

# Program of Studies 2020-2021



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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.

Pat Trice, Superintendent  
Virginia School for the Deaf and the Blind  
P. O. Box 2069  
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 reasons of race, color, national origin, religion, gender, age, or disability.

## Table of Contents

Introduction	5
Overview of VSDB	6
Mission Statement	6
Vision Statement	6
Accreditation of VSDB	6
Equal Educational Opportunities/Nondiscrimination	7
Complaint Procedure	7
Retaliation	7
Right to Alternative Complaint Procedure	7
Individualized Education Program (IEP)	7
Right to Review Teacher Qualifications	8
Character Education	8
Grading Periods	9
Grading Scales	9
Functional Curriculum Grade Scale	10
Procedure to Remove an Incomplete (I)	10
Schedule Changes	10
Withdrawal from Class	10
Promotion and Retention	10
Homework	11
Remediation and Recovery Program	11
Progress Reports	11
Interim Reports and Failing Grades	11
Report Cards	12
Grade Point Average	12
Class Rank	12
Standards of Learning (SOL) Assessments	12
Student Surveys and Questionnaires	13
Protection of Pupil Rights Amendment (PPRA)	15
Family Educational Rights and Privacy Act (FERPA)	16
Family Educational Rights and Privacy Act (FERPA)	17
School Year 2020-2021 - Notice for Directory Information	17
Student Records	17

Notice of Destruction of Records	18
Preschool	19
Kindergarten	19
Elementary and Middle School	20
Physical and Health Education	24
American Sign Language	28
Art	29
English	30
Independent Living	32
Mathematics	32
Music	35
Physical and Health Education	36
Photography	37
Science	38
Social Studies	39
Work Based Learning	42
Braille	42
<u>Completing the High School Program</u>	
Transition Planning	44
Graduation Requirements	46
Expanded Core Curriculum	46
Transfer Students	47
Standard Diploma Credit Accommodations	47
Locally Verified Credits	47
Verified Credit Appeal Process	47

## **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 found on 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).

## **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.

## **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 Agency. The IEP serves as the central education document for each student and is 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 to 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.

### **Student reaching the Age of Majority (18) and responsibilities**

Adult students (age 18 and older) are eligible to sign all documents unless their parents have retained rights through a legal process such as a Power of Attorney or Guardianship 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. Adult students who retain their rights are the primary party responsible for their IEP. Adult students have the right to approve and disapprove any members participating in the IEP including their parents/guardians. Parents/guardians who wish to receive copies of documentation related to the Adult student's IEP must have a signed release of information with approval by the Adult student.

### **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.

## 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	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	50-59	Unsatisfactory

### Grades 9-12

Letter Grade	Numerical	Quality Points
A+	98-100	4.33
A	92-97	4.00
A-	90-91	3.67
B+	88-89	3.33
B	82-87	3.00
B-	80-81	2.67
C+	78-79	2.33
C	72-77	2.00
C-	70-71	1.67
D+	68-69	1.33
D	62-67	1.00
D-	60-61	0.67
F	50-59	0
I	Incomplete	0

## Functional Curriculum Grade Scale

Report cards will look different if your student is taking functional classes. Instead of seeing letter grades ranging from A to F, you will see a score of 1, 2, 3, or 4. Below is a description of what each number represents about a student's ability and performance in each class.

- **1 = Beginning knowledge**
  - Indicates the student always needs a combination of adult assistance, modeling, or prompting to progress with skill development.
- **2 = Developing knowledge**
  - Indicates the student often needs a combination of adult assistance, modeling, or prompting to progress with skill development.
- **3 = Approaching mastery**
  - Indicates the student is making progress with skill development and only requires occasional adult assistance, modeling, or prompting.
- **4 = Mastery of skills**
  - Indicates the student is making progress with skill development and rarely requires adult assistance, modeling, or prompting.

## Procedure to Remove an Incomplete (I)

- a. 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.
- b. The principal may extend this deadline.
- c. 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. Effort and competency should be recognized and honored.
- 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 will 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 through extra assistance in the residential halls or 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 re enroll 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 (SOL) 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 may participate in End of Course tests for verified credits or a substitute test 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 such as the Virginia Alternate Assessment Program through the IEP process utilizing a criteria checklist developed by the Virginia Department of Education. All students in the Commonwealth of Virginia are to be assessed through a state assessment program.

## **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 of the 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, adult student, 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)-
  - Political affiliations or beliefs of the student or student’s parent;
  - Mental or psychological problems of the student or student’s family;
  - Sex behavior or attitudes;
  - Illegal, anti-social, self-incriminating or demeaning behavior;
  - Critical appraisals of others with whom respondents have close family relationships;
  - Legally recognized privileged relationships, such as with lawyers, doctors or ministers;
  - Religious practices, affiliations, or beliefs of the student or parents; or
  - 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 of 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.

## **Family Educational Rights and Privacy Act (FERPA)**

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

1. **The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.** Parents or eligible students should submit to the 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 2020-2021 - Notice for Directory Information

VA Code § 22.1-287.1

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 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 basketball, showing the 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, 2020**. 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).

## 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.

## **Notice of Destruction of Records**

VSDB records management policy will perform periodic records destruction in accordance with 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' social skills as well as receptive and expressive language using the most appropriate communication mode to meet each child's individual needs. Field trips further enhance the learning experience at this level. Students may participate in art and physical education with 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.

## **Middle School Courses**

Students in middle school continue to take courses in the core areas of social studies, science, math, and language arts. They begin to expand their learning as they have a larger variety of elective courses. Students who meet the requirements and qualify for the Virginia Alternate Assessment program will take core content courses that are designed to address the Aligned Standards of Learning. These courses will be listed as Adapted Curriculum Courses. These courses are taught at a reduced pace and instruction is highly individualized. All other students take core content courses that follow the Standards of Learning (SOL). Instruction is based on the SOLs and work to prepare students for end of course assessments. Student progress will be reported in relation to how students are progressing in comparison to grade level expectations. Instruction is differentiated as appropriate when students demonstrate skills well below or above grade level standards.

## **American Sign Language**

### **American Sign Language**

Offered Grade: 6-8

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.

## **Fine Arts**

### **General Art**

Offered Grades: 6-8

This class will emphasize exploration of creative processes. Using elements of art (e.g., color, form, line, shape, space, texture, value) and principles of design (e.g., balance, contrast, emphasis, movement, pattern, proportion, rhythm,

unity, variety) allows students to investigate a variety of ideas, media, and processes for creating art. Through critical analysis, historical and cultural studies, and evaluation, students determine how artists convey meaning visually. For Deaf department classes, specific study will occur of the historical significance art has played in Deaf history. Students develop an increased awareness of their relationship to art and investigate visual arts careers.

### **Rhythm and Sensory**

Adapted Curriculum Course

Offered Grade: 6-8

This course is designed to build on musical experiences that children bring into the classroom. Through a hands-on approach, using themes (covering a variety of functional/daily living topics) 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.

### **General Music**

Offered Grade: 6-8

The standards for Grade Six General Music enable students to continue acquiring musical knowledge and skills through singing, playing instruments, performing rhythms, moving to music, composing and improvising. Emphasis is on the development of fundamental skills in reading and notating music and in personal expression through music. Students explore components of a creative process as they define, organize, and share music ideas. Students examine a variety of musical styles and works from periods of music history. Students identify ways in which culture and technology influence the development of music and describe connections between music and other fields of knowledge. They compare and contrast career pathways in music and identify relationships between music and other fine arts.

## **Independent Living**

### **Community Involvement**

Adapted Curriculum Course

Offered Grades: 6-8

This is an experience based class about how individuals use community resources (including recreation, information and transportation system) to achieve a more satisfactory way of life. This course is highly individualized to address specific student goals. Students will engage in experiences in the community to explore 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.

### **Independent Living Skills**

Offered Grade: 6-8

In this class students are provided with experiences to help them become independent in handling and managing day-to-day tasks in both the areas of personal and home management. This course includes a variety of topics including kitchen safety, home repairs, meal planning, cleaning, home safety, first aide, and community resources. Students begin to develop cooking skills and the ability to safely work with a variety of appliances.

### **Personal Development**

Adapted Curriculum Course

Offered Grades: 6-8

The Personal Development course is designed to give students a focused place to work towards achieving IEP goals. Additionally, instruction can be tailored to specific areas of need such as reading comprehension, decoding, vocabulary, math computation, problem solving, or any other needed remediation.

## **Language Arts**

### **Communication Skills**

Adapted Curriculum Course

Offered Grades: 6-8

The purpose of this course is to provide instruction in expressive and receptive communication skills to enable students to participate effectively at school, in the home, and in the community. Reading, writing, speaking, and listening skills are taught in the context of real life situations. This course provides the student support in the areas of problem solving, self advocacy and age appropriate social interactions. 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. 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. The level of instruction and performance expectations increase as students progress through the curriculum and demonstrate increasing skills.

### **Developmental English**

Adapted Curriculum Course

Grade Level: 6-8

This class is designed for students who are participating in the Virginia Alternate Assessment Program (VAAP). The course is tailored to each student's specific instructional needs as guided by their IEP goals. Students make progress toward completing requirements for their individual VAAP portfolio.

### **Reading 6**

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. Instruction related to reading is the primary focus of this course. Students will participate in a Sixth grade Standards of Learning Reading assessment.

### **Writing 6**

Offered Grade: 6

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.

## **Reading 7**

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. Instruction related to reading is the primary focus of this course. Students will participate in a Seventh grade Standards of Learning Reading assessment.

## **Writing 7**

Offered Grade: 7

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.

## **Reading 8**

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 their 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. Instruction related to reading is the primary focus of this course. Students will participate in an Eighth grade Standards of Learning Reading assessment.

## **Writing 8**

Offered Grade: 8

Eighth grade students 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.

# **Mathematics**

## **Math 6**

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 the Sixth grade Standards of Learning Math assessment.

### **Math 7**

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 the Seventh grade Standards of Learning Math assessment.

### **Math 8**

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 the Eighth grade Standards of Learning Math assessment.

### **Developmental Math**

Adapted Curriculum Course

Offered Grades: 6-8

This class is designed for students who are participating in the Virginia Alternate Assessment Program (VAAP). The course is tailored to each student's specific instructional needs as guided by their IEP goals. Students make progress toward completing requirements for their individual VAAP portfolio. Concepts will also include increasing basic computation and problem solving skills and continuing to develop proficiency with time and money.

## **Physical and Health Education**

### **Adapted Physical Education**

Adapted Curriculum Course

Offered Grade: 6-8

Adaptive physical education is a diversified program of developmental activities for students with disabilities which prevent their participation in a regular physical education program with necessary modifications on an individual basis and specific to each student. The emphasis is on the student's abilities, not their disabilities.

### **Family Life Education**

Grade: 6-8

Family Life Education will explore a variety of topics including human anatomy, puberty, human reproduction, self-advocacy, and internet safety. Instruction is based on standards established by the Virginia Department of Education.

Instruction will focus on making sure students understand their body and the changes that often occur during the middle school years as well as making safe and healthy choices.

### **Physical & Health Education 6, 7, 8**

Grade: 6-8

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.

## **Science**

### **Developmental Science**

Adapted Curriculum Course

Offered Grades: 6-8

This class is designed for students who are participating in the Virginia Alternate Assessment Program (VAAP). The course is tailored to each student's specific instructional needs as guided by their IEP goals. Students make progress toward completing requirements for their individual VAAP portfolio. Concepts will also include 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.

### **Science 6**

Offered Grades: 6-7

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**

Offered Grades: 6-7

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**

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.

## **Social Studies**

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

Grade: 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**

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**

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.

## **Technology**

### **Computer Literacy**

Non Credit

Offered Grades: 6-8

Students learn the basics of computer navigation, how to create documents in Microsoft word, Powerpoint, Google Docs, and perform internet searches. Time is spent discussing and understanding cyber safety including how

information can be used once you put it on the internet, how to determine if a site or interaction may be unsafe, how to protect your information, how to protect your privacy, and how to be a safe user of the internet.

Additionally, for students with a vision impairment, this class is designed to develop skills in assistive technology, including individualized adaptations that may be needed to perform tasks on a computer. They will learn basic computer programs (such as Microsoft Word, Powerpoint, etc), as well as Google Classroom, including keyboard commands and screen reader programs to access these. Students will also work on Keyboarding and using other devices such as an iPad or BrailleNote.

## **Vocational Education**

### **Career Exploration**

Offered Grades: 6-8

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. During this course, students begin to explore the essentials of the workplace through the Practical Assessment Exploration System (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.

## **High School Courses**

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.

### **American Sign Language Skills**

Credit: 1 Elective Unit

Offered Grade: 9-12

Prerequisite: None

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.

### **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

The standards for Art I emphasize the development of skills needed to create, discuss, and understand original works of art. Students use creative processes to communicate ideas and personal life experiences. They create and maintain portfolios documenting their development of ideas and artwork. Students explore the cultural and historical perspectives that influence the development of artwork in a variety of time periods and places. They identify and explore technological developments and new media in the visual arts. 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

The standards for Art II help students extend and refine the ability to investigate and respond to the visual arts. Students examine the importance of process, content, concepts, and skills involved in the development of original works of art and design. Students continue to maintain process portfolios and select work for exhibition.

### **Art III**

Credit: 1 Unit

Offered Grades: 11-12

Prerequisite: Art II

The standards for Art III continue to emphasize the development of critical thinking skills that enable students to organize, investigate, and analyze visual arts content and concepts. Students increasingly focus on historical and cultural studies, critical evaluation, and creative problem solving. Study at this level affords students the opportunity to develop personal directions in the production of their works of art or to further their academic study in the visual arts. Students maintain their portfolios and present and exhibit works. Students explore applications of fine arts skills for the 21st Century workplace, investigate innovations in the arts, and recognize opportunities for a lifelong engagement with visual arts.

### **Art IV**

Credit: 1 Unit

Offered Grade: 12

Prerequisite: Art III and teacher recommendation

The standards for Art IV help students reinforce competence and confidence in skills of analysis, evaluation, and creation of works of art. The student-directed approach at this level richly enhances personal expressive abilities. An

advanced level of performance that reflects critical and independent thinking and innovation is expected. Students continue to maintain process art portfolios and select and prepare works for exhibition.

### **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. Students focus on developing confidence and skills to allow for art to become an outlet for leisure and recreation in adulthood.

## **English**

VSDB's objective is to prepare the student for success in future employment or continued post-secondary education. The functional English curriculum focuses on skills necessary to be independent in the workplace or a postsecondary employment training program. The academic English curriculum incorporates SOLs and college and career readiness objectives. Remedial classes are offered to support academic students who are performing below grade level with either their reading or writing skills. References in course descriptions to oracy and signacy skills occur in classes within the Deaf Department. References to braille literacy occur in classes within the Blind Department.

### **Communication Skills**

Credit: 1 Elective Unit

Offered Grade: 9-12

The purpose of this course is to provide instruction in expressive and receptive communication skills to enable students to participate effectively at school, in the home, and in the community. Reading, writing, speaking, and listening skills are taught in the context of real life situations. This course provides the student support in the areas of problem solving, self advocacy and age appropriate social interactions. 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. The level of instruction and performance expectations increase as students progress through the curriculum and demonstrate increasing skills.

### **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.

### **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. They will also read different genres in British Literature.

### **English Remediation**

Credit: 1 Elective Unit

Offered Grade: 11-12

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

This course is an elective credit for students who have not achieved a passing score on either or both the English 11 SOL Writing or Reading SOL. This course remediates skills on an individual basis Previous SOL test results and in class assessments are used to design a course of study specific to the student's needs.

### **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 using a variety of literary forms. Activities include writing workshops where students will share their writings with the teacher and peers for feedback.

## **Independent Living**

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

Credit: 2 Elective Units

Offered Grade: 9-12

In this class students are provided with experiences to help them become independent in handling and managing day-to-day tasks in both the areas of personal and home management. This course includes a variety of topics including kitchen safety, home repairs, meal planning, cleaning, home safety, first aide, and community resources. Focus is given to cooking with the goal of students being able to cook a meal independently from start to finish.

### **Independent Living Apartment Experience**

Non Credit

Non graded

Offered Grades 11-12 occurs in conjunction with students' practical experience living in the VSDB apartments

This is a 9 week course, which covers topic areas specific to apartment living. Students begin with discussing the differences between renting and owning, how to find a place to rent, and completing a walk-through/signing a lease agreement and then they apply skills from Independent Living Skills classes, such as meal preparation/cooking, laundry, cleaning, and problem solving. In addition, students apply math/money management concepts by paying mock bills, and going to the grocery store each week. Community experiences are part of this course, as students take trips to local businesses such as the pharmacy, as well as utilize public transportation. When possible, students take this course while participating in the apartment experience. Depending on the student's schedule, this is a 2 period course, but can be implemented as a 1 period course. In some circumstances, typically due to a rigorous academic schedule, student's are unable to take this class in conjunction with the apartment experience.

### **Personal Development**

Credit: 1 Elective Unit

Offered Grade: 9-12

The Personal Development course is designed to give students a focused place to work towards achieving IEP goals. Additionally, instruction can be tailored to specific areas of need such as reading comprehension, decoding, vocabulary, math computation, problem solving, or any other needed remediation.

## **Mathematics**

### **Consumer Math**

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. 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 (if applicable) how to use talking calculators. This is primarily a math course for students pursuing an Applied Studies Diploma. Instruction is tailored to a student's individual abilities and learning needs.

## **Economics and Personal Finance**

Credit: 1 Unit

Offered Grade: 10-12

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 (including looking more in depth at budgeting, managing income taxes, developing a savings plan, emergency funds, etc.) This course is a requirement for graduation with a Standard or Advanced Diploma.

## **Personal Finance**

Credit: 1 Elective Unit

Offered Grade: 11-12

This course is recommended for students who have a goal of living independently after graduation. Students should already have the skills to count money, write a check, and make basic purchases. This course differs from Economics and Personal Finance as it is more focused on hands-on application of skills and does not cover the concepts of economics. Topics covered will include: money management, responsibly borrowing money, understanding a paycheck, investing, financial services, and insurance. This course is recommended to be taken in the final two years prior to graduation.

## **Math Remediation**

Credit: 1 Elective Unit

Offered Grade: 10-12

Prerequisites: Identified need in the IEP or Teacher Recommendation.

Math remediation is designed to provide remedial instruction for SOL based courses at a slower pace and with less rigor. In order to provide instruction at a slower pace, emphasis will be placed on the most critical skills as identified by the Virginia Department of Education's testing blueprint. Students may be recommended for this course if they are unable to pass an SOL exam or fail to demonstrate the skills necessary to move on to the next course in the sequence.

## **Algebra I**

Credit: 1 Unit

Offered Grade: 9-12

Prerequisite: Passing SOL score on 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 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 AP examination. Advanced Placement Calculus is a study of differentiation and integration techniques with an emphasis on applications.

## **Music**

### **Rhythm and Sensory**

Credit: Non Credit

Offered Grade: 9-12

This course is designed to build on musical experiences that children bring into the classroom. Through a hands-on approach, using themes (covering a variety of functional/daily living topics) 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

The standards for High School Music enable students to use critical thinking skills to study and apply advanced musical concepts in a variety of classroom structures (e.g., Music Technology, Music Appreciation, Music History/Literature, Independent Study, etc.) apart from traditional ensemble settings. Students develop skills in reading and understanding a variety of musical notations. Students develop, improvise, draft, refine, and share music ideas. Students respond to, describe, interpret, and evaluate music and explore music from a variety of cultural influences, styles, composers, and historical periods. They examine relationships of music to other fine arts and to other fields of knowledge, and explore connections between music skills and college, career, and workplace skills.

The students should be able to knowledgeably create and perform, as well as discuss music content. This class will cover Braille music reading, music theory, performance, song creations, instruments, composers and their music, and music history. Consideration will also be given to the individual needs and interests of the students.

### **Band**

Credit: 1 Unit

Offered Grade: 9-12

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. Students will experience ensemble playing. Some public performances are scheduled throughout the year.

### **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. Topics covered will include 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.

## **Physical and Health Education**

### **Adapted Physical Education**

Credit: Non Credit

Offered Grade 9-12

Prerequisites: Identified need in the IEP.

Adaptive physical education is a diversified program of developmental activities for students with disabilities which prevent their participation in a regular physical education program with necessary modifications on an individual basis and specific to each student. The emphasis is on the student's abilities, not their disabilities.

### **Physical & Health Education Education 9/10**

Credit: 1 Unit

Offered Grade: 9-10

Health and Physical Education 9 and 10 focuses on team sports as well as recreational and lifetime fitness such as disc golf, weight lifting, volleyball, walking, and general physical fitness. The health education curriculum includes family life education with a main focus on the students' level of health and the development of a healthy lifestyle. During either their 9th or 10th grade year, students will complete the Virginia graduation requirement in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators.

### **Driver's Education**

Credit: 0.5 Unit

Offered Grade 9-12

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

The classroom portion includes Driver Education, resulting in a state certification for students who successfully complete the course. Drive Education includes a state mandated section on aggressive/emotion driving, alcohol/drugs

and driving, motorcycle awareness, buying/insuring an automobile and planning/mapping a trip. The overall concentration is the safe and responsible operation of a motor vehicle. Students are taken to the Department of Motor Vehicles at an arranged time during the school day to take the written portion of the driver's exam. Behind the Wheel instruction occurs for those students who meet the state requirements for obtaining a learner's permit for driving.

### **Family Life Education**

Credit: 0.5 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, and personal safety.

### **Healthy Relationships**

Credit: 0.5 Units

Grades: 10-12, 9th grade with teacher recommendation

This course walks students through an analysis of a variety of relationships they currently have or may have in the future. Group discussion, videos, and role play will be utilized to develop healthy responses to interactions that will occur in the variety of relationships students will have. Topics include types of relationships, healthy communication, conflict resolution, recognizing and responding to unhealthy relationships, priorities in a relationship, and internet and media influences on relationships.

### **Leisure and Recreation**

Credit: 1 Elective Unit

Offered Grade 9-12

This course emphasizes acquisition of knowledge and skills related to lifetime physical fitness as well as individual and group recreation. Topics may include self awareness, outdoor recreation, indoor recreation, gym membership, music and dance, arts and crafts, relaxation, media, sports, photography, community recreation, and social gatherings. Students are encouraged to explore a wide variety of activities in order to develop a sense of what types of recreation they are interested in pursuing across their adulthood.

### **Dance**

Credit: 1 Elective Unit

Offered Grade 9-12

This course exposes students to a variety of forms of dance for recreational purposes. Students learn hip hop, line dances, street dancing, and more. Students participate in choreographing and have the opportunity to perform as a group at a school wide event. Students do not need to have any previous dance experience to take this class.

## **Photography**

### **Photography**

Credit: 1 Unit

Offered Grade: 9-12

Students learn to operate digital 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. When students demonstrate the ability to independently manage and care for a camera, they can be issued a “press pass” which allows them to take photos using school issued cameras. Students must adhere to all guidelines set in place for using a press pass. This includes asking permission to take a photo prior to doing so and only uploading photos to a school computer for the purpose of use in school publications.

### **Journalism**

Credit: 1 Unit

Offered Grade: 9-12

Prerequisites: Teacher Recommendation

Journalism class concentrates on all aspects involved in producing the school's yearbook. 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. 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. Students who have photography skills can be issued a “press pass” which allows them to take photos using school issued cameras. Students must adhere to all guidelines set in place for using a press pass. This includes asking permission to take a photo prior to doing so and only uploading photos to a school computer for the purpose of use in the yearbook.

## **Science**

### **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.

### **Biology I**

Credit: 1 Unit

Offered Grade: 9-12

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 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**

Credit: 1 Unit

Offered Grades: 11-12

Chemistry class is designed to provide students with a detailed understanding of the interaction of matter and energy. This interaction is investigated through the use of laboratory techniques, manipulation of chemical quantities, and problem-solving applications. Scientific methodology is employed in experimental and analytical investigations, and concepts are illustrated with current practical applications that should include examples from environmental, nuclear, organic, and biochemistry content areas. This is a college preparatory level class and requires the ability to use a graphing calculator and possess math skills at the Algebra 1 level.

### **Physics**

Credit: 1 Unit

Offered Grades: 11-12

Prerequisite: Passing SOL score on a HS level Science exam, completion of math courses through Algebra II

Physics class emphasizes a more complex understanding of experimentation, the analysis of data, and the use of reasoning and logic to evaluate evidence. The use of mathematics, including algebra and trigonometry, is important, but conceptual understanding of physical systems remains a primary concern. Students build on basic physical science principles by exploring in-depth the nature and characteristics of energy and its dynamic interaction with matter. Key areas covered by the standards include force and motion, energy transformations, wave phenomena and the electromagnetic spectrum, electricity, fields, and non-Newtonian physics. The standards stress the practical application of physics in other areas of science, technology, engineering, and mathematics. The effects of physics on our world are investigated through the study of critical, contemporary global topics.

## **Social Studies**

### **World Geography**

Credit: 1 Unit

Offered Grade: 9-12

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.

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

Credit: 1 Unit

Offered Grade: 9-12

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.

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

Credit: 1 Unit

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.

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

Credit: 1 Unit

Offering Grade: 11-12

The standards for the study of the 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.

### **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.

### **Community Involvement**

Credit: 1 Elective Unit

Offered Grade: 9-12

This is an experience based class about how individuals use community resources (including recreation, information and transportation system) to achieve a more satisfactory way of life. This course is highly individualized to address specific student goals. Students will engage in experiences in the community to explore 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.

### **Community Service**

Credit: 0.5 Elective Credits

Offered Grade: 9-12

This course offers students the opportunity to learn and apply skills they have learned in the classroom through active participation in service experiences that meet actual community needs. The community may be the school or the larger community of Staunton. Through participation in service learning, students will apply classroom skills in real life situations, develop a sense of civic responsibility, and develop a desire to care for others. Emphasis is given to linking service projects to expanded core curriculum skills.

## **Technology**

### **Computer Literacy**

Credit: 1 Unit

Offered Grade: 9-12

Students learn the basics of computer navigation, how to create documents in Microsoft word, Powerpoint, Google Docs, and perform internet searches. Time is spent discussing and understanding cyber safety including how information can be used once you put it on the internet, how to determine if a site or interaction may be unsafe, how to protect your information, how to protect your privacy, and how to be a safe user of the internet.

Additionally, for students with a vision impairment, this class is designed to develop skills in assistive technology, including individualized adaptations that may be needed to perform tasks on a computer. They will learn basic computer programs (such as Microsoft Word, Powerpoint, etc), as well as Google Classroom, including keyboard commands and screen reader programs to access these. Students will also work on Keyboarding and using other devices such as an iPad or BrailleNote.

### **Technology**

Credit: 0.5 Units

Offered Grade: 9-12

This class is designed for students who have already mastered navigating computer systems independently. Students will be exposed to higher level skills. Students will learn how to create and edit codes to successfully design online games and animations. Students will construct, code, and operate basic robots. Utilizing a 3D printer, students will explore the engineering design process, troubleshooting a 3D printer, and creating actual models. Each student will be encouraged to develop an online portfolio.

## **Work Based Learning**

### **Career Readiness**

Credit: 1 Elective Unit

Offered Grade: 9-10

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 career choices. In addition, the classroom component of 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 behaviors; and seeking, securing, and maintaining employment.

### **Employability**

Credit: 1 Elective Unit

Offered Grade: 11-12

Prerequisite: Career Readiness or Teacher Recommendation

This hands-on Work Based Learning course is designed to build on the skills and knowledge of the Career Readiness course. This course places the student in a real workplace environment to develop and practice knowledge and skills based on a student's career interests, abilities, and/or goals. Work experiences may occur on campus or in the community and are typically unpaid. Work experiences are connected to classroom learning and accompanied by reflection activities. It emphasizes the behaviors needed to secure and maintain employment. Students' job performance is evaluated by their workplace supervisor and/or job coach.

Topics include dealing with co-workers and supervisors, using an interpreter (if applicable), completing job applications, the interview process, explanation of benefits, demonstrating knowledge of competitive standards and learning how to adjust to changes in employment. Students often take this course multiple times throughout their high school career to expose them to a variety of job sites.

## **Braille**

### **Braille**

Credit: 0.5 Elective Units

Offered Grade: 9-12

Braille is a course offered to academic students pursuing a standard or advanced studies diploma and provides additional braille instruction outside of IEP braille service time. Instruction focuses on increasing technical braille skills. Students will read new materials as well as bring work from classes to increase braille fluency in an environment where they are not also having to think about how to solve a math problem or read a complex scientific chart.

# Support Service Providers

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

**Professional Counselor:** A counselor from the Valley Community Services Board provides therapy for 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 for Aging and Rehabilitative Services (DARS), 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 assistive technology through the Virginia Department for the Deaf and Hard of Hearing (VDDHH) and qualifying for Supplemental Security Income (SSI) when appropriate. In addition, the educational audiologist helps educate students, families and the community at large about hearing, hearing loss, amplification and hearing conservation and 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 Counselor:** The school counselor provides whole group, small group and individual counseling services to students. The counselor has weekly classroom guidance lessons and offers school wide programming to promote academic, social/emotional, and career skill development.

In high school, the counselor also 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 ACT, PSAT 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 training. The school psychologist serves as a member of Individual Education Planning (IEP) teams and as a member of the multidisciplinary 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. VSDB's

extended multi-year high school program provides students the opportunity to take advantage of a full educational and transition program up until the time a student graduates or is discharged from the VSDB.

Secondary transition service provides 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 graduate 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 graduate 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 the 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.

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

- I. Standard Diploma
- II. Advanced Studies Diploma
- III. Applied Studies Diploma

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

The IEP teams will discuss graduation and diploma options each year as part of the secondary transition plan. VSDB offers students the opportunity to earn all Virginia Graduate options as outlined in the document following. The cohort year a student enrolls in their 9th grade year determines the number of credits and other requirements needed to satisfy the diploma.

The **Applied Studies** diploma is available to students identified as having a disability who complete the requirements of their Individualized Education Program (IEP) and meet certain requirements prescribed by the Board of Education pursuant to regulations, but do not meet the requirements for any other named diploma.

Students will address skills in the areas of English Language, American Sign Language, Braille proficiency, Mathematics, Sciences, History and Social Sciences, Career Readiness and Functional Independent Living Skills regardless of which diploma option selected.

## Expanded Core Curriculum

Students are eligible and encouraged to remain in school beyond the normal four (4) year high school program in order to address not only the core curriculum but as well as the **Expanded Core Curriculum (ECC)** for students with hearing loss or vision loss. The ECC consists of the following content areas:

- Assistive Technology
- Career Education
- Compensatory Skills related to hearing loss or vision loss
- Independent Living Skills
- Orientation and Mobility (Blind Only)
- Recreation and Leisure
- Self Determination
- Social Interaction Skills
- Communication Skills

## 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.

## 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 follow all of the requirements set forth by the Virginia Board of Education and the graduation cohort. Beginning when the student is in tenth grade, credit accommodations will be reviewed at every annual IEP meeting.

## 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.
- They 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 consisted 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.

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 "B" or better AND Successfully complete college - level coursework 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's 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 –Bllor 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.

### **Board of Education's Seal of Biliteracy**

The Seal of Biliteracy is an award made by a state department of education or local district to recognize a student who has attained proficiency in English and one or more other world languages by high school graduation. The Seal serves to certify attainment of biliteracy for students, employers and institutions of higher education. It is a statement of accomplishment that helps to signal evidence of a student's readiness for career and college, and for engagement as a global citizen.

### **Board of Education's Seal for Excellence in Science and the Environment**

The Board of Education's Seal for Excellence in Science and the Environment is awarded to students who enter the ninth grade for the first time in the 2018-2019 year and thereafter, and meet each of the following criteria:

- Earn either a Standard or Advanced Studies Diploma
- Complete at least three different first-level board-approved laboratory science courses and at least one rigorous advanced-level or postsecondary-level laboratory science course, each with a grade of "B" or higher
- Complete laboratory or field-science research and present that research in a formal, juried setting
- Complete at least 50 hours of voluntary participation in community service or extracurricular activities that involve the application of science such as environmental monitoring, protection, management, or restoration.