapeutic Counselor:** A counselor from the Valley Mental Health Center in Staunton provides assistance for serious mental health issues that are beyond the scope of school counseling.

**Educational Audiologist:** The educational audiologist provides comprehensive audiological services to all students at VSDB. These services include hearing evaluations, hearing aid checks and hearing aid recommendations and fittings. Information and recommendations about various assistive listening devices such as FM systems, cochlear implants and vibrotactile aids are also available. In addition, the educational audiologist troubleshoots and repairs hearing aids and other assistive listening devices, makes earmolds and provides "loaner" hearing aids when needed.

The educational audiologist helps families obtain hearing aids through state agencies such as Part C Early Intervention Services, Care Connection for Children (DOH) and the Department of Rehabilitative Services, and also assists families in purchasing hearing aids privately or through funding from various service organizations. The educational audiologist assists students in the application process for obtaining TDDs through VDDHH and qualifying for Supplemental Security Income (SSI) when appropriate. The educational audiologist helps educate students, families and the community at large about hearing, hearing loss, amplification and hearing conservation. The educational audiologist supervises graduate audiology students in both practicum and Clinical Fellowship Year placements.

The VSDB Audiology Clinic works closely with students, parents, educators, physicians, and university and community audiologists. Audiological services are provided to a variety of Early Intervention Programs through the VSDB Parent Infant Program. The VSDB Audiology Clinic is an approved diagnostic testing site for the Virginia Universal Newborn Hearing Screening Program coordinated through the Department of Health. Evaluations of public school children are done at the request of local school systems. The goal of VSDB Audiology Services is to identify children with hearing loss as early as possible and provide assistance in obtaining amplification when needed.

**School Guidance Counselor:** The school counselor provides personal counseling to the students. The counselor has weekly classroom guidance sessions..

In high school, the counselor provides personal, academic and vocational counseling, advice and guidance to the secondary students. In addition, the counselor:

- Administers diagnostic, achievement and placement tests to students such as SAT, etc.
- Assists students with college admissions and career exploration
- Coordinates vocational evaluation and training placement for students

The counselor serves as liaison with external programs to afford vocational training placement options for students. The counselor assists in coordinating off-campus evaluations. Students may attend Woodrow Wilson Rehabilitation Center for a two-week vocational evaluation. These assessments are used to aid in developing and documenting transitional competencies.

**Occupational Therapist:** Occupational therapy is a specialty concerned with facilitating, restoring, and/or maintaining functional independence. OT's are trained to evaluate and provide treatment to improve performance in:

- ◆ **Daily Living Skills** - feeding, dressing, grooming, toileting, carrying and manipulating book bags and items: mobility and transfer skills for self-help.
- ◆ **Developmental Skills**-fine motor, social interaction, play skills, handwriting, cutting, coloring, and other fine motor manipulative in the classroom such as typing.
- ◆ **Individual/Environmental Adaptations**-splints, prosthetic devices, wheelchairs, postural adjustment in chairs, and provide long handle, built up and other adaptive equipment if needed for school environment.
- ◆ **Sensorimotor Skills**-balance, motor planning, bilateral integration, and sensory information from tactile, visual, auditory, proprioceptive and kinesthetic systems.
- ◆ **Neuromuscular**-components positioning and handling, joints-range of motion in upper extremities, muscle tones and postures.
- ◆ **Cognitive**-memory, attention, orientation, conceptualization and problem solving.

**Orientation and Mobility Specialist:** Students will learn to be as independent in his/her daily travel as possible. Students will be provided with both on and off-campus experiences in order to help them meet this goal. Proper sighted guide techniques, proper cane techniques and sensory environment training are taught in the program. It is individually planned and focused on skills needed to travel independently in the environment in a safe and efficient manner.

**Physical Therapist:** The medical definition of physical therapy is the restoration of function or prevention of disability involving the musculoskeletal, neurological and cardiopulmonary systems. In the school setting, the physical therapist's role is a combination of treating the child (direct services) and instructing educational staff (consultative services) in tasks or techniques that will enable the child to benefit from special education services. Both the therapist and the educational team establish the goals of treatment.

Physical therapy is usually related to gross motor skills and positioning. Common areas of difficulty treated in the school setting include the ability to walk or use a wheelchair on school grounds; the ability to transfer into a desk chair, onto the floor, or in/out of transportation to and from school; and balance, coordination, strength, and posture

related to ability to work at a desk, stand or play with peers. Physical therapy may also be involved with adjusting or adapting equipment the student is using, but ordering or recommending equipment used in both the home and school environments is usually done through the child's medical program.

**School Psychologist:** The school psychologist provides consultation to teachers, dorm staff, parents, students and community agencies or local school districts, comprehensive psychological assessments, individual and group counseling interventions, crisis management, program development, and staff and community trainings. The school psychologist serves as a member of Individual Education Planning (IEP) teams and as a member of the multi-disciplinary team to assess appropriate placement of students who are deaf, hard of hearing, blind or visually impaired.

**Speech-Language Pathologist:** VSDB offers comprehensive therapeutic and educationally related services to address a wide range of communication needs. Students are evaluated upon admission and through annual IEP updates in the areas of conversational proficiency, spoken English intelligibility and use, American Sign Language skill and use, and literacy development. VSDB therapists are fully licensed by the state of Virginia and certified by the American Speech-Language-Hearing Association (ASHA).

# COMPLETING THE HIGH SCHOOL PROGRAM

## Transition Planning

The Virginia School for the Deaf and the Blind (VSDB) shall provide secondary transition planning services for students enrolled at the VSDB beginning at age fourteen (14) or younger, if determined appropriate by the IEP team, up through graduation or discharge from the VSDB.

Secondary transition services means a coordinated set of activities for a student with a disability that is designed within a results oriented process that is (1) focused on improving the academic and functional achievement of the child with a disability to facilitate the student's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; and (2) is based on the individual student's needs, taking into account the student's strengths, preferences, and interests and includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

A student must realize that participation in graduation activities is a privilege, not a right. A senior must have a good standing status as determined by school officials in order to fully participate in all graduation privileges. Students are permitted to participate in only one graduation ceremony and one set of Senior related activities such as Senior Trip, Senior night and other graduation related activities. Students are permitted to participate in all graduation activities including the ceremony and return to VSDB to complete their education program based on their IEP. All graduation participation will be coordinated through the guidance office with final approval resting with the Principal.

Good standing status is the completion of graduation/program requirements as specified by Virginia Department of Education,

Grades and terminology concerning the Twelve-Year System shall be designed by number (9th grade), rather than by name (freshman).

Credit shall be given in whole units or in half-units, but NO credit is to be given for less than one- half unit.

All eighth grade transcripts shall show course titles, grades, credits, and fractions of credits earned. The standard unit of credit designation will be made on the student's 9-12 grade transcripts, and for certain accelerated students in grade 8 as specified above for students below 9th grade.

In any high school credit-bearing course taken in middle school, parents may request that grades be omitted from the student's transcript and the student's not earn high school credit for the course. Beginning with students entering grade 9 for the first time in the fall of 2000, a Certificate of Program Completion shall be awarded to students who earn the needed standard units of credit for graduation but fail to earn the required verified credits.

VSDB will notify the parents of rising eleventh and twelfth grade students of the number of standard and verified units of credit required for graduation pursuant to the standards of accreditation, and the remaining number of such units of credit the individual student requires for graduation. Va. Code §22.1-253.13:4

VSDB must notify parents of students with disabilities who have an IEP and who fail to meet the requirements for graduation of the student's right to a free and appropriate education to age 21, inclusive.

VSDB must notify parents of students who fail to graduate or to achieve the number of verified units of credit required for graduation and who have not reached 20 years of age on or before August 1st of the school year of the right to a free public education. If the student is one for whom English is a second language, the division will notify the parent of the student's opportunity for a free public education in accordance with Va. Code §22.1-5.

## **Graduation Requirements**

A tentative program of studies will be developed for each student by end of the student's ninth grade year based on transition and IEP goals.

In order to graduate from VSDB, a student must meet all applicable requirements set forth in the Standards of Accreditation and the Standards of Quality as set by the Virginia Department of Education.

## **Graduation Activity Participation**

A student must realize that participation in graduation activities is a privilege, not a right. A senior must have a good standing status as determined by school officials in order to fully participate in all graduation privileges. Students are permitted to participate in only one graduation ceremony and one set of Senior related activities such as Senior Trip, Senior night and other graduation related activities. Students are permitted to participate in all graduation activities including the ceremony and return to VSDB to complete their education program based on their IEP. All graduation participation will be coordinated through the guidance office with final approval resting with the Principal.

Good standing status is the completion of graduation/program requirements as specified by Virginia Department of Education.

## **Standard Diploma**

To graduate with a Standard Diploma, a student must earn at least 22 standard units of credit by passing required courses and electives, and earn at least six verified credits by passing end-of-course SOL tests or other assessments approved by the Board of Education.

Beginning with students entering ninth grade for the first time in 2013-2014, a student must also:

- Earn a board-approved career and technical education credential to graduate with a Standard Diploma; and
- Successfully complete one virtual course, which may be non-credit bearing.

The school counselor can advise on available courses to fulfill the requirements for a Standard Diploma.

## **Advanced Studies Diploma**

To graduate with an Advanced Studies Diploma, a student must earn at least 24 or 26 standard units of credit, depending on when he or she entered ninth grade, and at least nine verified units of credit:

- Students who entered ninth grade for the first time during and after 2011-2012 must earn at least 26 standard units of credit.
- Students who entered ninth grade before 2011-2012 must earn at least 24 standard units of credit.

Beginning with students entering ninth grade for the first time in 2013-2014, a student must successfully complete one virtual course, which may be non-credit bearing, to graduate with an Advanced Studies Diploma.

The school counselor can advise on available courses to fulfill the requirements for a Standard Diploma.

## **Modified Standard Diploma**

The Modified Standard Diploma is intended for certain students at the secondary level who have a disability and are unlikely to meet the credit requirements for a Standard Diploma. Eligibility and participation in the program are determined by the student's IEP team and the student, when appropriate. Decisions of eligibility and participation may be made at any point after the student's eighth grade year. Written consent from parent/guardian must be obtained for a student to choose this diploma program.

**NOTE: The Modified Standard Diploma will not be an option for students with disabilities who enter the ninth grade for the first time beginning in 2013-2014. Credit accommodations allow students with disabilities who previously would have pursued a Modified Standard Diploma to earn a Standard Diploma.**

The student must:

- be allowed to pursue a Standard or Advanced Studies Diploma at any time throughout his or her high school career;
- not be excluded from courses and tests required to earn a Standard or Advanced Studies Diploma; and
- pass literacy and numeracy competency assessments as prescribed by the Board:
- For students who entered the ninth grade prior to 2000-01, the literacy and numeracy competency assessments were the reading and mathematics subtests of the LPT. For students who entered the ninth grade in 2000-01 and beyond, the literacy and numeracy competency assessments are the eighth-grade English Reading test and the eighth-grade Mathematics SOL test (Board action – November 30, 2000).
- The Board also approved four additional substitute assessments to satisfy the literacy and numeracy requirements for students pursuing a Modified Standard Diploma.

## **Applied Studies Diploma**

As of July 1, 2015, state legislation eliminated the term “Special Diploma”. In lieu of this language, the term “Applied Studies Diploma” will be used. This diploma is available to students with disabilities who complete the requirements of their Individualized Education Program (IEP) and who do not meet the requirements of for other diplomas.

## **Standard Diploma Credit Accommodations**

Credit accommodations provide alternatives for students with disabilities in earning the standard and verified credits required to graduate with a Standard Diploma.

Credit accommodations for students with disabilities may include:

- Alternative courses to meet the standard credit requirements
- Modifications to the requirements for locally awarded verified credits
- Additional tests approved by the Board of Education for earning verified credits
- Adjusted cut scores on tests for earning verified credits
- Allowance of work-based learning experiences through career and technical education (CTE) courses

While credit accommodations provide alternate pathways and flexibility, students receiving accommodations must earn the 22 standard credits and six verified credits required to graduate with a Standard Diploma. In contrast, only 20 standard credits and 0 verified credits are required for the Modified Standard Diploma.

## **Locally Verified Credits**

VSDB will award verified credits toward the Standard Diploma according to the guidelines below set forth by the Board of Education.

Locally awarded verified credits are available in science or history/social science if the following criteria are met: The student passed the high school course. The scaled score on the related Standards of Learning test was within the range of 375 and 399.

The student demonstrated achievement in academic content through an appeal process administered at the local level.

Locally awarded verified credits may not be applied to the Advanced Studies Diploma.

The student must score between 375-399 scale score range on any administration of the Standards of Learning Tests in science and/or history/social science after taking the test at least twice.

The student must also demonstrate achievement in the academic content through an appeal process administered at the local level.

## **Verified Credit Appeal Process**

- The appointment by the local VSDB Board of Visitors of a local review panel comprised of at least three educators.
- Different panels may be appointed for individual schools or groups of schools, at the local VSDB Board of Visitors' discretion.
- The local review panel will review information which provides evidence of the student's achievement of adequate knowledge of the Standards of Learning content.
- The panel shall have discretion in determining the information to be considered and may include, but not be limited to, results of classroom assessments, division wide exams, course grades, and additional academic assignments (e.g., papers, projects, essay or written questions) as deemed appropriate.
- Based on the evidence reviewed, the local review panel may (a) award the verified credit, (b) deny the verified credit, (c) suggest participation in a remedial program and retesting, or (d) make additional academic assignments as deemed appropriate prior to determining whether to award the verified credit.
- These guidelines may not be used to award verified credits for the Advanced Diploma.

- The award of verified credits under these guidelines will not be used to recalculate a school’s accreditation rating.
- Local VSDB Board of Visitors shall adopt policies that specify local procedures for implementing these guidelines.

## **Transfer Students**

Graduation requirements – in compliance with 8VAC 20-131-60 – for a student transferring into a Virginia public school for the first time in grades 9-12, depends on the grade the student is transferring into and when in the school year the student is transferring.

A student is considered to have transferred at the **beginning** of the school year if 20 or fewer hours of instruction have been completed. A student is considered to have transferred during the school year if more than 20 hours of instruction has been completed.

The Virginia School for the Deaf and the Blind in Staunton recognizes the following types of school completion programs:

- I. Standard Diploma
- II. Accommodated Standard Diploma
- II. Advanced Studies Diploma
- III. Standard Diploma with Credit Accommodations
- IV. Modified Standard Diploma (available for student entering high school prior to 2013-2014)
- III. Applied Studies Diploma
- IV. Certificate of Completion

Information about diploma options and related requirements will be provided by the guidance counselor and/or transition specialist.

The IEP teams will discuss graduation and diploma options each year as part of the secondary transition plan.

The following distinctions may be earned by a student:

### **Board of Education Seal**

Complete the requirements for a Standard Diploma or Advanced Studies Diploma with an average grade of “A.”

### **Governor’s Seal**

Complete the requirements for an Advanced Studies Diploma with an average grade of —BII or better AND Successfully complete college - level course work that will earn the student at least nine transferable college credits in Advanced Placement (AP) , Dual Enrollment (DE), International Baccalaureate (IB), other college courses, and/ or Cambridge examinations.

### **Board of Education’s Career and Technical Education Seal:**

The Board of Education’s Career and Technical Education Seal will be awarded to students who earn a Standard or Advanced Studies Diploma and one of the following: 1) complete a prescribed sequence of courses in a career and

technical education concentration or specialization that they choose and maintain a “B” or better average in those courses, 2) pass an examination in a career and technical education concentration or specialization that confers certification from a recognized industry, trade or professional association, or 3) acquire a professional license in that career and technical education field from the Commonwealth of Virginia.

The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.

**The Board of Education’s Seal of Advanced Mathematics and Technology**

The Board of Education’s Seal of Mathematics and Technology will be awarded to students who earn either a Standard or Advanced Studies Diploma, satisfy all of the mathematics requirements for the Advanced Studies Diploma (four credits including Algebra II; two math verified credits), and complete one of the following: 1) pass an examination in a career and technical education field that confers certification from a recognized industry, or trade or professional association, 2) acquire a professional license in a career and technical education field from the Commonwealth of Virginia, or 3) pass an examination approved by the Board that confers college-level credit in a technology or computer science area.

The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.

**Board of Education Diploma Seal for Excellence in Civics Education**

Satisfy the requirements to earn a Standard Diploma or Advanced Studies Diploma; **AND** Complete Virginia & U.S. History AND Virginia & U. S. Government courses with a grade of —BII or higher; **AND** Complete 50 hours of voluntary participation in community service or service-oriented extracurricular activities. Activities that would satisfy these requirements include; (a) volunteering for a charitable or religious organization that provides services to the poor, sick, or less fortunate; (b) participating in Boy Scouts, Girl Scouts, or similar youth organizations; (c) participating in JROTC; (d) participating in political campaigns or government internships, Boys State, Girls State, or Model General Assembly; or (e) participating in school-sponsored extracurricular activities that have a civic focus. Any student who enlists in the United States Military prior to graduation will be deemed to have met this community service requirement; **AND** Have good attendance and no major disciplinary infractions as determined by local school board policies.