

STUDENT/PARENT INFORMATION BOOKLET

Grades 6-8

School Board
Policies
*Important to
Parents*

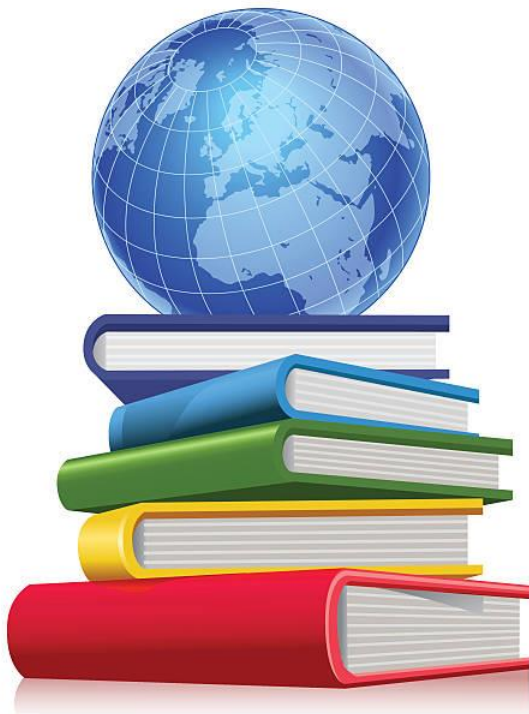
The information enclosed is important to you and your child. **Parents are asked to complete the enclosed acknowledgment forms that are located in the center of this booklet on blue paper. Please return by Friday, August 18, 2023, the following completed forms to your child's school:**

REQUIRED FORMS

- Parental Statement of Receipt of Notice of Requirements – Parental Responsibility (Va. Code § 22.1-279.3) and School Board's Policies: Compulsory Attendance and Student Conduct
- Receipt of School Bus Regulations
- Consent to be Contacted Using an Automated Notification System
- Parental Consent Form: Publication of Child's Image
- Acceptable Use Policy (AUP)
- Student Google Accounts
- Elementary and Middle School Permission Form for SOL Expedited Retakes 2023-2024 (Grades 3-8 Only)
- Home Internet and Student Device Access

OPTIONAL FORMS

- Opt-out Statement – Personal/Social Counseling 2023-2024 (*Optional*)
- Request to Withhold Release of Directory Information (*Optional*)





PITTSYLVANIA COUNTY SCHOOLS
 P. O. Box 232 39 Bank Street, S.E. Chatham, Virginia 24531

Dr. Mark R. Jones
 Division Superintendent

August 2023

Dear Parents:

On behalf of the School Board of Pittsylvania County, we welcome you! We are excited to begin the school year and are delighted to have your child with us. Our administrators, teachers, and other staff members work extremely hard to provide an excellent learning experience for students, and you are encouraged to take an active role in this process. Regardless of the grade, a parent's active participation in the learning process and support of education are essential to a child's success. This partnership between the home and school creates the best opportunity for a student's potential. We share the responsibility in your child's mastery of the skills needed to progress each year.

The information provided in this document to parents/guardians is most significant and identifies important requirements for students attending a public school in Virginia and more specifically Pittsylvania County Schools. Please take time to review and discuss the material contained herein with your child and contact a school administrator regarding any questions you may have. Also, included within this booklet are forms requiring a parent's signature. Please complete and return these by their listed due dates.

Statewide tests will be administered to your child in grades 3-8 and at the end of certain high school courses to determine mastery of the core subjects. Results of these tests will be a factor in determining the promotion or retention of a student. Additionally, demonstration of mastery of the Standards of Learning (SOL) through classroom work at other grades will be used in promotion and retention.

Virginia's Standards of Learning (SOL) accountability program includes a commitment to informing the public of the progress of schools in raising student achievement and enhancing the learning environment. Online report cards for schools and the school division include data on student achievement by grade, subject and student subgroup and information on other indicators of school quality. School, division, and state online report cards may be accessed electronically at <http://www.pcs.k12.va.us/parents/>.

Within this publication are critical policies and notifications that could affect your child during the upcoming school year. This information includes School Board policies or notifications relative to:

NOTIFICATIONS	SCHOOL BOARD POLICIES
<ul style="list-style-type: none"> • Parental Responsibility – Page 1 • Notification of Rights under FERPA for Elementary and Secondary Institutions – Page 2 • Protection of Pupil Rights Amendment – Page 2 • Directory Information – Page 2 • Notification of Section 504 and Title IX Compliance Officers – Page 3 • Non-Sufficiently Funded Checks (NSF Checks) – Page 3 • AHERA Yearly Notification Form – Page 3 • PowerSchool Parent Portal – Page 3 • Evacuation Sites – Page 4 • Middle School Cell Phone Use Protocol – Page 4 • Counseling Services – Page 4 • Medication Procedure – Page 4 • New Student and Mandated Screenings – Page 4 • Scoliosis – Page 4 • Eating Disorders – Page 5 • Truancy Intervention Program (TIP) – Page 5 • Dress Code for Middle & High School Students – Page 27 • School Bus Regulations – Page 28 • Family Life Education – Page 29 • School Nutrition Program – Pages 30-33 	<ul style="list-style-type: none"> • Parent and Family Engagement (IGBC-PC) – Pages 6-7 • Students Records (JO-PC) – Pages 7-11 • Student Transcripts (GEA-JOH) – Pages 11-12 • Student Conduct (JFC-PC) – Pages 12-17 • Tobacco Products and Nicotine Vapor Products (JFCH) – Page 17 • Compulsory Attendance (JEA) – Pages 17-18 • Student Absences/Excuses/Dismissals (JED-PC) – Pages 18-19 • Promotion and Retention (IKJ-PC) – Pages 19-20 • Remedial Instruction Program (IGBE) – Page 20 • The Virginia Assessment Program and Graduation Requirements (IKF-PC) – Pages 20-21 • Graduation Requirements (IKF-PC) Regulations – Pages 21-23 • Computer Technology Acceptable Use and Internet Safety (IIBG-GAB-PC) – Pages 23-25 • Administration of Surveys and Questionnaires (JOB-PC) – Pages 25-26 • School Counseling Program (IJ-PC) – Page 26 • Sex Offender and Crimes Against Minors Registry Information (KN-PC) – Page 27 • Cell Phones/Electronic Devices (JS-PC) – Page 27

If after reading this information you have questions, please do not hesitate to contact the principal of your child's school. A complete copy of the Pittsylvania County School Board Policy Manual is available to the public at each of the school libraries and at this website: www.pcs.k12.va.us. Working together, we, as school personnel and parents, can maintain a school climate that offers all children the opportunity to experience every success.

The duties of the School Board and the Superintendent's Office include, but are not limited to, maintaining the safety and welfare of pupils and staff. Every year we conduct safety audits at each school site, review our Crisis Management Plan and routinely practice for emergencies such as fire drills, tornado drills and lock-downs. Included in our planning is the designation of evacuation sites that are to be utilized in case of emergencies. A listing of all school evacuation sites is included on page 4.

Newly passed legislation by the General Assembly prohibits the use or distribution of any tobacco product or nicotine vapor product by any person on a school bus, on school property or at an on-site or off-site school-sponsored activity. Students are prohibited from possessing or distributing any tobacco or nicotine vapor product on a school bus, on school property or at an on-site or off-site school-sponsored activity.

Also, a major goal of the Pittsylvania County Schools is to promote learning in a safe and orderly climate. With parents and school personnel working together, we can help ensure that each child is provided a quality education in an environment that is conducive for learning.

During each school session, a Taskforce on Behavior Management studies ways of improving student behavior. The role of this Taskforce is to make new recommendations to the School Board regarding revisions of the **Student Conduct** policy. Included within is a copy of the **Student Conduct** policy (pages 12-17) for Pittsylvania County Schools. We ask that you read this policy and discuss its content with your child. Additionally, we want to make you aware of legislation which is intended to promote proper student conduct. **Section 22.1-279.3 of the Code of Virginia** addresses **parental responsibility** and involvement requirements as they relate to working with the schools to promote proper student behavior. Some of the specific provisions of Section 22.1-279.3 of the *Code of Virginia* (1950), as amended, are outlined in the information provided (page 1).

We ask for your cooperation to help provide a quality education for your child as well as for every student in this school division. **Please complete, sign and return the enclosed "Parental Statement of Receipt of Notice of Requirement of VA Code Section 22.1-279.3 and School Board's Policies Compulsory Attendance and Student Conduct" form (blue insert section) to school by Friday, August 18, 2023.** By signing this form, you are acknowledging that you have received a copy of Section 22.1-279.3 of the *Code of Virginia* entitled "Parental Responsibility and Involvement Requirements" (page 1) and a copy of the Pittsylvania County School Board's policies for Compulsory Attendance (pages 17-18) and Student Conduct (pages 12-17).

The **Family Educational Rights and Privacy Act (FERPA)** provides parents and students over 18 years of age (eligible student) certain rights regarding students' educational records. The **Protection of Pupil Rights Amendment (PPRA)** provides certain rights to parents of minor students with regard to surveys that ask questions of a personal nature. An overview of these rights is provided (page 2).

A description of information designated as directory information is also included within the FERPA rights for your review. The procedures that a parent or eligible student must use to prevent the release of directory information are included in this description. **If you choose to withhold "directory information," you are asked to complete the enclosed "Request to Withhold Release of Directory Information" and return the completed form (blue insert section) to school prior to Friday, August 18, 2023.**

In an effort to promote our County and the region, Pittsylvania County Schools uses various mediums to showcase the division for viewing by the general public. Various types of publications include videos, World Wide Web internet publications, a television broadcast and newspaper articles. Details are enclosed within the parental consent form detailing the publication of a child's image. **Please complete and return the enclosed "Pittsylvania County Schools: Parental Consent Form" (blue insert section) to school by Friday, August 18, 2023, giving approval or denial for publication of your child's image.**

The purpose of student transportation in Pittsylvania County is to transport students to and from school in a safe and efficient manner. In order to do this, we need the cooperation of parents, students, bus drivers, and all school personnel. **Please complete, sign and return the enclosed "Acknowledgment Form: Receipt of Student Regulations for School Bus Students" (blue insert section) to school by Friday, August 18, 2023.** By signing this form, you are acknowledging receipt of a copy of the Student Bus Regulations that is found on page 28.

All enrolled students of Pittsylvania County Schools are eligible to receive a healthy breakfast and lunch at school at no charge each day of the 2023-2024 school year. Additional helpful information regarding the School Nutrition Program can be found on pages 30-33.

It is vital that your child be prepared for each grade or course which is entered. I encourage you to review the **Academic Learning Objectives, Student Code of Conduct** and **FERPA** information with your child throughout the school year. A cooperative working relationship between parents and school personnel will help ensure the success of your child in school and make Pittsylvania County Schools **"A Great Place to Learn and Work."**

Respectfully,



Mark R. Jones, Ed.D.
Division Superintendent

PARENTAL NOTIFICATIONS

PARENTAL RESPONSIBILITY Excerpted from the Code of Virginia (1950), as amended

§22.1-279.3. Parental responsibility and involvement requirements.

- A. Each parent of a student enrolled in a public school has a duty to assist the school in enforcing the standards of student conduct and compulsory school attendance in order that education may be conducted in an atmosphere free of disruption and threat to persons or property, and supportive of individual rights.
- B. A school board shall provide opportunities for parental and community involvement in every school in the school division.
- C. Within one calendar month of the opening of school, each school board shall, simultaneously with any other materials customarily distributed at that time, send to the parents of each enrolled student (i) a notice of the requirements of this section, (ii) a copy of the school board's standards of student conduct and (iii) a copy of the compulsory school attendance law. These materials shall include a notice to the parents that by signing the statement of receipt, parents shall not be deemed to waive, but to expressly reserve, their rights protected by the constitutions or laws of the United States or the Commonwealth and that a parent shall have the right to express disagreement with a school's or school division's policies or decisions. Each parent of a student shall sign and return to the school in which the student is enrolled a statement acknowledging the receipt of the school board's standards of student conduct, the notice of the requirements of this section, and the compulsory school attendance law. Each school shall maintain records of such signed statements.
- D. The school principal may request the student's parent or parents, if both parents have legal and physical custody of such student, to meet with the principal or his designee to review the school board's standards of student conduct and the parent's or parents' responsibility to participate with the school in disciplining the student and maintaining order, to ensure the student's compliance with compulsory school attendance law, and to discuss improvement of the child's behavior, school attendance, and educational progress.
- E. In accordance with the due process procedures set forth in this article and the guidelines required by §22.1-279.6, the school principal may notify the parents of any student who violates a school board policy or the compulsory school attendance requirements when such violation could result in the student's suspension or the filing of a court petition, whether or not the school administration has imposed such disciplinary action or filed a petition. The notice shall state (i) the date and particulars of the violation; (ii) the obligation of the parent to take actions to assist the school in improving the student's behavior and ensuring compulsory school attendance compliance; (iii) that, if the student is suspended, the parent may be required to accompany the student to meet with school officials; and (iv) that a petition with the juvenile and domestic relations court may be filed under certain circumstances to declare the student a child in need of supervision.
- F. No suspended student shall be admitted to the regular school program until such student and his parent have met with school officials to discuss improvement of the student's behavior, unless the school principal or his designee determines that readmission, without parent conference, is appropriate for the student.
- G. Upon the failure of a parent to comply with the provisions of this section, the school board may, by petition to the juvenile and domestic relations court, proceed against such parent for willful and unreasonable refusal to participate in efforts to improve the student's behavior or school attendance, as follows:
1. If the court finds that the parent has willfully and unreasonably failed to meet, pursuant to a request of the principal as set forth in subsection D of this section, to review the school board's standards of student conduct and the parent's responsibility to assist the school in disciplining the student and maintaining order, and to discuss improvement of the child's behavior and educational progress, it may order the parent to so meet; or
 2. If the court finds that a parent has willfully and unreasonably failed to accompany a suspended student to meet with school officials pursuant to subsection F, or upon the student's receiving a second suspension or being expelled, it may order the student or his parent, or both, to participate in such programs or such treatment, including, but not limited to, extended day programs, summer school, other educational programs and counseling, as the court deems appropriate to improve the student's behavior or school attendance. The order may also require participation in a parenting, counseling or a mentoring program, as appropriate or that the student or his parent, or both, shall be subject to such conditions and limitations as the court deems appropriate for the supervision, care, and rehabilitation of the student or his parent. In addition, the court may order the parent to pay a civil penalty not to exceed \$500.
- H. The civil penalties established pursuant to this section shall be enforceable in the juvenile and domestic relations court in which the student's school is located and shall be paid into a fund maintained by the appropriate local governing body to support programs or treatments designed to improve the behavior of students as described in subdivision G2. Upon the failure to pay the civil penalties imposed by this section, the attorney for the appropriate county, city, or town shall enforce the collection of such civil penalties.
- I. All references in this section to the juvenile and domestic relations court shall be also deemed to mean any successor in interest of such court.

(1995, c. 852; 1996, c. 771; 2000, c. 538; 2001, cc. 688, 820; 2004, c. 573.)

NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY INSTITUTIONS

The Family Educational 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. They are:

- (1) The right to inspect and review the student’s education records within 45 days after the day the Pittsylvania County School System receives a request for access.
Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The 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 are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.
Parents or eligible student may ask Pittsylvania County Schools to amend a record should write the school principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it should be changed.
If the Pittsylvania County School System decides not to amend the record as requested by the parent or eligible student, the Pittsylvania County Schools will notify the parent or eligible student of the decision and their right 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 private written consent before the school discloses personally identifiable information (PII) from 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 Pittsylvania County Schools as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the School Board. A school official may also include a volunteer or outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer 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, the school discloses educational records without content to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Pittsylvania County School System to comply with the requirement of FERPA. The name and address of the Office that administers FERPA is:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

The Uninterrupted Scholars Act permits a school division to disclose the educational records of students, with or without parental permission, to an agency caseworker or representative of the state or local child welfare agency or a tribal authority if the agency or authority is responsible for the care and protection of the student. Those agencies cannot further disclose the records except as authorized by FERPA. Uninterrupted Scholars Act, 20 U.S.C. §1232g(b)(1)(L)

Protection of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires Pittsylvania County Schools to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior and attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings.

Pittsylvania County Schools will provide parents, within a reasonable period of time prior to the administration of surveys and activities, notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

DIRECTORY INFORMATION

According to the Family Education Rights and Privacy Act (FERPA) a school division has the right to designate certain information about students as directory information. The schools and school division have the right to release directory information and will release this information to certain organizations unless a parent signs “opt out” forms as directed in the paragraph below. Directory information will be released to postsecondary institutions of learning. The directory information will be released to military recruiters according to federal law when a request is made by a representative of any of the armed services. According to the Policies and Regulations of the Pittsylvania County School Board, Policy JO-PC, directory information may include name, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, date of attendance, degrees or awards received, or photographs, videotapes or PowerPoint presentations containing pictures of student.

Parents have the right to prohibit the Pittsylvania County Schools from releasing any or all directory information regarding their children. Eligible students (those over 18 years of age) have the same right regarding the disclosure of directory information. Should a parent or eligible student not want all or part of this directory information released, the enclosed form (blue insert section) must be completed and returned to the principal by **Friday, August 18, 2023**.

NOTIFICATION OF SECTION 504 AND TITLE IX COMPLIANCE OFFICERS

Section 504 of the Rehabilitation Act of 1973 and its accompanying regulations prohibit the discrimination towards any individual on the basis of his/her disability. Accordingly, all employees of the Pittsylvania County Schools are expected to adhere to School Board policy which prohibits discrimination on the basis of a disability. Any employees or parent who feels that he/she or his/her child has been discriminated against on the basis of a disability should file a written complaint with the school division's compliance officer. The written complaint should state in detail the basis of the complaint, the names of the persons involved and the dates of the specific complaint.

The school division's compliance officer for Section 504 of the Rehabilitation Act and his address are as follows:

Mr. Kenyon Scott
Assistant Superintendent for Operations
Pittsylvania County Schools
P. O. Box 232
Chatham, VA 24531
(434) 432-2761 e-mail: kenyon.scott@pcs.k12.va.us

It is the policy of the Pittsylvania County School Board to maintain a working and learning environment for all its employees and students by providing fair and equitable treatment including freedom from sexual discrimination and sexual harassment. Any employee or parent who feels that he/she or his/her child has been subjected to sexual discrimination or sexual harassment should file a written complaint of the alleged act to the Title IX Compliance Officer. The written complaint should state in detail the basis of the complaint, the names of the persons involved and the dates of the specific complaint. The Title IX Compliance Officer for the Pittsylvania County Schools and his address are as follows:

Mr. Steven D. Mayhew
Assistant Superintendent for Administration
Pittsylvania County Schools
P. O. Box 232
Chatham, VA 24531
(434) 432-2761 e-mail: steven.mayhew@pcs.k12.va.us

The Title IX Alternate Compliance Officer for the Pittsylvania County Schools and her address are as follows:

Ms. M. Elizabeth Craig
Director of Secondary Education
Pittsylvania County Schools
P. O. Box 232
Chatham, VA 24531
(434) 432-2761 e-mail: elizabeth.craig@pcs.k12.va.us

Non-Sufficiently Funded Checks (NSF Checks)

The Pittsylvania County School Board is contracted with an outside company for the electronic collection of checks returned for insufficient funds. (NSF)

Pittsylvania County Schools gladly accepts your checks. When you provide a check as a payment, you authorize the division either to use information from the check to make a one-time electronic fund transfer from your account or to process the payment as a check transaction. **By paying by check you are also authorizing the collection of a fee through an electronic fund transfer from your account if your payment is returned unpaid.** This fee can range from \$35.00 to \$50.00 per check and is collected and kept by the outside collection company. Pittsylvania County Schools only receives the face value of the check.

Please include the following on all checks:

- Full name
- Street Address
- Phone Numbers

If there are any questions, please contact the school principal.

AHERA Yearly Notification Form

In the past, asbestos was used extensively in building materials because of its insulating, sound absorbing, and fire retarding capabilities. Virtually any building constructed before the late 1970s contained some asbestos. Intact and undisturbed asbestos materials generally do not pose a health risk. Asbestos materials, however, can become hazardous when, due to damage or deterioration over time, they release fibers. If the fibers are inhaled, they can lead to health problems, such as cancer and asbestosis.

In 1986, Congress passed the Asbestos Hazard Emergency Response Act (AHERA) which requires schools to be inspected to identify any asbestos containing building materials. Suspected asbestos-containing building materials were located, sampled (or assumed) and rated according to condition and potential hazard. Every three years, Pittsylvania County Schools contracts with an independent environmental firm to conduct a re-inspection to determine whether the condition of the known or assumed asbestos containing building materials (ACBM) has changed and to make recommendations on managing or removing the ACBM. At the last inspection conducted, all materials listed in the Management Plan as asbestos containing (or assumed to be asbestos-containing) were inspected and found to be in good condition.

The law further requires an asbestos management plan to be in place by July 1989. Pittsylvania County Schools developed a plan, as required, which has been continually updated. The plan has several ongoing requirements: publish a notification on management plan availability and the status of asbestos activities; educate and train its employees about asbestos and how to deal with it; notify short-term or temporary workers on the locations of the asbestos containing building materials; post warning labels in routine maintenance areas where asbestos was previously identified or assumed; follow set plans and procedures designed to minimize the disturbance of asbestos containing building materials; and survey the condition of these materials every six months to assure that they remain in good condition.

The following buildings contain no asbestos-containing building materials; therefore, no operations and maintenance programs or future inspections are required: Chatham Middle, Dan River Middle, Gretna Elementary, Gretna Middle, Tunstall Middle, and Twin Springs Elementary. During recent renovations, all known asbestos containing materials have been removed in the following buildings: Chatham High, Dan River High, Gretna High, and Tunstall High. The only exception being the vapor barrier on the concrete under the gym floor at Chatham High School and Tunstall High School.

It is the intention of Pittsylvania County Schools to comply with all federal and state regulations controlling asbestos and to take whatever steps are necessary to ensure students and employees a healthy and safe environment in which to learn and work. You are welcome to review a copy of the asbestos management plan in the School Board Office or the administrative office at each school during regular business hours. Mr. Mike Hutson, Director of Maintenance and Facilities, is the designated asbestos program coordinator, and all inquiries regarding the asbestos plan and asbestos-related issues should be directed to him at 434-432-2761.

PowerSchool PARENT PORTAL

The Parent Portal of Pittsylvania County Schools' student information system, PowerSchool, provides access to up-to-date information concerning academic progress and attendance, as well as important school information. A student-specific login (username and password) is required to enter the site. Contact the office of your child's school and arrange to pick up your child's login if you did not do so last year. Be prepared to show proper identification and to sign for the letter at the school. School personnel will not give this information out over the phone. Once this login information has been obtained, the portal can be accessed from the "Parents" link at the top of the PCS home page. A guide to using the Parent Portal is also available from that link.

EVACUATION SITES

The duties of the School Board and the Superintendent’s Office include, but are not limited to, maintaining the safety and welfare of pupils and staff. Every year we conduct safety audits at each school site, review our Crisis Management Plan and routinely practice for emergencies such as fire drills, tornado drills and lock down drills. Included in our planning is the designation of evacuation sites that are to be utilized in case of emergencies. A listing of all school evacuation sites is as follows:

Base School	Where students and staff will evacuate to should it become necessary.
STEM Academy (Horizon Academy, Alternative School and STEM Academy)	Greater Triumph Missionary Baptist Church
Brosville Elementary	Vandola Baptist Church
Chatham Elementary	Little Mount Zion Church
Chatham Middle	Pittsylvania Career & Technical Center
Chatham High	Chatham Middle School
Dan River Middle	Kentuck Elementary School
Dan River High	Kentuck Baptist Church
Gretna Elementary	Grades PK-2 to Anderson Memorial United Methodist Church; Grades 3-5 go to First Baptist Church
Gretna Middle	Gretna High School, Gretna Elementary School or Food Lion Parking Lot
Gretna High	Gretna Middle School and/or Gretna Elementary School
Hurt Elementary	Hurt Fire Department
Kentuck Elementary	Dan River Middle School
Mt. Airy Elementary	Mt. Airy Baptist Church
Pittsylvania Career & Technical Center	Chatham Middle School
Southside Elementary	Blairs Baptist Church
Stony Mill Elementary	Tunstall Middle School
Tunstall Middle	1. To Tunstall High School if safe to stay in area 2. Sharon Baptist Church using buses in our parking lot and 3 drivers on premises
Tunstall High	Tunstall Middle School
Twin Springs Elementary	Mt. Hermon Baptist Church
Union Hall Elementary	Beacon Ridge Retreat Center

Middle School Cell Phone Use Protocol

- Students may have cell phones on their person; however, the cell phones cannot be seen, used, or turned on during the hours of school operation and cannot be visible on the campus until 3:30 p.m. or 1:30 p.m. on early dismissal days.
- Students may not use cell phones on the school bus traveling to and from school on regular school days.
- The cell phone will be confiscated in every instance infraction and returned to the student at the end of that school day.
- Any electronic devices with the ability to text will be treated with the same consequences as a cell phone.
- Ear buds are not to be seen, used or turned on during the hours of school operation and cannot be visible until 3:30 p.m. or 1:30 p.m. on early dismissal days.

Disciplinary Sanctions:

- 1st Offense = 1 day of In-School Suspension (ISS)
- 2nd Offense = 3 days of In-School Suspension (ISS)
- 3rd Offense = 1 day of Out-of-School Suspension (OSS)
- 4th Offense = 3 days of Out-of-School Suspension (OSS)

The severity/nature of the offense may result in a student not being allowed to bring a cell phone to school for a specified period of time up to and including the remainder of the school year. Failure to comply with the request of a teacher/staff member to relinquish (hand over) a cell phone will automatically result in suspension.

COUNSELING SERVICES

Major Clarity will be used to address career counseling standards. Refer to <https://majorclarity.com/> for a complete description of the program. To log in to Major Clarity, the students go to the web address below using Google Chrome as the browser.

<https://clever.com/in/pittsylvania>

The students click on “Log in with Google” then enter their PCS Google account information. Students should contact a school counselor if they have trouble logging in.

MEDICATION PROCEDURE

Pittsylvania County School District has a board-approved medication procedure which must be followed by all students. This procedure provides safety, consistency, and confidentiality when it is necessary that medication(s) be taken during school hours. A medication permission form is available from your child’s school or on the PCS webpage under Support Services. Please note that parent permission (and in some cases a medical professional’s orders) must be obtained before any medication can be administered at school. Also, the medication must be presented to the school by an adult. Sharing, borrowing, distributing, manufacturing or selling any medication is prohibited and may result in disciplinary action in accordance with the Standards of Student Conduct.

NEW STUDENT AND MANDATED SCREENINGS

State regulations require each school division to establish and maintain screening procedures for children enrolled in public school. **ALL** children, within 60 working days of initial enrollment in a public school (including Kindergarten), **SHALL** be screened in the following areas:

1. Speech, voice, and language – K-3 to be done by Speech Therapist or school staff
2. Vision and hearing – to be done by School Nurse
3. Fine and gross motor function – K-3 to be done by school staff

Vision and hearing screening will be completed during the first 60 days on ALL students in grades K, 3, 7 and 10 as mandated by the Code of Virginia. Height, weight and blood pressure screening will be done as time allows.

These screenings will be done in accordance with regulations as indicated above. **Please** call your child’s principal if you have concerns about or objections to these screenings being done.

If you suspect your child (in any grade level) has a defect in vision or hearing, you may request in writing that he or she have these screened. Please see the school nurse for the appropriate form.

SCOLIOSIS: Information and Screening Steps

Scoliosis is a musculoskeletal disorder in which there is a sideways curvature of the spine. Two curves are usually identified, in opposite direction of each other, creating an “S” or “C” shape to the spine. Idiopathic scoliosis is the most common type and generally occurs after the age of 10. Girls are more likely than boys to have scoliosis.

The school district is sending this information home with all students in grades 5 through 10, so that you may screen for this disorder at home.

The cause of scoliosis is unknown in most cases and the largest percentage of cases does not require treatment. Treatment can vary from observation or bracing to surgery. Progressive scoliosis in the growing child can lead to not only an asymmetrical body, it can lead to back pain, headaches, shortness of breath, leg, hip and knee pain, menstrual-cycle disturbances and chronic fatigue. It is also associated with a higher incidence of osteoporosis later in life. In the event you find that your child has an abnormal curving of the spine or you suspect scoliosis, contact your physician or health care provider. They will most likely do x-rays to determine the degree of curvature. The severity of the curvature will indicate what treatment is needed. Early treatment is important so that normal growth and development aren’t hindered and the above symptoms don’t restrict activity and mobility.

Simple steps to screen your child for scoliosis:

- ◆ Have your child stand in front of you with their arms at their sides. Have them stand erect with good posture and looking forward. Stand about 10 feet back and observe them for symmetry. Is one shoulder higher than the other? Does one hip look higher than the other? Does the head tilt or lean to one side more than the other?
- ◆ Now have the child turn around so their back is to you. Have them bend forward like they are going to touch their toes. Have them stay in this position while you look across their back. Does one side of the back seem higher than the other side? Does one shoulder blade protrude more than the other? Does one hip seem higher than the other? Is the spine curved sideways?

If you answer yes to any of these questions, it is recommended that you contact your physician or health care provider for further evaluation.

EATING DISORDERS

(Notification to Parents and Students in Grades Five through Twelve)

Eating disorders are serious health problems that usually start in childhood or adolescence and affect both girls and boys. With early diagnosis, eating disorders are treatable with a combination of nutritional, medical, and therapeutic supports. Recognizing the importance of early identification of at-risk students, the 2013 Virginia General Assembly passed a law requiring each school board to provide parent educational information regarding eating disorders on an annual basis to students in the fifth through twelfth grades.

It is important to note that eating disorders are not diagnosed based on weight changes as much as behaviors, attitudes, and mindset. Symptoms may vary between males and females and in different age groups. Often, a young person with an eating disorder may not be aware that he/she has a problem or keeps the issues secret. Parents/guardians and family members are in a unique position to notice symptoms or behaviors that cause concern. Identifying behaviors common to people with eating disorders may lead to early referral to the primary care provider. It is important for eating disorders to be treated by someone who specializes in this type of care.

Please review the additional information included. If you think your child may be showing signs of a possible eating disorder, please contact your primary health care provider, school nurse, or one of the resources listed below.

- Academy for Eating Disorders (AED)
<http://www.eatingdisorderhope.com/information/help-overcome-eating-disorders-non-profits-organizations/aed>
- Families Empowered and Supporting Treatment of Eating Disorders (F.E.A.S.T.) www.feast-ed.org
- National Eating Disorders Association
www.nationaleatingdisorders.org
Toll free, confidential Helpline, 1-800-931-2237

Additional resources may be found at:

- Virginia Department of Education
http://www.doe.virginia.gov/support/health_medical/office/index.shtml, under the section titled, Eating Disorders

How to Communicate with Your Child

- Understand that eating disorder sufferers often deny that there is a problem.
- Educate yourself on eating disorders
- Ask what you can do to help
- Listen openly and reflectively
- Be patient and nonjudgmental
- Talk with your child in a kind way when you are calm and not angry, frustrated, or upset
- Let him/her know you only want the best for him/her
- Remind your child that he/she has people who care and support him/her
- Be flexible and open with your support
- Be honest
- Show care, concern, and understanding
- Ask how he/she is feeling
- Try to be a good role model- don't engage in 'fat talk' about yourself
- Understand that your child is not looking for attention or pity
- Seek professional help on behalf of your child if you have ANY concerns

What Are Eating Disorders?

Eating disorders are real, complex, and devastating conditions that can have serious consequences for health, productivity, and relationships. They are not a fad, phase or lifestyle choice. They are potentially life-threatening conditions affecting every aspect of the person's functioning, including school performance, brain development, emotional, social, and physical well-being.

Eating disorders can be diagnosed based on weight changes, but also based on behaviors, attitudes and mindset. Be alert for any of these signs in your child.

Key things to look for around food:

- Eating a lot of food that seems out of control (large amounts of food may disappear, you find a lot of empty wrappers and containers hidden)
- Develops food rules—may eat only a particular food or food group, cuts food into very small pieces, or spreads food out on the plate
- Talks a lot about, or focuses often, on weight, food, calories, fat grams, and dieting
- Often says that they are not hungry
- Skips meals or takes small portions of food at regular meals
- Cooks meals or treats for others but won't eat them
- Avoids mealtimes or situations involving food
- Goes to the bathroom after meals often
- Uses a lot of mouthwash, mints, and/or gum
- Starts cutting out foods that he or she used to enjoy

Key things to look for around activity:

- Exercises all the time, more than what is healthy or recommended – despite weather, fatigue, illness, or injury
- Stops doing their regular activities, spends more time alone (can be spending more time exercising)

Physical Risk Factors:

- Feels cold all the time or complains of being tired all the time. Likely to become more irritable and/or nervous.
- Any vomiting after eating (or see signs in the bathroom of vomiting – smell, clogged shower drain)
- Any use of laxatives or diuretics (or you find empty packages)

Other Risk Factors:

- Believes that they are too big or too fat (regardless of reality)
- Asks often to be reassured about how they look
- Stops hanging out with their friends
- Not able to talk about how they are feeling
- Reports others are newly judgmental or “not connecting”

If Your Child Shows Signs of a Possible Eating Disorder

Seek assistance from a medical professional as soon as possible; because they are so complex, **eating disorders should be assessed by someone who specializes in the treatment of eating disorders.** The earlier a person with an eating disorder seeks treatment, the greater the likelihood of physical and emotional recovery.

Eating disorders affect both males and females of all ages.

Weight is NOT the only indicator of an eating disorder, as people of all sizes may be suffering.

TRUANCY INTERVENTION PROGRAM (TIP)

Success in school begins with attending each day, on time and for the complete day. Times missed from school results in gaps in important skills, lower grades and poor work habits.

The law in Virginia requires that all children between the ages of 5 to 18 attend school (VA 22.1-254) Compulsory Attendance.

Pittsylvania County Visiting Teacher/School Social Worker Department, The Pittsylvania County Truancy Multiagency Team, school principals and Juvenile and Domestic Relations court personnel all work together to monitor your child's attendance.

Those students who accrue ten (10) or more unexcused absences may be invited to attend the Truancy Intervention Program. Both student and parent(s) will be invited to attend the program in J&D Court located in Chatham.

Those parents who would like their children to attend the TIP program please contact the School Board Office and ask for the Attendance Department.

SCHOOL BOARD POLICIES

School Board policies may change and updates will be posted in BoardDocs on the Pittsylvania County Schools website.

FILE: IGBC-PC

PARENT AND FAMILY ENGAGEMENT

Generally

The Pittsylvania County School Board recognizes that the education of each student is a responsibility shared by the school and the student's family. The Pittsylvania County School Board endorses the parent and family engagement goals of Title I (20 U.S.C. § 6318) and encourages the regular participation by parents and family members of all children including those eligible for Title I and English learner programs in all aspects of those programs.

In keeping with these beliefs, the Pittsylvania County School Board cultivates and supports active parent and family engagement in student learning. The Pittsylvania County School Board will:

- provides activities that will educate parents regarding the intellectual and developmental needs of their children. These activities promote cooperation between the division and other agencies or school/community groups (such as parent-teacher groups, the Head Start program, the Reading First program, Early Reading First program, Even Start program and Parents as Teachers program) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development;
- implements strategies to involve parents in the educational process, including:
 - keeping families informed of opportunities for involvement and encouraging participation in various programs;
 - providing access to educational resources for parents and families to use with their children;
 - keeping families informed of the objectives of division educational programs as well as of their child's participation and progress with these programs;
- enables families to participate in the education of their children through a variety of roles. For example, family members may:
 - provide input into division policies
 - volunteer time within the classroom and school programs.
- provides professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies
- performs regular evaluations of parent involvement at each school and in the division
- provides access, upon request, to any instructional material used as parent of the educational curriculum; and
- if practicable, provides information in a language understandable to parents.

In addition, for parents of students eligible for English learner programs, the School Board informs such parents of how they can be active participants in assisting their children:

- to learn English;
- to achieve at high levels in core academic subjects; and
- to meet the same challenging academic content and student academic achievement standards as all children are expected to meet.

Parental Involvement in Title I Plan

The Pittsylvania County School Board encourages parents of children eligible to participate in Title I, Part A, programs to participate in the development of the Board's Title I plan. Parents may participate in the development of the District's Title I Plan by providing suggestions during school-level Title I Parent Advisory Council meetings.

Parental Involvement in School Review and Improvement

The Pittsylvania County School Board encourages parents of children eligible to participate in Title I, Part A, and English learner programs to participate in the process of school review and, if applicable, the development of support and improvement plans under 20 U.S.C. § 6311(3)(1) and (2). Parents may participate by

- serving as members of the school's Title I parent advisory council (PTO);
- becoming actively involved in the school's Parent-Teacher Organization and related school activities;
- serving as members of school improvement and academic teams;
- serving as school resource persons (volunteers, tutors, mentors, chaperones, monitors, classroom and office assistant); and
- serving in other capacities that promote wholesome academic, social, emotional and physical development of students.

Division Responsibilities

The Pittsylvania County School Division, and each school which receives Title I, Part A, funds:

- provides assistance to parents of children served by the school or division, as applicable, in understanding topics such as Virginia's challenging academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- provides materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;
- educates teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- to the extent feasible and appropriate, coordinates and integrates parental involvement programs and activities with other federal, state and local programs, including public preschool and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
- ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and
- provides such other reasonable support for parental involvement activities as parents may request.

The Pittsylvania County School Division, and each school which receives Title I, Part A, funds, **MAY**:

- involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- provide necessary literacy training from Title I funds if the division has exhausted all other reasonably available sources of funding for such training;
- pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
 - train parents to enhance the involvement of other parents:

- arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators who work directly with participating children and parents who are unable to attend such conferences at school in order to maximize parental involvement and participation;
- adopt and implement model approaches to improving parental involvement;
- establish a divisionwide parent advisory council to provide advice on all matters related to parental involvement in programs supported by Title I;
- develop appropriate roles for community-based organizations and businesses in parental involvement activities.

- barriers to greater participation by parents (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority background);
- the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- strategies to support successful school and family interactions.

File: JO-PC
STUDENT RECORDS
GENERALLY

The Pittsylvania County School Board shall maintain accurate and complete records for every student enrolled in the public schools in accordance with all federal and state laws.

The Superintendent and/or his designee(s) shall be responsible for the collection of data, record maintenance and security, access to, and use of records, confidentiality of personally identifiable information, dissemination of information from records, and destruction of records, including the destruction of personally identifiable information regarding a student with a disability at the request of the parents. The Superintendent shall also provide for notification of all school division personnel of policy and procedures for management of education records and notification of parents and students of their rights regarding student records, including the right to obtain, upon request, a copy of this policy.

DEFINITIONS

For the purposes of this policy, the Pittsylvania County Public Schools has used the following definitions:

Authorized representative – any entity or individual designated by a state or local educational authority or an agency headed by an official listed in 34 CFR § 99.31(a)(3) to conduct, with respect to federal- or state-supported education programs, any audit or evaluation, or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

Directory information - information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information may include information such as the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status, dates of attendance, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors, and awards received, and the most recent educational institution attended. Directory information may not include the student's social security number. Directory information may include a student identification number or other unique personal identifier used by a student for accessing or communicating in electronic systems if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number, password, or other factor known or possessed only by the authorized user or a student ID number or other unique personal identifier that is displayed on a student ID badge, if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity such as a PIN or password or other factor known or possessed only by the authorized user.)

Early childhood education program – a Head Start program or an Early Head Start program, a state licensed or regulated child care program, or a program that serves children from birth through age six that addresses the children's cognitive, social, emotional, and physical development and is a state prekindergarten program, a program under section 619 or Part C of the Individuals with Disabilities Education Act, or a program operated by a local educational agency.

Education program - any program that is principally engaged in the provision of education, including, but not limited to, early childhood education, elementary and secondary education, postsecondary education, special education, job training, career and technical education, and adult education, and any program that is administered by an educational agency or institution.

School Parent and Family Engagement Policies

Each school served under Title I, Part A, jointly develops with and distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that describes the means for carrying out the following:

- convening an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A, and to explain the requirements of Title I, Part A, and the rights of parents to be involved;
- offering a flexible number of meetings, such as meetings in the morning or evening. Schools may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;
- involving parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I, Part A, programs including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under the 20 U.S.C. § 6314(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
- providing parents of participating children:
 - timely information about Title I, Part A, programs;
 - a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
 - if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and responding to any such suggestions as soon as practicably possible;
- if the schoolwide program plan under the 20 U.S.C. § 6314(b) is not satisfactory to the parents of participating children, submitting any parent comments on the plan when the school makes the plan available to the School Board.

Parent and Family Involvement in Allocation of Funding

Parents and family members of children receiving services under Title I, Part A, shall be involved in the decisions regarding how funds provided under Title I, Part A, are allotted for parental involvement activities.

Policy Review

The School Board conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all schools served under Title I, Part A, including identifying

Education records - any information recorded in any way including handwriting, print, computer media, video or audiotape, film, microfilm, and microfiche maintained by the Pittsylvania County School Board or an agent of the school division which contains information directly related to a student, except

- records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to another person except a temporary substitute for the maker of the record;
- records created and maintained for law enforcement purposes by the Pittsylvania County School Board's law enforcement unit, if any. A law enforcement unit is any individual, office, department, or division of the school division that is authorized to enforce any local, state, or federal law, refer enforcement matters to appropriate authorities or maintain the physical security and safety of the school division;
- in the case of persons who are employed by the Pittsylvania County School Board but who are not in attendance at a school in the division, records made and maintained in the normal course of business which relate exclusively to the person in his capacity as an employee;
- records created or received after an individual is no longer in attendance and that are not directly related to the individual's attendance as a student;
- grades on peer-graded papers before they are collected and recorded by a teacher; and
- any electronic information, such as email, even if it contains personally identifiable information regarding a student, unless a printed copy of the electronic information is placed in the student's file or is stored electronically under an individual student's name on a permanent and secure basis for the purpose of being maintained as an educational record. For purposes of this policy, electronic information that exists on a back-up server, a temporary archiving system, or on a temporary basis on a computer is not an education record and is not considered as being maintained.

Eligible student - a student who has reached age 18.

Parent - a parent of a student, including a natural parent, a guardian, an individual acting as a parent in the absence of a parent or guardian
 Student – any person who is or has been in attendance at Pittsylvania County Schools regarding whom the school division maintains education records or personally identifiable information.

Dissemination and Maintenance of Records About Court Proceedings

Adjudications

The Superintendent shall disseminate the notice or information about an adjudication of delinquency or conviction for an offense listed in Va. Code §16.1-260.G contained in a notice received pursuant to Va. Code § 16.1-305.1, to school personnel, including, but not limited to, the principal of the school in which the student is enrolled. The principal shall further disseminate such information to licensed instructional personnel and other school personnel who (1) provide direct educational and support services to the student and (2) have a legitimate educational interest in such information.

A parent, guardian, or other person having control or charge of a student, and, with consent of a parent or in compliance with a court order, the court in which the disposition was rendered, shall be notified in writing of any disciplinary action taken with regard to any incident upon which the adjudication of delinquency or conviction for an offense listed in subsection G of Va. Code §16.1-260 was based and the reasons therefor. The parent or guardian shall also be notified of his or her right to review, and to request an amendment of, the student's scholastic record.

Every notice of adjudication of delinquency or conviction for an offense listed in subsection G of Va. Code §16.1-260 received by a superintendent, and information contained in the notice, which is not a disciplinary record as defined in Board of Education regulations, shall be maintained by him and by any others to whom he disseminates it, separately from all other records concerning the student. However, if the school administrators or the school board takes disciplinary action against a student based upon an incident which formed the basis for the adjudication of delinquency or conviction for an offense listed in subsection G of Va. Code §16.1-260, the notice shall become a part of the student's disciplinary record.

Any notice of disposition received pursuant to Va. Code §16.1-305.1 shall not be retained after the student has been awarded a diploma or a certificate as provided in Va. Va. Code §22.1-253.13:4.

Petitions and Reports

The Superintendent shall not disclose information contained in or derived from a notice of petition received pursuant to Va. Code §16.1-260 or report received pursuant to Va. Code §66-25.2:1 except as follows:

- if the juvenile is not enrolled as a student in the division to which the notice or report was given, the Superintendent shall promptly so notify the intake officer of the juvenile court in which the petition was filed or the Director of the Department which sent the report and may forward the notice of petition or report to the Superintendent of the division in which the juvenile is enrolled, if known;
- prior to receipt of the notice of disposition in accordance with Va. Code §16.1-305.1, the Superintendent may disclose the fact of the filing of the petition and the nature of the offense to the principal of the school in which the student is enrolled if the Superintendent believes that disclosure to school personnel is necessary to ensure the physical safety of the student, other students or school personnel within the division. The principal may further disseminate the information regarding a petition, after the student has been taken into custody, whether or not the child has been released, only to those students and school personnel having direct contact with the student and need of the information to ensure physical safety or the appropriate educational placement or other educational services.
- If the Superintendent believes that disclosure of information regarding a report received pursuant to Va. Code §66.25.2:1 to school personnel is necessary to ensure the physical safety of the student, other students, or school personnel, he may disclose the information to the principal of the school in which the student is enrolled. The principal may further disseminate the information regarding such report on to school personnel as necessary to protect the student, the subject or subjects of the danger, other students or school personnel.

Protective Orders and Orders Prohibiting Contact with a Child

Any school principal who receives notice that a circuit court, general district court, juvenile and domestic relations district court, or magistrate has issued a protective order for the protection of any child who is enrolled at the school, or any other order prohibiting contact with such a child, notifies licensed instructional personnel and other school personnel who (i) provide direct educational or support services to the protected child or the child subject to the order, (ii) have a legitimate educational interest in such information, and (iii) are responsible for the direct supervision of the protected child or the child subject to the order that such order has been issued.

ANNUAL NOTIFICATION

The school division shall annually notify parents and eligible students of their rights under the Family Educational Rights and Privacy Act (FERPA) including

- the right to inspect and review the student's education records and the procedure for exercising this right;
- the right to request amendment of the student's education records that the parent believes to be inaccurate, misleading or in violation of the student's privacy rights and the procedure for exercising this right;
- 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;
- the type of information designated as directory information and the right to opt out of release of directory information;
- that the school division releases records to other institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer;
- the right to opt out of the release of the student's name, address and phone number to military recruiters or institutions of higher educational that request such information;
- a specification of the criteria for determining who constitutes a school official and what constitutes a legitimate educational interest; and

- the right to file complaints with the Family Policy Compliance Office in the United States Department of Education concerning the school division's alleged failure to comply with FERPA.

PROCEDURE TO INSPECT EDUCATION RECORDS

Parents of students or eligible students may inspect and review the student's education records within a reasonable period of time, which shall not exceed 45 days, and before any meeting regarding an IEP or hearing involving a student with a disability. Further, parents shall have the right to a response from the school division to reasonable requests for explanations and interpretations of the education record.

Parents or eligible students should submit to the student's school principal a written request which identifies as precisely as possible the record or records he or she wishes to inspect.

The principal (or appropriate school official) will make the needed arrangements for access as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected.

When a record contains information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the portion of the record which pertains to other students.

COPIES OF EDUCATION RECORDS

The Pittsylvania County Public Schools will not provide a parent or eligible student a copy of the student's education record unless failure to do so would effectively prevent the parent or eligible student from exercising the right to inspect and review the records.

FEES FOR COPIES OF RECORDS

The fee for copies will be \$.10 per page. The cost of student transcripts will be \$5.00 after one year following the graduation/exit date. The actual cost of copying time and postage will be charged. The Pittsylvania County Public Schools does not charge for search and retrieval of the records. The Pittsylvania County Public Schools does not charge a fee for copying an Individualized Education Plan (IEP) or for a copy of the verbatim record of a hearing conducted in accordance with the State Board of Education's Regulations Governing Special Education Programs for Children with Disabilities in Virginia.

TYPES, LOCATIONS, AND CUSTODIANS OF EDUCATION RECORDS

The Pittsylvania County Public School shall provide parents on request a list of the types and locations of education records collected, maintained, or used by the school division.

Scholastic records, including disciplinary records, are housed in the school where a child attends.

DISCLOSURE OF EDUCATION RECORDS

When parental consent is required in order to release a student's records, and the parent refuses to give such consent, the school division shall use informal means to secure the consent. If the parent continues to refuse to give consent, the school division shall provide written notification to the person/agency requesting the information that parental consent is required and has been refused. If the school division wishes to disclose the information and has been unable to secure the necessary consent through informal means, the school division may use more formal measures, as appropriate, to effect release of information.

The Pittsylvania County Public Schools shall disclose education records or personally identifiable information contained therein only with the written consent of the parent or eligible student except as authorized by law. Exceptions which permit the school division to disclose education record information without consent include the following:

1. To school officials who have a legitimate educational interest in the records.

A school official is:

- A person employed by the School Board.
- A person appointed or elected to the School Board.
- A person employed by or under contract to the School Board to perform a special task, such as an attorney, auditor, medical consultant, or therapist.

- A consultant or other party to whom the school division has outsourced services or functions for which the school division would otherwise use employees and who is under the direct control of the school division with respect to the use and maintenance of education records.
 - A school official has a legitimate educational interest if the official is:
 - Performing a task that is specified in his or her position description or by a contract agreement.
 - Performing a task related to a student's education.
 - Performing a task related to the discipline of a student.
 - Providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid.
2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.
 3. To certain officials of the U.S. Department of Education, the United States Attorney General, the Comptroller General, and state educational authorities, in connection with certain state or federally supported education programs and in accordance with applicable federal regulations.
 4. In connection with a student's request for or receipt of financial aid as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid.
 5. For the purpose of furthering the ability of the juvenile justice system to effectively serve the pupil to adjudication – The principal or his designee may disclose identifying information from a pupil's scholastic record to State or local law-enforcement or correctional personnel, including a law-enforcement officer, probation officer, parole officer or administrator, or a member of a parole board, seeking information in the course of his duties; an officer or employee of a county or city agency responsible for protective services to children, as to a pupil referred to that agency as a minor requiring investigation or supervision by that agency; attorneys for the Commonwealth, course services units, juvenile detention centers or group homes, mental and medical health agencies, State and local children and family services agencies, and the Department of Juvenile Justice and to the staff of such agencies. Prior to disclosure of any such scholastic records, the persons to whom the records to be disclosed shall certify in writing to the principal or his designee that the information will not be disclosed to any other party, except as provided under State law, without the prior written consent of the parent or the pupil or by such pupil if the pupil is eighteen years of age or older.
 6. To organizations conducting studies for, or on behalf of, educational agencies or institutions to develop validate or administer predictive tests; administer student aid programs; or improve instruction. The studies must be conducted in a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization that have legitimate interests in the information. The information must be destroyed when it is no longer needed for the purposes for which the study was conducted. The School Board must enter into a written agreement with the organization conducting the study which
 - specifies the purpose, scope, and duration of the study or studies and the information to be disclosed;
 - requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study stated in the written agreement;
 - requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and
 - requires the organization to destroy all personally identifiable information when the information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed.
 7. To accrediting organizations to carry out their functions.
 8. To parents of an eligible student who claim the student as a dependent for income tax purposes.
 9. To the entities or persons designated in judicial orders or subpoenas as specified in FERPA.
 10. To appropriate parties in a connection with an emergency if knowledge of the information is necessary to protect the health or

safety of the student or other individuals. If the school division releases information in connection with an emergency, it will record the following information:

- the articulable and significant threat to the health and safety of a student or other individuals that formed the basis for the disclosure; and
 - the parties to whom the division disclosed the information.
11. To an agency caseworker or other representative of a state or local child welfare agency or tribal organization who has the right to access a student's case plan when such agency or organization is legally responsible for the care and protection of the student.
 12. Directory information so designated by the school division.
 13. When the disclosure concerns sex offenders and other individuals required to register under section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. §14071, and the information was provided to the division under 42 U.S.C. §14071 and applicable federal guidelines.

The school division discloses or makes available to a guardian ad litem, on request, any information, records, or reports concerning a student for whom a petition for guardianship or conservatorship has been filed that the guardian ad litem determines are necessary to perform his duties under Va. Code §64.2-2003.

The school division will use reasonable methods to identify and authenticate the identity of parents, students, school officials and any other parties to whom it discloses personally identifiable information from education records.

Unauthorized Disclosure of Electronic Records

In cases in which electronic records containing personally identifiable information are reasonably believed to have been disclosed in violation of federal or state law application to such information, the school division shall notify, as soon as practicable, the parent or any student affected by such disclosure, except as otherwise provided in Va. Code §32.1-127.1:05 or 18.2-186.6. Such notification shall include the (i) date, estimated date, or date range of the disclosure; (ii) type of information that was or is reasonably believed to have been disclosed; and (iii) remedial measures taken or planned in response to the disclosure.

Disclosure to Federal Agencies

Notwithstanding any other provision of law or policy, no member or employee of the Pittsylvania County School Board will transmit personally identifiable information, as that term is defined in FERPA and related regulations, from a student's record to a federal government agency or an authorized representative of such agency except as required by federal law or regulation.

Disclosure of Information Relating to Home Instructed Students

Neither the Superintendent nor the School Board shall disclose to the Department of Education or any other person or entity outside of the local school division information that is provided by a parent or student to satisfy the requirements of Policy LBD, Home Instruction, or subdivision B 1 of Va. Code §22.1-254. However, the superintendent or School Board may disclose, with the written consent of the student's parent, such information to the extent provided by the parent's consent. Nothing in this policy prohibits the Superintendent from notifying the Superintendent of Public Instruction of the number of students in the school division receiving home instruction.

Audit or Evaluation of Education Programs

Authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the federal Secretary of Education, and state and local educational authorities may have access to education records in connection with an audit or evaluation of federal- or state- supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs.

Any authorized representative other than an employee must be designated by a written agreement which

- designates the individual or entity as an authorized representative;
- specifies the personally identifiable information to be disclosed, specifies that the purposes for which the personally identifiable information is disclosed to the authorized representative is to carry out an audit or evaluation of federal- or state-supported education programs, or to enforce or comply with federal legal

- requirements that relate to those programs; and specifies a description of the activity with sufficient specificity to make clear that the work falls within the exception of 34 CFR § 99.31(a)(3) including a description of how the personally identifiable information will be used;
- requires the authorized representative to destroy personally identifiable information when the information is no longer needed for the purpose specified;
- specifies the time period in which the information must be destroyed; and
- establishes policies and procedures, consistent with FERPA and other federal and state confidentiality and privacy provisions, to protect personally identifiable information from further disclosure and unauthorized use, including limiting use of personally identifiable information to only authorized representatives with legitimate interests in the audit or evaluation of a federal- or state-supported education program or for compliance or enforcement of federal legal requirements related to such programs.

Military Recruiters and Institutions of Higher Learning

The Pittsylvania County Public Schools provides, on request made by military recruiters or an institution of higher education, access to secondary school students' names, addresses and telephone listings unless a parent or eligible student has submitted a written request that the student's name, address and telephone listing not be released without the prior written consent of the parent or eligible student.

The school division notifies parents of the option to make a request and complies with any request.

The school division provides military recruiters the same access to secondary school students as is provided generally to post-secondary educational institutions or to prospective employers of those students.

RECORD OF DISCLOSURE

The Pittsylvania County Public Schools shall maintain a record, kept with the education records of each student, indicating all individual (except student officials who have a legitimate educational interest in the records), agencies or organizations which request or obtain access to a student's educational records. The record will indicate specifically the legitimate interest the party had in obtaining the information. The record of access will be available only to parents, to the school official and his assistants who are responsible for the custody of such records, and to persons or organizations which audit the operation of the system.

The requirements related to records of disclosure stated above do not apply to disclosures made pursuant to an ex parte order issued by a court at the request of the United States Attorney General (or any federal officer or employee, in a position not lower than an Assistant Attorney General, designated by the Attorney General) seeking to collect education records relative to an authorized investigation or prosecution of international terrorism as defined in 18 U.S.C. §2331 or other acts listed in 18 U.S.C. §2332b(g)(5)(B).

Personal information will only be transferred to a third party on the condition that such party will not permit any other party to have access to such information without the written consent of the parents of the student. If a third party permits access to information, or fails to destroy information, the division will not permit access to information from education records to that third party for a period of at least five years.

DIRECTORY INFORMATION

The Pittsylvania County School Board notifies parents and eligible students at the beginning of each school year what information, if any, it has designated as directory information, the right to refuse to let the division designate any or all of such information as directory information and the period of time to notify the division, in writing, that he or she does not want any or all of those types of information designated as directory information. The notice may specify that disclosure of directory information will be limited to specific parties, for specific purposes, or both. If the School Board specifies that disclosure of directory information will be so limited, the disclosures of directory information will be limited to those specified in the public notice.

No school discloses the address, telephone number, or email address of a student pursuant to the Virginia Freedom of Information Act unless the parent or eligible student affirmatively consents in writing to such disclosure. Except as required by state or federal law, no school discloses the address, telephone number, or email address of a student pursuant to 34 C.F.R. § 99.31(a).(11). Unless (a) the disclosure is to students enrolled in the school or to school board employees for educational purposes or school business and the parent or eligible

student has not opted out of such disclosure in accordance to Virginia law and this policy or (b) the parent or eligible student has affirmatively consented in writing to such disclosure.

Parents and eligible students may not use the right to opt out of directory information disclosures to 1) prevent disclosure of the student's name, identifier, or institutional email address in a class in which the student is enrolled; or 2) prevent an educational agency or institution from requiring the student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information designated as directory information and that has been properly designated as directory information.

CORRECTION OF EDUCATION RECORDS

The procedures for the amendment of records that a parent or eligible student believes to be inaccurate are as follows:

1. Parents or the eligible student must request in writing that the Pittsylvania County Public Schools amend a record. In so doing, they should identify the part of the record they want changed and specify why they believe it is inaccurate, misleading or in violation of the student's privacy or other rights.
2. Pittsylvania County Public Schools shall decide whether to amend the record in accordance with the request within a reasonable period of time. If it decides not to comply, the school division shall notify the parents or eligible student of the decision and advise them of their right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's rights.
3. Upon request, Pittsylvania County Public Schools shall arrange for a hearing, and notify the parents or eligible student, reasonably in advance, of the date, place, and time of the hearing. The hearing shall be held within a reasonable period of time after the request.
4. The parent or eligible student may, at his or her own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.
5. The hearing shall be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be an official of the school division. The parents or eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records in accordance with FERPA.
6. Pittsylvania County Public Schools shall prepare a written decision which will include a summary of the evidence presented and the reasons for the decision within a reasonable period of time after the hearing. The decision will be based solely on evidence presented at the hearing.
7. If Pittsylvania County Public Schools decides that the information is inaccurate, misleading, or in violation of the student's rights of privacy, it shall amend (including expungement) the record and notify the parents or eligible student, in writing, that the record has been amended.
8. If Pittsylvania County Public Schools decides that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, it will notify the parents or eligible student that they have a right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision. The statement will be maintained as part of the student's education records as long as the contested portion is maintained and disclosed whenever the school division discloses the portion of the record to which the statement relates.

If Pittsylvania County Public Schools decides that the information is inaccurate, misleading, or in violation of the student's right of privacy, it shall amend (including expungement) the record and notify the parents or eligible student, in writing, that the record has been amended.

CONFIDENTIALITY OF HIV AND DRUG AND ALCOHOL TREATMENT RECORDS

The Pittsylvania County Public Schools complies with the confidentiality requirements of Va. Code § 32.1-36.1 providing for the confidentiality of records related to any test for Human Immunodeficiency Virus (HIV). In addition, the school division maintains confidentiality of drug and alcohol treatment records as required by federal and state law.

FILE: GEA/JOH **STUDENT TRANSCRIPTS**

Policy Statement

Electronic or digital signatures can take many forms and can be created using many different types of technology. The authenticity and reliability of electronic signatures relating to transactions are dependent on the accompanying processes, supplemental records and the overall context in which records are created, transferred, and signed. The Pittsylvania County School Board adopts the following policy with respect to the use of electronic records and signatures in connection with its communications with parents, guardians, or other persons having control over a child enrolled in this division.

Definitions

"Attribution" – An electronic record or electronic signature is attributable to a person if it was the act of the person. The act of the person may be shown in any manner, including a showing of the efficacy of any security procedure applied to determine the person to which the electronic record or electronic signature was attributable.

"Electronic Signature" – An electronic sound, symbol or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

"Electronic Record" – Any record created, generated, sent, communicated, received or stored by electronic means.

Applicability

This policy applies to parents, guardians, and other persons having control or charge of a child enrolled in the division; and also to individuals affiliated with the division, whether paid or unpaid, including but not limited to teachers, administrators, staff, students, affiliates, and volunteers.

Electronic Records

Electronic records created or received by the division shall be appropriately attributed to the individual(s) responsible for their creation and/or authorization or approval. The division shall utilize available technology to implement reliable methods for generating and managing electronic records. Any electronic record filed with or issued by the division may be given full force and effect of a paper communication if the following conditions are satisfied:

1. The communication is an electronic filing or recording and the Pittsylvania County School Board agrees to accept or send such communication electronically; and
2. If a signature is required on the record or communication by any statute, rule or other applicable law or School Board policy, the electronic signature must conform to the requirements set forth in this policy governing the use of electronic signatures.

Electronic Signatures

An electronic signature may be used if the law requires a signature unless there is a specific statute, regulation, or policy that requires records to be signed in non-electronic form. The issuance and/or acceptance of an electronic signature by the School Board may be permitted in accordance with the provisions of this policy and all applicable state and federal law. If permitted, such electronic signature shall have the full force and effect of a manual signature only if the electronic signature satisfies all of the following requirements:

1. The electronic signature identifies the individual signing the document by the individual's name and title;
2. The identity of the individual signing with an electronic signature is capable of being validated through the use of an audit trail;
3. The electronic signature and the document to which it is affixed cannot be altered once the electronic signature has been affixed;
4. The electronic signature conforms to all other provisions of this policy.

Acceptance, Use and Issuance of Electronic Records and Signatures

The School Board shall maintain an electronic recordkeeping system that can receive, store, and reproduce electronic records and signatures relating to communications and transactions in their original form. Such system should include security procedures whereby the School Board can (a) verify the attribution of a signature to a specific individual,

(b) detect changes or errors in the information contained in a record submitted electronically, (c) protect and prevent access, alteration, manipulation or use by an unauthorized person, and (d) provide for nonrepudiation through strong and substantial evidence that will make it difficult for the signer to claim that the electronic representation is not valid.

The School Board shall ensure that all electronic records and signatures are capable of being accurately reproduced for later reference and retained until such time as all legally mandated retention requirements are satisfied.

The School Board shall maintain a secure hard copy log of the PIN/password or actual signature of any individual authorized to provide an electronic signature in connection with School Board business.

The School Board may receive and accept as original, electronic records and signatures so long as the communication, on its face, appears to be authentic.

FILE: JFC-PC STUDENT CONDUCT

PURPOSE OF POLICY

The development, implementation and enforcement of the Pittsylvania County Schools' Student Conduct Policy are intended to ensure that all students have fair access to an education. To that end, this policy sets forth those standards of behavior believed to be appropriate in the learning environment and informs all students, their parents and the larger community of the consequences for violations of this policy. The Pittsylvania County Schools, directed and supported by School Board authority, intends that all students have the opportunity to be educated in a safe, secure environment that is conducive to learning.

It is the School Board's legal responsibility to provide fair access to an education for every child, and it is their responsibility to seek to ensure respect for the dignity of each child. A learning environment that encourages the healthy growth and development of each individual must be free from conflict, threats of conflict or danger, and undue disruption. To that end, this code of student conduct seeks to direct student behavior based on clearly defined expectations, responsibilities and consequences.

GENERALLY

The Pittsylvania County School Board establishes expectation for student conduct so that public education is conducted in an atmosphere free of disruption and threat to persons or property and supportive of individual rights.

In addition to the types of conduct prohibited below, the Superintendent issues Standards of Student Conduct and a list of possible actions for violation of those Standards.

This Policy and the Standards of Student Conduct apply to all Pittsylvania County Schools students. They are enforced when the student's conduct occurs when the student is

- On school property,
- traveling to school or from school,
- traveling to, at, and from the bus stops,
- in School Board vehicles,
- in attendance at any school-sponsored activity,
- off school property if the conduct disrupts the learning environment.

The School Board and Superintendent biennially review the model student conduct developed by the Virginia Board of Education to incorporate into policy and the Standards of Student Conduct a range of discipline options and alternatives to preserve a safe and non-disruptive environment for effective learning and teaching.

ROLES AND RESPONSIBILITIES

School personnel, parents, students and school board members share the responsibility to create and maintain a school environment that is conducive to learning. Clearly defined roles are essential to carrying out these responsibilities. The following responsibilities have been identified by this School Board as appropriate to the intent of this policy.

Jurisdiction of the School Board

- To adopt policies and regulations governing student conduct (Section 22.1-279.6).

- To maintain and follow an up-to-date policy manual (Section 22.1-253.13:7).
- To include in a policy manual a procedure and the purpose for the requirement that certain acts (i.e., actual or attempted physical injury, unlawful woundings, maimings and homicides) be reported to school authorities (Section 22.1-276.3:1).
- To provide parents of each enrolled student a copy of the School Board's Standards of Student Conduct, Section 2.1-279.3 of the Code of Virginia and a form for parents to sign to acknowledge receipt of these materials.
- To expel for at least 180 student days any student who is determined to have brought or to have in his possession a weapon on any school property, including a school bus, or to any school-sponsored activity, unless determined on a case-by-case basis that other disciplinary action is appropriate.
- State law requires that any student who is determined to have brought, used, or to have in his/her possession a controlled substance, imitation controlled substance, or marijuana onto school property, including a school bus or school bus stop or within 1000 feet of bus stop, or to any school-sponsored activity will be expelled, unless determined on a case-by-case basis, by the school board that other disciplinary action is appropriate.
- To expel and make decisions regarding readmission of expelled students.

Responsibilities of the School Administration and School Personnel

- Seek the advice of legal counsel when appropriate.
- Assess the school's strengths and weaknesses with regard to student conduct.
- Teach expected standards of behavior and model this behavior by personal example.
- Establish clear rules for acceptable behavior that include strong corrective action that is caring, but firm.
- Enforce policies for violations of the code consistently and fairly.
- Ensure the delivery of responsive guidance and counseling programs and services.
- Involve parents in policy development and the correction of behavior problems.
- Involve students in policy development.
- Demonstrate an organized, collaborative and ongoing effort to create and maintain a safe school with an environment conducive to learning.
- Establish an outreach strategy to involve the larger community that will provide support in making the school's policy and programs work. Develop collaborative arrangements in which school personnel, parents, school boards, law enforcement officers and service agencies can work together to provide necessary resources that will meet the needs of all students.
- Demonstrate respect for the dignity of every parent, employee and school-age child.
- Maintain regular and open communication with parents.
- Refer any student who brings a weapon to school or has in his/her possession a weapon on any school property or at any school-sponsored activity to the sheriff's department.
- Maintain acknowledgment letters signed by parents as outlined in Section 22.1-279.3 of the Code of Virginia.
- Notify the parent of any student involved in an incident required to be reported to the Superintendent and Virginia Board of Education as described in Policy CLA, Reporting Acts of Violence and Substance Abuse.
- Notify in writing any disciplinary action taken with regard to any incident upon which an adjudication of delinquency or conviction for an offense listed in Va. Code section 16.1-260.G was based and the reasons therefor. The parent or guardian is also notified of the parent or guardian's right to review, and to request an amendment of, the student's scholastic record, in accordance with regulations of the Board of Education governing the management of scholastic records.

Responsibilities of Students

- Attend school regularly.
- Be on time, bring materials and do assigned work.
- Demonstrate behavior that recognizes and respects the rights of others.
- Know and follow the rules of the school and school division.
- Know the disciplinary actions for violations of the rules of the school and school division.

- Accept and demonstrate the obligation of good citizenship to help prevent problems from happening and help solve problems, should they occur.
- Accept the consequences for their behavior.

Responsibilities of Parents

- Assume responsibility for their child's behavior and teach compliance with school and school division rules.
- Know the rules of the school and school division and disciplinary actions for violations of these rules and discuss them with your child.
- Participate in policy development and implementation.
- Support programs of the school and school division.
- Maintain regular communication with the school.
- Attend conferences with principal following their child's suspension from school.
- Monitor and require daily attendance.
- Bring to the attention of the school authorities any problem that affects their child or other children in the school.
- Complete and sign the acknowledgment form which indicates that they have received a copy of this policy, the Standards of Student Conduct and Section 22.1-279.3 of the Code of Virginia. By signing the acknowledgment form, the parent does not waive any rights protected by the Constitution or laws of the United States or the Commonwealth. The parent maintains his/her right to express disagreements with the school's and school division's policies or decisions.

PROCEDURES

Policy implementation depends on the following:

Clear communication of policy to students, staff and parents: All students, parents and staff members will receive copies of the policy. All parents shall sign a statement indicating that they have received copies of the Student Conduct Policy and Section 22.1-279.3 of the Code of Virginia. This signed statement should be kept on file in the school office. Students will receive information about the policy from teachers and/or during student assemblies. Staff will be provided with an annual inservice program regarding the procedures of student conduct policy.

Prevention of misconduct: Positive Behavior Intervention and Support (PBIS) emphasizes school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Decision-making skills and anger management should be modeled for students by staff members and opportunities provided for students to learn ways to solve problems in a non-violent, positive and productive manner. Frequent contact between the school and home should be encouraged to promote home/school communication and help prevent student misconduct.

Effective handling, monitoring and documentation of student misconduct: Student misconduct will be handled as quickly and efficiently as circumstances allow and within required timelines. Teachers and staff will monitor student conduct throughout the school building, on school grounds and during all school activities. Misconduct that requires an office referral should be documented for parent notification, and when necessary, for notification of law enforcement. Upon the failure of a parent or guardian to participate in efforts to improve the student's behavior, the School Board may petition the Juvenile and Domestic Relations Court for assistance in accordance with the provisions of Section 22.1-279.3 of the Code of Virginia.

Inservice Training of School Personnel: Effective training of administrators and other staff with responsibility for implementation of student conduct policy is critical. Such training should be designed to include, but not be limited to, the following:

- Purpose and intent of student conduct policy
- Specific staff roles and responsibilities for implementing student conduct policy
- Standards for student conduct
- Disciplinary processes and procedures
- Requirements and procedures for reporting offenses to local law enforcement authorities
- Relationship of student conduct policy to other policies and procedures
- Positive Behavior Intervention and Support (PBIS)

Such training should be designed to equip school personnel with a knowledge of best practices for effective conduct policy implementation. PBIS training for school personnel was initiated division-wide in 2015, which establishes a common understanding of positive behavioral and academic supports for all children. The use of methods such as scenarios and table-top exercises have been demonstrated to be effective for such training. The School Board shall implement a program for bullying prevention and intervention, and at its discretion, depending on local conditions, consideration may be given to also including content on cultural awareness and gang awareness.

Consistent enforcement: Students who are guilty of violations of the policy will be dealt with consistently and fairly.

Consideration for the needs of at-risk students: Support services, guidance services and program and alternative education opportunities will be available for students who are at-risk for using and/or possessing alcohol and other drugs, for committing violent behavior or for dropping out.

Discipline protocol for determining self-defense: The person claiming self-defense must:

1. be without fault in provoking or bringing on the fight or incident;
2. have reasonably feared, under the circumstances as they appeared to the student that he was in danger of harm; and
3. have used no more force than was necessary to protect the student from the threatened harm.

Bringing a weapon of any kind to school for the purpose of self-defense is prohibited. Self-defense does not constitute a valid defense against the possession or use of a weapon on school property or at any school-sponsored activity.

The following outline of process is suggested for principals to use when dealing with situations involving fights:

- Bring students together to explain the expectations (it is the student's responsibility to avoid a fight)
- Ask the student –
 - What did you do to avoid the fight?
 - Did you say this should be taken to the principal or that you did not want to fight?
 - Did you turn and try to walk away?
 - Were you sucker punched or jumped from behind?
 - Did you engage in verbal confrontation before the fight began?
 - Were you backed into a corner?
- Make sure the students are provided due process – tell them specifically what rule or policy was violated.
- Make sure you ask for the student's version of what happened.
- Make sure you inform them that they have a right to make an appeal (If the Assistant Principal issues the discipline, the first appeal is to the principal and then to the Central Office).

Annual policy evaluation: An annual evaluation of the school board policy will be conducted to ensure that it addresses the current needs of the school community and to provide equitable input from those individuals currently impacted by the school board policy.

Corrective Actions

- Behavioral interventions
- Student conference
- Parent contact
- Counseling
- After-school detention
- Referral for disciplinary hearing
- Referral for conflict resolution
- In-school suspension
- Confiscation
- Suspension from school*
- Referral to alternative education program
- Referral to law enforcement
- Court referral
- Attendance by student and parent/ guardian in drug treatment program
- Recommendation for expulsion*

The above list is not intended to be all-inclusive and disciplinary actions may be combined as deemed appropriate. Other disciplinary actions may be included as determined by local school board authority in collaboration with law enforcement.

*Suspension is defined as the temporary denial of a student's attendance at school.

*Expulsion is defined as the permanent denial of a student's attendance at school.

EXPECTATIONS OF CONDUCT AND DISCIPLINARY ACTIONS FOR VIOLATIONS

It is the expectation of this school board that all students have the right to an environment that is safe, drug-free and conducive to learning. Listed below are four classes of student misconduct with a suggested range of disciplinary actions for each class of misconduct. The list of

disciplinary actions is not intended to be all-inclusive and other consequences may be added by School Board authorities. The severity of a problem would dictate the recommendation for specific disciplinary options. Consequences that may be applied by school administrators shall apply to all grade levels unless stated otherwise.

<p style="text-align: center;">Class 1 Misconduct</p> <p>Misconduct that is mostly a nuisance, but if left unchecked can become a problem.</p>	<p style="text-align: center;">Disciplinary Options*</p> <p>Penalties that may be applied by school administrators shall apply to all grade levels, unless otherwise stated.</p>
<ul style="list-style-type: none"> • Classroom disruption • Failing to follow rules and regulations, including the Acceptable Use Policy (AUP) • Skipping school or class • Inappropriate, obscene, disruptive or unsafe dress • Sleeping • Tardiness • Unsafe driving practices 	<ul style="list-style-type: none"> • Behavioral intervention • Conference with teacher or principal • Parent conference • Parent contact (phone call or letter) • Loss of privileges • After School Detention (ASD) • In-School Suspension (ISS) (if available) • Behavior Management Center (BMC) (if available) • Other disciplinary action (i.e. community service) • Upgrade to Class 2 Offense
<p style="text-align: center;">Class 2 Misconduct</p> <p>Misconduct that must be corrected. A parent conference at school is the minimum response.</p>	<p style="text-align: center;">Disciplinary Options *</p>
<ul style="list-style-type: none"> • Aggression • Cheating • Continued classroom disruption • Disobedience • Disorderly conduct • Disrespectful to teacher or peers • Forgery • Gambling • Inappropriate touching/kissing (inappropriate display of affection) • Incurable behavior (unwilling to correct inappropriate behavior) • Insubordination • Intimidation/harassment/bullying • Misbehavior on school bus • Possession of contraband (items other than alcohol, drugs, tobacco or weapons) such as matches, cigarette lighters, etc. • Possession of laser pointer • Profane, obscene, abusive language/materials/actions • Theft • Physical Altercation • Offsite conduct that results in a substantial material disruption or disruption of the learning environment • Violation of cellular/electronic/SMART devices protocol 	<ul style="list-style-type: none"> • Parent conference • Behavioral intervention • After School Detention (ASD) • In-School Suspension (ISS) (if available) • Behavior Management Center (BMC) (if available) • Suspension from school bus • Suspension from school (1 to 10 days) • Other disciplinary action (i.e. community service) • Upgrade to Class 3 offense
<p style="text-align: center;">Class 3 Misconduct</p> <p>Serious misconduct that disrupts the educational process, indicates incorrigible behavior or violates the law. Suspension from school is the minimum penalty.</p>	<p style="text-align: center;">Disciplinary Options*</p>
<ul style="list-style-type: none"> • Alcohol (possession, use or under the influence) • Assault and battery (including sexual assault) • Breaking and entering • Destruction of property/vandalism • Drug paraphernalia (possession) • Extortion or threats • Fighting (see discipline protocol for determining self-defense – page 12 of this document) • Firecrackers/fireworks (possession or use) • Gang related activities • Gross insubordination/open defiance • Hazing (recklessly or intentionally endangering the health or safety of a student or students or to inflict bodily harm) • Inappropriate sexual behavior (nonverbal, verbal, written, graphic or physical behavior) • Inciting, leading or participating in student disorder • Tobacco products (possession or use) including electronic and e-cigarettes • Trespassing • Over the counter medication (unauthorized use, possession or under the influence) • Offsite conduct that results in a substantial material disruption, disruption of the learning environment or a felony charge) 	<ul style="list-style-type: none"> • Suspension from school (1 to 10 days mandatory) • Mandatory 10 day suspension from school for alcohol • Mandatory 5 day suspension from school for tobacco related offense (grades 6-12) • Long-term suspension • Recommendation for expulsion • Prosecution in legal system • Upgrade to Class 4 offense
<p style="text-align: center;">Class 4 Misconduct</p> <p>Gross misconduct that requires removal of student from school.</p>	<p style="text-align: center;">Disciplinary Options*</p>
<ul style="list-style-type: none"> • Alcohol (distribution) • Any act which substantially disrupts the orderly conduct of school, a school function, extracurricular or cocurricular activity • Arson • Bomb threats or false fire alarms • Possession of controlled substance or illegal drugs, including marijuana, synthetic cannabinoids as defined in Virginia Code § 18.20248.1:1 and anabolic steroids • Possession of weapon or look-alike weapon 	<ul style="list-style-type: none"> • Recommendation for expulsion or long-term suspension and prosecution, when appropriate. • Recommendation for probation and corrective plan of action, suspension 1-10 days, long-term suspension or recommendation for expulsion (Grades K-5)

*The severity of a problem would dictate the recommendation for specific disciplinary actions.

DISCIPLINARY RECORDS

Public Law 22.1-289 requires that a student's disciplinary record be included with his/her scholastic record. Whenever a student transfers to another school, this disciplinary record shall be included.

STANDARDS OF STUDENT CONDUCT

The following are standards of student conduct established by the School Board for all students. Conduct of this nature is prohibited. Students engaging in such conduct are subject to disciplinary action. The consequences of any act are determined on the basis of the facts presented in each situation in the reasonable discretion of the Board, its designated committees and other appropriate school officials.

AGGRESSION

Students shall not exhibit hostile or violent behavior or attitudes toward another person on school property, on school buses or during school activities on or off school property.

ASSAULT AND BATTERY

A student shall not assault or commit battery upon another person on school property, on school buses or during school activities on or off school property.

An assault is a threat of bodily injury.

A battery is any bodily hurt, however slight, done to another in an angry, rude or vengeful manner.

ATTENDANCE; TRUANCY

Students shall attend school on a regular and punctual basis unless otherwise excused in accordance with School Board policy JED-PC Students Absences/Excuses/Dismissals. In accordance with School Board Policy JGD/JGE-PC-R, Student Suspension/Expulsion, students may be suspended or expelled from attendance at school for sufficient cause; however, in no case may sufficient cause for suspension include only instances of truancy.

BOMB THREATS

Students shall not engage in any illegal conduct involving firebombs, explosive or incendiary materials or devices or hoax explosive devices or chemical bombs as defined in the Code of Virginia. Moreover, students shall not make any threats or false threats to bomb school personnel or school property.

BULLYING AND USE OF ELECTRONIC MEANS FOR BULLYING

A student, either individually or as a part of a group, shall not harass or bully others either in person or by the use of any communication technology including computer systems, telephones, pagers, or instant messaging systems. Prohibited conduct includes, but is not limited to, physical, verbal, or written intimidation, taunting, name-calling, and insults and any combination of prohibited activities.

"Bullying" means any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. "Bullying" may include cyberbullying. "Bullying" does not include ordinary teasing, horseplay, argument or peer conflict.

The principal notifies the parent of any student involved in an alleged incident of bullying of the status of any investigation twenty-four (24) hours of the allegation of bullying.

BUS-RELATED OFFENSES

Students shall not behave in a disruptive manner or otherwise violate these Standards of Conduct while waiting for a school bus, while on a school bus or after being discharged from a school bus.

CHEATING

Students are expected to perform honestly on schoolwork and tests. The following actions are prohibited:

- cheating on a test or assigned work by giving, receiving, offering and/or soliciting information
- plagiarizing by copying the language, structure, idea and/or thoughts of another
- falsifying statements on any assigned schoolwork, tests or other school documents

DEFIANCE OF THE AUTHORITY OF SCHOOL PERSONNEL

Students shall comply with any oral or written instructions made by school personnel within the scope of their authority as provided by Board policies and regulations.

DISRUPTIVE CONDUCT

Students are entitled to a learning environment free of unnecessary disruption. Any physical or verbal disturbance which interrupts or interferes with teaching and orderly conduct of school activities is prohibited.

DRUGS IN SCHOOL (JFCF-PC)

Any student who is determined to be under the influence, have brought, have used, have distributed or have in his/her possession a controlled substance, imitation controlled substance, or marijuana and anabolic steroids onto school property, including a school bus or school bus stop or within 1000 feet of bus stop, or to any school-sponsored activity will be expelled, unless based on the facts of a particular situation, special circumstances exist and no disciplinary action or another disciplinary action or another term of expulsion of appropriate as defined in Va. Code § 22.1-277.08.

EXTORTION

No student may obtain or attempt to obtain anything of value from another by using a threat of any kind.

FELONY CHARGES

Students charged with any offense, wherever committed, that would be a felony if committed by an adult may be disciplined and/or required to participate in prevention/ intervention activities.

FIGHTING

Exchanging mutual physical contact between two or more persons by pushing, shoving or hitting with or without injury is prohibited.

GAMBLING

A student shall not bet money or other things of value, or knowingly play or participate in any game involving such a bet, on school property, on school buses or during any school related activity.

GANG ACTIVITY

Gang-related activity is not tolerated as defined in Policy JFCE, Gang Activity or Association. Symbols of gang membership are expressly prohibited (i.e., clothing that symbolizes association, rituals associated with, or activities by an identified group of students).

HARASSMENT

As provided in Policy JFHA/GBA-PC, Prohibition Against Harassment and Retaliation, students are prohibited from harassing other students, school staff, volunteers, student teachers or any other person present in school facilities or at school functions.

HAZING

Students shall not engage in hazing. Hazing means to recklessly or intentionally endanger the health or safety of a student or students or to inflict bodily harm on a student or students in connection with or for the purpose of initiation, admission into or affiliation with or as a condition for continued membership in a club, organization, association, fraternity, sorority, or student body regardless of whether the student or students so endangered or injured participated voluntarily in the relevant activity.

INTENTIONAL INJURY OF OTHERS

Students shall not intentionally injure others.

INTERNET USE

Students shall abide by the Pittsylvania County School Board Policy, IIBG-PC Computer Technology Acceptable Use & Internet Safety.

LASER POINTERS

Students shall not have in their possession laser pointers.

OTHER CONDUCT

In addition to these specific standards, students shall not engage in any conduct which materially and substantially disrupts the ongoing educational process or which is otherwise a violation of federal, state or local law.

PROFANE, OBSCENE OR ABUSIVE LANGUAGE OR CONDUCT

Students shall not use vulgar, profane or obscene language or gestures or engage in conduct that is vulgar, profane, obscene or disrupts the teaching and learning environment.

REPORTS OF CONVICTION OR ADJUDICATION OF DELINQUENCY

Any student for whom the superintendent has received a report pursuant to Va. Code § 16.1-305.1 of an adjudication of delinquency or a conviction for an offense listed in subsection G of Va. Code § 16.1-260 may be suspended or expelled.

SELF-DEFENSE

A student acting in self-defense is considered when the student's conduct is evaluated for disciplinary action (See Discipline Protocol for determining self-defense above).

STUDENT DRESS

Students are expected to dress appropriately for a K-12 educational environment. Any clothing that interferes with or disrupts the educational environment is unacceptable. Clothing with language or images that are vulgar, discriminatory, or obscene, or clothing that promotes illegal or violent conduct, such as the unlawful use of weapons, drugs, alcohol, tobacco products, nicotine vapor products, or drug paraphernalia or clothing that contains threats such as gang symbols is prohibited.

Clothing should fit, be neat and clean, and conform to standards of safety, good taste and decency. Additionally, disciplinary action will be taken against any student taking part in gang-related activities that are disruptive to the school environment, which include the display of any apparel, jewelry, accessories, visible tattoos, or manner of grooming that, by virtue of its color, arrangement, trademark, or any other attribute, denotes membership in a gang that advocates illegal or disruptive behavior. Parents of students requiring accommodation for religious beliefs, disabilities, or other good causes should contact the principal. Students not complying with this policy will be asked to cover the noncomplying clothing, change clothes or go home.

THEFT

A student shall not intentionally take or attempt to take the personal property of another person by force, fear or other means.

THREATS OR INTIMIDATION

Students shall not make any verbal, written, or physical threat of bodily injury or use of force directed toward another person. Students shall not use electronic technology or communication devices, such as the internet or cell phones, to intimidate or threaten for any reason.

TRESPASSING

Students shall not trespass on school property or use school facilities without proper authority or permission, or during a period of suspension or expulsion.

USE AND/OR POSSESSION OF ALCOHOL, TOBACCO PRODUCTS, NICOTINE VAPOR PRODUCTS, ANABOLIC STEROIDS, AND OTHER DRUGS

A student shall not possess, use, or distribute any of the restricted substances listed below on school property, on school buses or during school activities, on or off school property.

A student shall not attempt to possess, use, consume, procure or purchase any of the restricted substances listed below or what is represented by or to the student to be any of the restricted substances listed below or what the student believes is any of the restricted substances listed below.

A student shall not be under the influence of any of the restricted substances listed below, regardless of whether the student's condition amounts to legal intoxication.

Restricted substances include but are not limited to alcohol, tobacco products as defined in Policy JFCH Tobacco Products and Nicotine Vapor Products, nicotine vapor products as defined in Policy JFCH Tobacco Products and Nicotine Vapor Products and inhalant products, other controlled substances defined in the Drug Control Act, Chapter 15.1 of Title 54 of the Code of Virginia, such as anabolic steroids, stimulants, depressants, hallucinogens, marijuana, imitation and look-alike drugs, drug paraphernalia and any prescription or non-prescription drug possessed in violation of School Board policy.

In addition to any other consequences which may result, a student who is a member of a school athletic team will be ineligible for two school years to compete in interscholastic athletic competition if the school principal and the division superintendent determine that the student used anabolic steroids during the training period immediately preceding or during the sport season of the athletic team, unless such

steroid was prescribed by a licensed physician for a medical condition.

Prevention, Intervention and Treatment Activities and Programs

Any student involved in a reportable drug or violent incident, as described in Policy CLA, Reporting Acts of Violence and Substance Abuse, participates in prevention and intervention activities deemed appropriate by the Superintendent or superintendent's designee. Further, any student who has been found to be in possession of or under the influence of drugs or alcohol on school property or at a school-sponsored activity may be required to (1) undergo evaluation for drug or alcohol abuse and (2) participate in a drug or alcohol treatment program if recommended by the evaluator and if the parent consents.

VANDALISM

Students shall not willfully or maliciously damage or deface any school building or other property owned or under the control of the School Board. In addition, students shall not willfully or maliciously damage or deface property belonging to or under the control of staff members any other person at school, on a school bus or at school-sponsored events.

The School Board may recover damages sustained because of the willful or malicious destruction of, or damage to, public property pursuant to Policy ECAB, Vandalism.

WEAPONS IN SCHOOL (JFCD)

Any student who is determined to have brought or to have in his possession a weapon or look-alike weapon on any school property, including a school bus, or at any school-sponsored activity shall be expelled for at least 180 student days, unless based on the facts of a particular situation, special circumstances exist and no disciplinary action or another disciplinary action or another term of expulsion of appropriate as defined in Va. Code § 22.1-277.08.

An identified student with a disability shall not be expelled for a school infringement which is related to an identified characteristic of his/her specific handicapping conditions.

EXPULSION / EXCLUSION

The Superintendent has the authority to conduct a preliminary review to determine if disciplinary action other than expulsion is appropriate for recommendation to the School Board.

A student who has been expelled from attendance at school by a school board or a private school in any state for a violation of policies may be excluded from attendance in accordance with the Code of Virginia. This exclusion can be done by the Superintendent upon a finding that the student presents a danger to other students and staff in this school division. The decision of the Superintendent to exclude a student may be appealed to the School Board.

In accordance with the provisions of the Code of Virginia, the Division Superintendent may exclude a student from attendance for no longer than the duration of a suspension if that student has been given a long-term suspension of 30 days or more by another school division in Virginia or in another state, or by a private school. The decision of the Superintendent to exclude a student may be appealed to the School Board.

The School Board may permit or require students who have been expelled, excluded, or are subject to long-term suspension to attend an alternative program appropriate to his/her age and achievement levels.

Upon returning from an expulsion, a student will be placed on probation for 180 teaching days. The probation will begin the first day of re-entry at a school.

OFFENSES TO BE REPORTED TO LAW ENFORCEMENT AUTHORITIES/SUPERINTENDENT

Principals are required to immediately report to the local law enforcement agency any of the following acts that may constitute a criminal offense:

- i. The assault and battery that results in bodily injury, sexual assault, death, shooting, stabbing, cutting, or wounding of any persons, or stalking of any person as described in §18.2-60.3, on a school bus, on school property, or at a school-sponsored activity;
- ii. Any conduct involving alcohol, marijuana, a controlled substance, imitation controlled substance, or an anabolic steroid on a school bus, on school property, or at a school-sponsored activity, including the theft or attempted theft of student prescription medications;
- iii. Any threats against school personnel while on a school bus, on school property or at a school-sponsored activity;
- iv. The illegal carrying of a firearm, as defined in §22.1-277.07, onto school property;
- v. Any illegal conduct involving firebombs, explosive materials or devices, or hoax explosive devices, as defined in §18.2-85, or explosive or incendiary devices, as defined in §18.2-433.1, or chemical bombs, as described in §18.2-87.1, on a school bus, on school property, or at a school-sponsored activity;
- vi. Any threats or false threats to bomb, as described in §18.2-83, made against school personnel or involving school property or school buses; and
- vii. Any illegal possession of weapons, alcohol, drugs, or tobacco products.

Principals may report to the local law enforcement agency any incident as described below:

- i. The assault or assault and battery, without bodily injury, of any person on a school bus, on school property, or at a school-sponsored activity; and
- ii. The arrest of any student for an incident occurring on a school bus, on school property, or at a school-sponsored activity, including the charge therefor.

The principal or designee must report all incidents to the Superintendent of the school division, who then reports them to the Department of Education in accordance with §22.1-279.3:1(C) of the Code of Virginia.

File: JFCH TOBACCO PRODUCTS AND NICOTINE VAPOR PRODUCTS

GENERALLY

Students are prohibited from possessing any tobacco product or nicotine vapor product on a school bus, on school property, or at an on-site or off-site school sponsored activity.

In addition, the use or distribution of any tobacco product or nicotine vapor product, on a school bus, on school property, or at an on-site or off-site school-sponsored activity is prohibited.

The superintendent is responsible for developing a regulation which contains:

- Provisions for the enforcement of this policy among students, employees, and visitors, including the enumeration of possible sanctions or disciplinary actions, and
- Referrals to resources to help staff and students overcome tobacco addiction.

DEFINITIONS

"Nicotine vapor product" means any noncombustible product containing nicotine that employs a heating element, power source, electronic circuit, or other electronic, chemical, or mechanical means, regardless of shape or size, that can be used to produce vapor from nicotine in a solution or other form.

"Nicotine vapor product" includes any electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe, or similar product or device and any cartridge or other container of nicotine in a solution or other form that is intended to be used with or in an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe, or similar product or device. "Nicotine vapor product" does not include any product regulated

by the FDA under Chapter V (21 U.S.C. § 351 et seq.) of the Federal Food, Drug, and Cosmetic Act.

"Tobacco product" means any product made of tobacco and includes cigarettes, cigars, smokeless tobacco, pipe tobacco, bidis, and wrappings. "Tobacco product" does not include any nicotine vapor product, alternative nicotine product, or product that is regulated by the FDA under Chapter V (21 U.S.C. § 351 et seq.) of the Federal Food, Drug, and Cosmetic Act.

File: JEA COMPULSORY ATTENDANCE

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

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

As used in this policy, "attend" includes participation in educational programs and courses at a site remote from the school with the permission of the school and in conformity with applicable requirements.

The requirements of this policy apply to

- any child in the custody of the Department of Juvenile Justice or the Department of Corrections who has not passed the child's eighteenth birthday, and
- any child whom the superintendent has required to take a special program of prevention, intervention, or remediation as provided in Va. Code § 22.1-253.13:1.C and 22.1-254.01.

The requirements of this policy do not apply to

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

Individual Student Alternative Education Plan

The School Board may allow the compulsory attendance requirements to be met pursuant to an individual student alternative education plan developed in conformity with guidelines prescribed by the Board of Education under the following conditions:

1. The student must be at least sixteen years of age.
2. There shall be a meeting of the student, the student's parents, and the principal or principal's designee of the school in which the student is enrolled to develop the plan, which must include the following:
 - Career guidance counseling;
 - Mandatory enrollment and attendance in a preparatory program for passing a high school equivalency examination approved by the Board of Education or other alternative education program approved by the School Board, with attendance reported to the principal or principal's designee;
 - Mandatory enrollment in a program to earn a Board of Education-approved career and technical education credential, such as the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness skills assessment

- Successful completion of the course in economics and personal finance required to earn a Board of Education-approved high school diploma
 - Counseling on the economic impact of failing to complete high school; and
 - Procedures for re-enrollment.
3. A student for whom such an individual student alternative education plan has been granted but who fails to comply with the conditions of the plan is in violation of the compulsory attendance laws, and the superintendent or attendance officer shall seek immediate compliance with such laws.

Alternative Education Programs

The Superintendent may in accordance with the procedures set forth in Va. Code § 22.1-276.01 et seq. and School Board policy and upon a finding that a school-age child has been

- charged with an offense relating to the Commonwealth's laws, or with a violation of School Board policies, on weapons, alcohol or drugs, or intentional injury to another person;
- found guilty or not innocent of a crime that resulted in or could have resulted in injury to others, or of an offense that is required to be disclosed to the superintendent pursuant to subsection G of Va. Code § 16.1-260;
- suspended pursuant to Va. Code § 22.1-277.05; or
- expelled from school attendance pursuant to Va. Code § 22.1-277.06, 22.1-277.07, or subsection C of § 22.1-277,

require a student to attend an alternative education program as provided by Va. Code § 22.1-209.1:2 or 22.1-277.2:1.

Prior to requiring a student to attend an alternative education program, the Superintendent provides: (1) written notice to the student and the student's parent/guardian that the student will be required to attend an alternative education program and (2) written notice to the student and the student's parent/guardian of the right to a hearing before the superintendent or superintendent's designee regarding the placement. The decision of the superintendent or superintendent's designee regarding such alternative education placement shall be final unless altered by the school board, upon written petition, by the student or the student's parent, for a review of the record by the school board. Any petition for review of the decision of the superintendent or superintendent's designee must be filed within five (5) days.

Whenever a court orders any pupil into an alternative education program, including a program of general educational development, offered in the public schools, the School Board shall determine the appropriate alternative education placement of the pupil regardless of whether the pupil attends the public schools it supervises or resides within its school division.

Reports Regarding Nonenrolled Children

The attendance officer, the superintendent, or the superintendent's designee checks the reports submitted pursuant to subsection A of Va. Code § 22.1-260 with reports from the State Registrar of Vital Records and Health Statistics. From these reports and from any other reliable source the attendance officer, the superintendent, or the superintendent's designee, within five days after receiving all reports submitted pursuant to subsection A of Va. Code § 22.1-260, makes a list of the names of the children who are not enrolled in any school and who are not exempt from school attendance. The attendance officer investigates all cases of nonenrollment and, when no valid reason is found therefor, notifies the parent, guardian or other person having control of the child to require the attendance of such child at the school within three days from the date of such notice.

File: JED-PC

STUDENT ABSENCES/EXCUSES/ DISMISSALS

COMPULSORY ATTENDANCE LAW

Every parent or guardian of a child age 5 to 18 is required to send his/her child to school. Any person who induces or attempts to induce any child to be absent unlawfully from school or who knowingly employs or harbors, while school is in session, any child absent unlawfully shall be guilty of a Class 4 misdemeanor. (Virginia Public Law 22.1-254/22.1-265)

DAILY ATTENDANCE

All students are expected to attend school 180 days, to be on time for classes, and to remain in school all day, in order to receive maximum benefit from the instructional program and to develop habits of punctuality, self-discipline and responsibility.

DISMISSAL PRECAUTIONS

Principals do not release a student during the school day to any person not authorized by the student's parent/guardian to assume responsibility for the pupil. Students are released only on request and authorization of parent or guardian. The Superintendent establishes procedures for release of pupils who are not residing with or under the supervision of a parent/guardian. The burden of proof on the authority of the person to receive the student is on the requesting party. A formal check-out system is maintained in each school.

ABSENCES

The superintendent, by regulation, establishes procedures for appropriate interventions when a student engages in a pattern of absences for less than a full day, the explanation of which, if it were a full-day absence, would not be an excused absence.

The superintendent's regulations include procedures for excusing students who are absent by reason of observance of a religious holiday. Such regulations ensure that a student is not deprived of any award or of eligibility or opportunity to compete for any award, or of the right to take an alternate test or examination, which the student missed by reason of such absence, if the absence is verified in an acceptable manner.

When a student is absent from class or school, the student will normally be excused when the reason for the absence is consistent with the guidelines listed within this policy. If the number of absences exceeds seven, the principal may require further proof or verification of the reason(s) before excusing the absence.

If the reason for an absence does not fall within the guidelines, the absence will generally be unexcused. Absences that might be an exception to these guidelines must be approved in advance.

Upon returning to school following an absence, a student must have his/her absence verified and cleared on the day of his/her return. If for some reason this is not done, the student will have until the next school day to have his/her absence verified. Absences not cleared in this time frame will remain unexcused.

Reasons that will normally be excused will include the following:

1. Illness (Parent must initiate contact with school administration each day of an absence. A health care provider's note may be required when absences have become excessive.)
2. Quarantine
3. Death in family
4. Medical appointments (must be confirmed with note from health care provider)
5. Court proceedings (statement from court required)
6. Religious observances
7. Educational opportunities (must be approved in advance)
8. Emergencies (as determined by the principal on a case by case basis)
9. For middle and high school students, one school day per school year to engage in a civic event
10. a maximum of three (3) school days per academic year for participation in a 4-H educational program or activity; no credit will be provided for a student whose participation in a 4-H educational program or activity occurs during scheduled Standards of Learning assessments or during any period of time that the student is suspended or expelled from school; the student's principal or assistant principal may request a representative of 4-H to provide documentation of a student's participation in order for the student's absence to be excused.
11. subject to guidelines established by the Virginia Department of Education, students who are members of a state- or federally-recognized tribal nation that is headquartered in Virginia shall be granted one excused absence per academic year to attend such

nation's pow wow gathering provided that the student's parent provides the student's school advance notice of the absence in the manner required by the school.

High school students may spend a maximum of twenty (20) school days each academic year participating in High School to Work Partnerships established pursuant to guidelines developed by the Board of Education. Students who miss a partial or full day of school while participating in Partnership programs will not be counted as absent for the purposes of calculating average daily membership. Students may make up work missed while participating in a High School to Work Partnership.

The Truancy MultiDisciplinary Team (TMT), pursuant to Va. Code §22.1-258, may complete, sign, and file with the intake officer of the juvenile and domestic relations district court, on forms approved by the Supreme Court of Virginia, a petition for a violation of a school attendance order entered by the juvenile and domestic relations district court pursuant to Va. Code §16.1-228.

Nothing in this policy shall be construed to limit in any way the authority of any attendance officer or the division superintendent to seek immediate compliance with the compulsory school attendance law.

ADDITIONAL REGULATIONS GOVERNING MIDDLE SCHOOLS AND HIGH SCHOOLS

Students who have unexcused absences at the middle school and high school level will not be given an opportunity to make up the work missed. This includes tests, labs and any work done in class on the day of the absence. Work done outside of the classroom by all other students can be accepted.

When an absence is judged to be unexcused, the student and/or a parent may request an appeal before the school attendance committee. This request for an appeal must be made in writing and must be received before the end of the school day following notification of an unexcused absence. If the appeal is successful, the absence will be excused and make-up work will be allowed. Make-up work will not be given prior to the decision of the attendance committee. Note: The appeal process does not apply to suspensions.

The school attendance committee will be composed of three persons from the administration and the guidance department. This committee will meet within two school days, and, upon meeting, render an immediate decision. The decision of the committee will be final.

Application of this policy to students with disabilities shall be consistent with federal and state laws and regulations as well as School Board policy regarding students with disabilities.

ADDITIONAL REGULATIONS GOVERNING ELEMENTARY SCHOOLS

Reasons for absences at the elementary school level must be consistent with the above policy, and a note explaining the absence is required within 48 hours after the student returns to school. Students who are absent will be expected to make up work within a reasonable amount of time as determined by the teacher. Students are expected to be in school the entire day. Early dismissals or excessive tardies should be addressed in written form by the principal.

ABSENCES – SUSPENSIONS

When a student is suspended from school, the days of suspension will be verified absence(s).

ALL students who are suspended will be permitted to make up work within three days of the return to school.

COMPULSORY ATTENDANCE PROCEDURES

Whenever a student fails to report to school on a regularly scheduled school day and no information has been received by school personnel that the student's parent is aware of and supports the absence, or the parent provides a reason for the absence that is unacceptable to the school administration, the school principal, the principal's designee, attendance officer or other school personnel or volunteer notifies the parent by phone, email or other electronic means to obtain an explanation. School staff records the student's absence for each day as "excused" or "unexcused." Early intervention with the student and parent or parents takes place for repeated unexcused absences.

A. Upon Fifth Absence Without Parental Awareness and Support

If (1) a pupil fails to report to school for a total of five scheduled school days for the school year, and (2) there is no indication that the pupil's parent is aware of and supports the absence; and (3) a reasonable effort to notify the parent has failed, then the principal or principal's designee makes a reasonable effort to ensure that direct contact is made with the parent, in person, or through telephone conversation, or through the use of other communication devices to obtain an explanation for the pupil's absence and to explain to the parent the consequences of continued nonattendance. The school principal or principal's designee, the pupil, and the pupil's parent shall jointly develop a plan to resolve the pupil's nonattendance. Such plan shall include documentation of the reasons for the pupil's nonattendance.

B. Upon Additional Absences Without Parental Awareness and Support

If the pupil is absent for more than one additional day after direct contact with the pupil's parent and school personnel have received no indication that the pupil's parent is aware of and supports the pupil's absence, the school principal or principal's designee shall schedule a conference with the pupil, the pupil's parent and school personnel. Such conference may include the attendance officer and other community service providers to resolve issues related to the pupil's nonattendance. The conference shall be held no later than 10 school days after the tenth absence of the pupil, regardless of whether the student's parent approves of the conference. The conference team shall monitor the pupil's attendance and may meet again as necessary to address concerns and plan additional interventions if attendance does not improve. In circumstances in which the parent is intentionally noncompliant with compulsory attendance requirements or the pupil is resisting parental efforts to comply with compulsory attendance requirements, the principal or principal's designee shall make a referral to the attendance officer. The attendance officer shall schedule a conference with the pupil and pupil's parent within 10 school days and may (i) file a complaint with the juvenile and domestic relations district court alleging the pupil is a child in need of supervision as defined in Va., Code §18.2-371 or §22.1-262. In filing a complaint against the student, the attendance officer shall provide written documentation of the efforts to comply with the provisions of this policy. In the event that both parents have been awarded joint physical custody pursuant to Va. Code §20-124.2 as the school has received notice of such order, both parents shall be notified at the last known addresses of the parents.

REPORT FOR SUSPENSION OF DRIVER'S LICENSE

In addition to any other actions taken pursuant to this policy, if a student who is under 18 years of age has 10 or more unexcused absences from school on consecutive school days, the principal may notify the juvenile and domestic relations court, which may take action to suspend the student's driver's license.

ATTENDANCE REPORTING

Student attendance is monitored and reported as required by state law and regulations. At the end of each school year, each public school principal reports to the Superintendent the number of pupils by grade level for whom a conference was scheduled pursuant to Part II (B) above. The Superintendent compiles this information and provides it annually to the Superintendent of Public Instruction.

FILE: IKJ-PC PROMOTION AND RETENTION

Elementary and Middle School Levels (Grades K-8)

The decision to promote or retain shall be the result of a carefully considered process of evaluation. The teacher and the principal shall, throughout the year, keep the parent of the student informed, in writing, of the student's progress and the reasons for possible retention. The parents or guardians shall be advised of the final decision. In all cases, the teacher and principal have the final responsibility for making a decision regarding promotion and should use the student's best interest as a criterion.

Promotion/Retention Factors

Academic achievement shall be the primary consideration in determining the promotion or retention of a student. The following factors should also be considered in making the final decision: chronological age, maturity, effort, attendance and possible effect on the child. Results on Standards of Learning Tests will be a factor in determining the promotion or retention of a student. A student should be retained upon the earliest identification of deficient skills which are prerequisites to satisfactory progress in the ensuing grade.

Consideration in Pupil Retention

1. Retention should be considered when a student is one or more years below grade level in reading or mathematics.
2. Retention should be considered for elementary school students not demonstrating satisfactory achievement of the learning objectives identified in the curriculum, especially those for the core curriculum areas – English/language arts, mathematics, science and history and social science, at appropriate grade levels. Satisfactory achievement is considered 'C' or above and 'S'."
3. Retention should be considered for middle school students not demonstrating mastery of the learning objectives identified in the curriculum, especially those for the core curriculum areas – English/language arts, mathematics, science and history and social studies, at appropriate grade levels."
4. Retention should be considered for students not passing the Standards of Learning Tests at the designated grade levels.

Retention Guidelines

1. Students needing additional training should be identified in the lower grade levels. Generally, students should be retained only twice in these lower grades. If a third retention is recommended, special testing should be considered.
2. When repeating a grade level or class, the student shall not be reassigned to the same teacher unless the school and the parents agree that the same assignment is best for the student, or the school has no other alternative.
3. Students should not repeat the same grade level more than once except when there are extenuating circumstances.

Secondary Level (Grades 9-12)

Regulations of the State Board of Education shall be enforced. The following unit requirements shall be used to determine grade placement:

Ninth Grade	Shall have satisfactorily been promoted to Grade 9
Tenth Grade	Shall have satisfactorily completed 6 units of credit and 1 verified credit
Eleventh Grade	Shall have satisfactorily completed 12 units of credit and 2 verified credits
Twelfth Grade	Shall be eligible for graduation at the conclusion of the current session

In courses which have Standards of Learning end of course tests, performance on these tests shall be a factor in determining whether a student receives verified credit for a class.

File: IGBE-PC**REMEDIAL INSTRUCTION PROGRAM**Generally

The School Board develops and implements programs of prevention, intervention or remediation for students who are educationally at risk, including but not limited to those who fail to achieve a passing score on any Standard of Learning assessment in grades three through eight, or who fail an end-of-course test required for the award of a verified unit of credit. Such programs shall include components that are research based.

Any student who achieves a passing score on one or more, but not all, of the Standards of Learning assessments for the relevant grade level in grades three through eight may be required to attend a remediation program.

Any student who fails to achieve a passing score on all of the Standards of Learning assessments for the relevant grade level in grades three through eight or who fails an end-of-course test required for the award of a verified unit of credit is required to attend a remediation program or to participate in another form of remediation. The Superintendent

requires such students to take special programs of prevention, intervention, or remediation, which may include attendance in public summer school programs.

Remediation programs include, when applicable, a procedure for early identification of students who are at risk of failing the Standards of Learning assessments in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit. Such programs may also include summer school for all elementary and middle school grades and for all high school academic courses, as defined by regulations promulgated by the Board of Education, or other forms of remediation. Summer school remediation programs or other forms of remediation are chosen by the superintendent to be appropriate to the academic needs of the student.

Students who are required to attend such summer school programs or to participate in another form of remediation are not charged tuition.

The requirement for remediation may, however, be satisfied by the student's attendance in a program of prevention, intervention or remediation which has been selected by his parent, in consultation with the Superintendent or Superintendent's designee, and is either (i) conducted by an accredited private school or (ii) a special program which has been determined to be comparable to the required public school remediation program by the superintendent. The costs of such private school remediation program or other special remediation program are borne by the student's parent.

Targeted mathematics remediation and intervention are provided to students in grades six through eight who show computational deficiencies as demonstrated by their individual performance on any diagnostic test or grade-level Standards of Learning mathematics test that measures non-calculator computational skills.

The School Board annually evaluates and modifies, as appropriate, the remediation plan based on an analysis of the percentage of students meeting their remediation goals and consideration of the pass rate on the Standards of Learning assessments.

Summer School

The courses offered and the quality of instruction in the summer school program shall be comparable to that offered during the regular school term. Students must meet the requirements for SOL testing if appropriate.

Summer school instruction at any level which is provided as part of a State-funded remedial program is designed to improve specific identified student deficiencies.

Compulsory Attendance

When a student is required to participate in a remediation program pursuant to this policy, the Superintendent may seek immediate compliance with the compulsory school attendance laws if a reasonable effort to seek the student's attendance, including direct notification of the parents of such student of the attendance requirement and failure of the parents to secure the student's attendance, have failed and the Superintendent determines that remediation of the student's poor academic performance, passage of the Standards of Learning Assessment in grades three through eight, or promotion is related directly to the student's attendance in the remediation program.

File: IKF-PC**THE VIRGINIA ASSESSMENT PROGRAM AND GRADUATION REQUIREMENTS**

The Board of Education has established educational objectives known as the Standards of Learning, which form the core of Virginia's educational program, and other education objectives, which together are designed to ensure the development of the skills that are necessary for success in school and in preparation for life in the years beyond.

The Pittsylvania County School Board has developed and implemented a program of instruction that is aligned to the Standards of Learning and that meets or exceeds the requirements of the Board of Education. It awards diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who meet the requirements prescribed by the Board of

Education and meet such other requirements as are prescribed by the School Board and approved by the Board of Education.

The Pittsylvania County School Board awards diplomas and certificates in accordance with State laws and regulations. The requirements for a student to earn a diploma and graduate from high school are those in effect when the student enters ninth grade for the first time.

Children of Certain Federal Employees

In order to facilitate the on-time graduation of children of federal employees serving under orders pursuant to Title 22 or 50 of the United States Code enrolled in kindergarten through grade 12, the superintendent or superintendent's designee

- waives specific courses required for graduation if similar coursework has been satisfactorily completed in a local education agency in the state from which the child is sent, brought, or caused to be sent or brought or provides reasonable justification for denial of such waiver. If a waiver is not granted to a student who would qualify to graduate in the state from which the student is sent, brought, or caused to be sent or brought, the school division provides an alternative means of acquiring required coursework so that graduation may occur on time; and
- accepts, in lieu of testing requirements for graduation in Virginia, (i) exit or end-of-course exams required for graduation from the state from which the student is sent, brought, or caused to be sent or brought, (ii) national norm-referenced achievement tests, or (iii) alternative testing acceptable in Virginia.

The parent serving under orders pursuant to Title 22 or 50 of the United States Code must present documents indicating that the parent is required to move in order to perform the parent's job responsibilities and such move results in the student's relocation to the school division.

Virginia Assessment Program

In kindergarten through eighth grade, where the administration of Virginia Assessment Program tests are required by the Board of Education, each student is expected to take the tests following instruction. Students who are accelerated take tests aligned with the highest grade level, following instruction in the content. No student takes more than one test in any content area in each year, except in the case of expedited retakes as provided for in 8 VAC 20-131-30. Schools use the test results in kindergarten through eighth grade as part of a set of multiple criteria for determining the promotion or retention of students.

Each student in middle and secondary school takes all applicable end-of-course SOL tests following course instruction. The Superintendent certifies to the Department of Education that the division's policy for dropping courses ensures that students' course schedules are not changed to avoid end-of-course SOL tests. Students who achieve a passing score on an end-of-course SOL test will be awarded a verified unit of credit in that course in accordance with § VAC 20-131-110. Students may earn verified credits in any courses for which end-of-course SOL tests are available. Students are not required to take an end-of-course SOL test in an academic subject after they have earned the number of verified credits required for that academic content area for graduation unless such test is necessary in order for the school to meet federal accountability requirements. Middle and secondary schools may consider the student's end-of-course SOL test score in determining the student's final course grade.

Participation in the Virginia Assessment Program by students with disabilities is prescribed by provisions of their Individualized Education Program (IEP) or 504 Plan. All students with disabilities are assessed with appropriate accommodations and alternate assessments where necessary.

Any students identified as an English Learner (EL) participates in the Virginia Assessment Program. A school-based committee convenes and makes determinations regarding the participation level of EL students in the Virginia Assessment Program. In kindergarten through eighth grade, EL students may be granted a one-time exemption from SOL testing in the areas of writing, and history and social science.

Definitions

Authentic Performance Assessment

An "Authentic Performance Assessment" is a test that complies with guidelines adopted by the Board of Education that requires students to perform a task or create a product that is typically scored using a rubric.

Standard Unit of Credit

A "standard unit of credit" or "standard credit" is a credit awarded for a course in which the student successfully completes 140 clock hours of instruction and the requirements of the course. A standard unit of credit may also be awarded based on a waiver of the 140-clock hour requirements and must be approved by the superintendent or superintendent's designee prior to beginning the course.

Verified Unit of Credit

A "verified unit of credit" or "verified credit" is a credit awarded for a course in which a student earns a standard unit of credit and completes one of the following:

1. Achieves a passing score on a corresponding end-of-course SOL test.
2. Achieves a passing score on an additional test, as defined in 8 VAC 20-131-5, as a part of the Virginia Assessment Program.
3. Meets the criteria for the receipt of a locally awarded verified credit when the student has not passed a corresponding SOL test.
4. Meets the criteria for the receipt of a verified credit for English (writing) by demonstrating mastery of the content of the associated course on an authentic performance assessment that complies with guidelines adopted by the Board of Education.

Students may also earn verified credits by taking alternative tests to the SOL assessment. Such tests may only be those approved by the Virginia Board of Education, and the student may earn verified credits only by achieving that score established by the Board of Education.

Virginia Assessment Program

The "Virginia Assessment Program" is a system used to evaluate student achievement that includes SOL tests and additional tests that may be approved from time to time by the Board of Education.

File: IKF-PC (Regulations) **GRADUATION REQUIREMENTS**

General Requirements

Each of the Pittsylvania County high schools is authorized to award diplomas or certificates of program completion to graduating seniors when all requirements as established by the State Board of Education have been satisfactorily met.

A student who has officially completed the prescribed courses from one of the county high schools shall be awarded a diploma.

To receive a diploma, a student must:

- complete sequential elective courses leading to further education or preparation for employment;
- earn a minimum of verified credits from SOL tests; and
- earn the minimum units of credit and meet the other testing requirements set forth in the Standards of Quality and the Standards of Accreditation

A student who needs additional credits may earn the necessary credits required for graduation from an accredited summer school and receive a diploma from the respective high school upon presenting an official transcript of credits.

A student will not be permitted to enroll in more than one English class per school semester. A student will not be eligible to enroll in U.S. and Virginia History and U.S. and Virginia Government during the same school semester. Exceptions may be made during the student's senior year when credit from one or more of the above will allow the student to become eligible for graduation during the current school session.

A student not meeting graduation requirements prior to commencement exercises will not be a candidate for graduation for the regular school session. Any student who meets the requirements for graduation after the completion of summer school may participate in summer commencement exercises scheduled at a central site and recognized as a summer graduate.

Graduation Requirements

- A. The requirements for a student to earn a diploma from a Virginia high school shall be those in effect when that student enters the ninth grade for the first time. Students may be awarded a diploma or certificate upon graduation from a Virginia high school.

When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit shall be counted toward meeting the standard units required for graduation provided the courses meet SOL content requirements or are equivalent in content and academic rigor as those courses offered at the secondary level. To earn a verified unit of credit for these courses, students must meet the requirements of § VAC20-131-110 B.

The following requirements shall be the only requirements for a diploma, unless a local school board has prescribed additional requirements which have been approved by the board. All additional requirements prescribed by local school boards, and in effect as of June 30, 2012, are approved to continue those requirements pending further action by the board. The requirements for Certificates of Program Completion are developed by local school boards in accordance with the Standards of Quality.

- B. Requirements for a Standard Diploma.
 - 1. Credits required for graduation with a Standard Diploma.

If 9th grade was entered prior to 2018-2019, please see Pittsylvania County Schools High School Course Selection Guide for diploma requirements.

For students entering 9th grade BEGINNING IN 2018-2019

Discipline Area	Standard Unit of Credit Required	Verified Credits Required
English	4	2
Mathematics	3 ¹	1
Laboratory Science ⁶	3 ²	1
History and Social Sciences ⁶	3 ³	1
Health and Physical Education	2	
Foreign Language, Fine Arts or Career & Technical Education	2 ⁷	
Economics & Personal Finance	1	
Electives ⁴	4 ⁴	
Student Selected Test ⁵		
Total	22	5

Verified units of credit (VC) are awarded upon successful completion of a core academic class and passing the corresponding Standards of Learning (SOL) end-of-course test.

Beginning with the ninth grade class of 2018-2019, students shall earn the required verified units of credit described above.

- At Algebra I and above to include two different selections from Algebra I, Geometry, Algebra, Functions and Data Analysis, Algebra II or other courses above the level of Algebra II. A computer science course credit earned by students may be considered a mathematics course credit.
- Courses from at least two different science disciplines: Earth Science, Biology, Chemistry, or Physics. A computer science course credit earned by students may be considered a science course credit.
- World History & Geography to 1500 AD or World History & Geography 1500 AD to present, VA/US History, VA/US Government.
- Courses to satisfy this requirement shall include at least two sequential electives.
- Students who complete a career and technical education program sequence and pass a Board of Education approved industry certification, occupational competency assessment or licensure may substitute the certification, competency credential, or license for (i) the student selected verified credit and (ii) either a science or history and social science verified credit when the certification, license or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.
- Credits earned shall include one credit in fine or performing arts or CTE. A computer science course credit earned by students may be considered a career and technical course credit.

Beginning with students entering ninth grade for the first time in 2013-2014, a student must earn a board-approved career and technical education credential to graduate with a Standard Diploma; and successfully complete one (1) virtual course, which may be non-credit bearing.

Beginning with students entering ninth grade for the first time in 2016-2017, a student must be trained in emergency first aid, CPR and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform CPR.

Students completing the requirements for the Standard Diploma may be eligible to receive an honor deemed appropriate by the local school board as described in subsection I of this section.

- C. Requirements for an Advanced Studies Diploma.

If 9th grade was entered prior to 2018-2019, please see Pittsylvania County Schools High School Course Selection Guide for diploma requirements.

For students entering 9th grade IN 2018-2019

Discipline Area	Standard Unit of Credit Required	Verified Credits Required
English	4	2
Mathematics ¹	4 ¹	1
Laboratory Science ²	4 ²	1
History and Social Sciences ³	4 ³	1
Foreign Language ⁴	3 ⁴	
Health and Physical Education	2	
Fine Arts or Career & Technical Ed.	1	
Economics & Personal Finance	1	
Electives	3	
Student Selected Test ⁵		
Total	26	5

Verified units of credit (VC) are awarded upon successful completion of a core academic class and passing the corresponding Standards of Learning (SOL) end-of-course test.

Electives:
 Fine Arts and CTE: require one standard unit
 Foreign Language: require either three years of one foreign language or two years of two languages

Students who complete a career and technical education program sequence and pass a Board of Education approved industry certification, occupational competency assessment or licensure may substitute the certification, competency credential, or license for (i) the student selected verified credit and (ii) either a science or history and social science verified credit when the certification, license or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.

Beginning with the ninth grade class of 2018-2019, students shall earn the required verified units of credit described above.

- At Algebra I and above to include three selections from Algebra I, Algebra Functions, Geometry, Algebra II, or other courses above the level of Algebra II. A computer science course credit earned by students may be considered a mathematics course credit.
- Courses from at least three different science disciplines from Earth Science, Biology, Chemistry, or Physics. A computer science course credit earned by students may be considered a science course credit.
- World History & Geography to 1500 AD, World History & Geography 1500 AD to present, VA/US History, VA/US Government.
- Three years of one language or two years of two languages.

Beginning with students entering ninth grade for the first time in 2013-2014, a student must successfully complete one (1) virtual course, which may be non-credit bearing, to graduate with an Advanced Studies Diploma.

Beginning with students entering ninth grade for the first time in 2016-2017 school year, a student must be trained in emergency first aid, CPR and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform CPR.

Students completing the requirements for the Advanced Studies Diploma may be eligible to receive an honor deemed appropriate by the local school board as described in subsection F of this section.

- D. In accordance with the requirements of the Standards of Quality, students with disabilities who complete the requirements of their Individualized Education Program (IEP) and do not meet the requirements for other diplomas shall be awarded Special Diplomas.
- E. In accordance with the requirements of the Standards of Quality, students who complete prescribed programs of studies defined by the local school board but do not qualify for diplomas shall be awarded Certificates of Program Completion.
- G. At a student's request, the local school board shall communicate or otherwise make known to institutions of higher education, potential employers, or other applicable third parties, in a manner that the local school board deems appropriate, that a student has attained the state's academic expectations by earning a Virginia

diploma and that the value of such a diploma is not affected in any way by the accreditation status of the student's school.

- H. Students shall be counseled annually regarding the opportunities for using additional tests for earning verified credits as provided in accordance with the provisions of §VAC20-131-110 B, and the consequences of failing to fulfill the obligations to complete the requirements for verified units of credit.

Counting College Credits Toward High School Graduation

The Pittsylvania County School Board approves of the procedure for counting college credits toward high school graduation as specified by the Standards for Accrediting Public Schools in Virginia.

FILE: IIBG/GAB-PC COMPUTER TECHNOLOGY ACCEPTABLE USE & INTERNET SAFETY

The term "Technology" includes, but is not limited to, hardware, software, data, communication lines and devices, terminals, display devices, printers, CD, DVD and other media devices, flash drives, storage devices, servers, personal computers, tablets, laptops, telephones, cameras, projectors, interactive whiteboards/panels, audio visual equipment, multimedia devices, workstations, remote network access, cloud services, the internet and other electronic services and internal or external networks.

PITTSYLVANIA COUNTY SCHOOLS recognizes the importance of computer technology in providing a relevant and appropriate education. Our goal is to provide students and teachers with access to modern technology in an environment that encourages exploration, individual creativity and educational development. New avenues of learning that offer unique challenges to the staff and students come with the use of modern technology. The new technologies that use global communication networks provide the students and teachers with learning opportunities unavailable just a few years ago. The power of these systems lies in their ease of use and ability to connect instantly to a growing host of global resources. With every new technology there is the potential for productive use and destructive use. It is the responsibility of the user to use the technology appropriately. The use of the technological facilities provided by PITTSYLVANIA COUNTY SCHOOLS to students and faculty is a privilege.

This *Acceptable Use Policy* (AUP) is designed to describe how PITTSYLVANIA COUNTY SCHOOLS expects the technology to be used. Students violating this policy may suffer disciplinary action including but not limited to the loss of privileges relating to the use of technology in the schools as described in the *Student Conduct* policy (JFC-PC). Employee violations of this policy may result in disciplinary actions up to and including probation or dismissal as described in policies GBM (*Certified Personnel*) and GBMA (*Classified Personnel*). During the course of the school year, additional rules regarding Internet safety may be added to address emerging technologies. Upon approval by the School Board, any such rules will become part of this *Acceptable Use Policy*.

Responsibilities of the Information Technology Department (IT Department)

The IT Department is responsible for the design, implementation and maintenance of all aspects of the division- wide network infrastructure including the procurement and management of facilities that connect the division's Intranet to the public Internet. The internal systems that route, switch and interconnect the diverse system within the Intranet at both the hardware and software levels are the specific responsibility of the IT department. Funds to support this mission are included in the IT budget. This includes but is not limited to network support of instructional applications not specifically maintained by vendors outside the PITTSYLVANIA COUNTY SCHOOLS (PCS) network. The IT Department supports and maintains the Internet filtering system and all other application servers in its Network Operations Center (NOC) server facility.

Limited Purpose of Educational Mission

PITTSYLVANIA COUNTY SCHOOLS provides access to its computer system, including access to the Internet, as a privilege, and not as a right, to its students and staff. PITTSYLVANIA COUNTY SCHOOLS

has a limited educational purpose which includes the use of its system for classroom activities, professional or career development, and limited high-quality, self-discovery activities. Users are expected to use Internet access through the computer system to advance educational and personal goals consistent with the mission of PITTSYLVANIA COUNTY SCHOOLS and its policies. Uses which may be acceptable on a user's private personal account on another system may not be acceptable on this limited purpose system which PITTSYLVANIA COUNTY SCHOOLS provides. Students and employees are advised that all online activity, even if personal or seemingly private, may be viewed by students, parents, colleagues, and others as offensive or inappropriate. Content that creates a material or substantial disruption to the school or school division may result in student discipline as described in School Board policy JFC-PC (Student Conduct) or staff repercussions up to and including dismissal as described in School Board policies GCPD, Professional Staff Discipline, and GCPF, Suspension of Staff Members.

1. Acceptable Uses

- 1.1. School technology is for the educational and administrative use of students and staff.
- 1.2. The purpose of the division's network infrastructure and the Internet is to support and enhance the educational environment of the schools.

2. Communications and E-mail

- 2.1. Creation or transmission of material in violation of any Commonwealth of Virginia, United States or international regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secrets and is applicable to the use of mobile devices.
- 2.2. Student communication with other Internet users is prohibited unless approved by the supervising teacher.
- 2.3. It is the responsibility of the student user to report to responsible school personnel any knowledge of electronically transmitted attacks made over the Internet or Local Area Network (LAN).

3. Etiquette

- 3.1. All communications, whether local over the school network or over the Internet, must be conducted in a polite and considerate manner.
- 3.2. Transmission of derogatory, demeaning, or vulgar material and personal attacks is expressly prohibited.
- 3.3. Any behavior intended to disrupt the use of instructional technology is prohibited.
- 3.4. Using profanity or language that may be offensive to others is prohibited.
- 3.5. All anonymous correspondence is prohibited.

4. Activities Prohibited Using Division Network Infrastructure and/or Technology

- 4.1. Any use by staff that infringes upon contractual duties is prohibited.
- 4.2. Using the network for any illegal or unauthorized activity, including violation of copyright or contracts, or transmitting any material in violation of any federal, state, or local law is prohibited.
- 4.3. Use for product advertising or for political purposes is prohibited.
- 4.4. Unauthorized remote access to school facilities via telecommunications facilities is prohibited.
- 4.5. Using the division's infrastructure and/or technology for financial gain, commercial activity, or any illegal activity is prohibited.
- 4.6. Any activity that results in the loss of another person's privacy is prohibited. This includes, but is not limited to, copying software or data files containing personal, private, or confidential employee information for the purpose of electronic or physical removal from school grounds.
- 4.7. Using, viewing, or attempting to locate material that is unacceptable in a school setting is prohibited. This includes, but is not limited to, pornographic, obscene, violent, or vulgar images, sounds, music, language, video or other materials not in keeping with the educational mission of PITTSYLVANIA COUNTY SCHOOLS.
- 4.8. Other unacceptable uses of the division's infrastructure and/or technology include:

- a. unauthorized downloading or installation of software.
 - b. wastefully using resources, such as file space.
 - c. gaining unauthorized access to resources or entities.
 - d. posting material created by another without his or her consent.
 - e. using the computer system while access privileges are suspended or revoked.
 - f. vandalizing the computer system, including destroying data by creating or spreading viruses or by other means.
 - g. intimidating, harassing, or coercing others.
 - h. threatening illegal or immoral acts.
 - i. accessing personal hotspots or other wireless connections not provided by the Division.
- 4.9 Technology is provided to meet the educational and professional needs of both students and staff. Students and staff will not bring personal computers or equipment on to school premises is prohibited unless approved through the office of the Assistant Superintendent for Operations.
- 5. Access to Network Facilities**
- 5.1. Students are prohibited from entering restricted areas without permission of the staff and without adult supervision. Such areas include, but are not limited to, administrative work areas, server rooms, wiring closets, labs, and classrooms.
 - 5.2. Removal of equipment from the school premises or relocation of equipment within the school is prohibited unless approved through the office of the Assistant Superintendent for Operations. Inventory of equipment, network monitoring, and logging of Internet access are based on network addressing and the user's login ID and assigned organizational unit.
- 6. Software**
- 6.1. Copying commercial software in violation of copyright laws is prohibited.
 - 6.2. Installing, copying or executing software not licensed by PITTSYLVANIA COUNTY SCHOOLS is prohibited.
 - 6.3. Unlawful possession of software licensed to PCS is strictly prohibited.
 - 6.4. Software and/or equipment distributed by PCS for home use is restricted to use by PCS employees or students as specified in the license agreement.
- 7. System Use**
- 7.1. Students and staff are expected to use the computer equipment and network infrastructure in the manner provided without alteration.
 - 7.2. Any use of instructional technology which disrupts the educational environment of the school is prohibited.
 - 7.3. Damaging, marring, or defacing technology hardware in any manner is prohibited. Technology hardware refers to computer hardware such as chromebooks, laptops, monitors, CPUs, keyboards, the mouse, printers, and any associated equipment, as well as interactive panels, tablets and other instructional technology equipment. Technology hardware also includes network infrastructure such as cables, connections, switches, or electrical facilities.
 - 7.4. Deleting, altering or modifying software residing on school equipment is strictly prohibited. This includes modifying workstation configurations or network security settings.
 - 7.5. Possession or use of hacker utilities designed to circumvent security systems or gain unauthorized access to instructional technology is prohibited.
 - 7.6. All Internet access at the school level must be through the School Board's Internet filtering system that provides filtered, monitored and logged Internet service. Access to the Internet via other connections is strictly prohibited unless a waiver is provided by the office of the Assistant Superintendent for Operations.
 - 7.7. The School Board makes no warranties for the computer system it provides. The School Board shall not be responsible for any damages to the user from use of the computer system, including loss of data, non-delivery or missed delivery of information, or service interruptions. The School Division denies any responsibility for the accuracy or quality of information obtained through the computer system. The user agrees to indemnify the School Board for any losses, costs or damages incurred by the School Board relating to or arising out of any violation of these procedures.
- 7.8. The user agrees to indemnify the School Board for any losses, costs or damages incurred by the School Board relating to or arising out of any violation of this policy or its procedures.
- 8. System Security**
- 8.1. Users shall protect the confidentiality of their password(s) to ensure system security and their own privilege and ability to continue to use the system.
 - 8.2. Abuse or unauthorized use of passwords is prohibited.
 - 8.3. Users who have knowledge of security problems or breaches of security by others are expected to notify a system administrator.
 - 8.4. Any user identified as a security risk for having a history of problems with other computer systems may be denied access to instructional technology.
- 9. Internet Safety**
- The PITTSYLVANIA COUNTY SCHOOLS shall prevent access to materials considered to be harmful to students as defined in Virginia Code Section 18.2-390 and 47 U.S.C. §254.(h)(7)(6). A filtering system will be used to prevent student access to materials containing pornography as set out in Virginia Code Section 18.2-374.1:1 and 18 U.S.C. §2256 and obscenity as defined in Virginia Code Section 18.2-372 and 18 U.S.C. §1460. Hardware and software systems have been implemented to prevent unauthorized online access, including "hacking" and other unlawful activities (reference *Internet Privacy Policy* KBE-PC).
- 9.1. PITTSYLVANIA COUNTY SCHOOLS employs spam filters and Internet content filtering by category in meeting federal and state guidelines for Internet safety. Users may encounter material which students, parents, teachers or administrators may consider to be obscene, inappropriate or offensive. Because of the global nature of the Internet, PITTSYLVANIA COUNTY SCHOOLS is not in a position to prevent all unsolicited or unintentional receipt of such materials. Students and staff are expected to refrain from sending, receiving, viewing, or downloading illegal material via the Internet, as well as bypassing or attempting to bypass the content management system.
 - 9.2. PITTSYLVANIA COUNTY SCHOOLS provides filtered access to the Internet. Sites are categorized and restricted based on these categories. Sites not categorized are prohibited from student access until reviewed. Sites deemed to be inappropriate are placed in blocked categories. Security profiles are based on the users' assigned organizational unit (OU). Organizational units are divided into two (2) main categories: staff and student. Staff can request evaluations of blocked sites to be reviewed.
 - 9.3. PITTSYLVANIA COUNTY SCHOOLS blocks certain sites that contain images that may be pornographic in nature. In particular, child pornography and other obscene, vulgar, or educationally inappropriate materials are blocked.
 - 9.4. The PITTSYLVANIA COUNTY SCHOOL BOARD is committed to complying with the Privacy Protection Act of 1976, Virginia Code Ann. §2.1-377 et seq., as defined in its Internet Privacy policy (KBE-PC). Before any image, article, or identifying information about a student is placed on a web site accessible from the public Internet, a release form must be signed by the parent/guardian.
 - 9.5. This policy conforms to legislation approved by the 2006 General Assembly, Code §22.1-70.2 and with Superintendent's Memo 210, October 6, 2006, Guidelines and Resources for Internet Safety in Schools.
- 10. Notification**
- 10.1. Effective with the 2007 – 2008 school year, the AUP and associated Student Conduct policies will be provided to each student and parent as part of the school handbook at the opening of school. Each student and parent/guardian must return a signed acknowledgement of their receipt of these policies.
 - 10.2. AUP training will be conducted for students annually at the beginning of the school year by classroom teachers and/or Instructional Technology Resource Teachers. Instructional

Technology Resource Teachers are available to each school to provide AUP training for community stake holders and to assess their needs.

- 10.3. AUP training will be conducted annually during pre-service workshops for all new employees. The AUP will be evaluated and revised as needed to meet the evolutionary nature of technology. PCS employees will agree to the AUP electronically as a condition of accessing PCS computer technology equipment. PCS employees will be notified of changes to the AUP on the division's website and through information disseminated at the school level. School administrators will be notified of any changes during annual administrative workshops.
- 10.4. The division's COMPUTER TECHNOLOGY ACCEPTABLE USE AND INTERNET SAFETY POLICY will be posted on the division website in standard electronic format.

No employee or agent of the School Board or person or entity contracting with the School Board may download or use any application, including TikTok or WeChat, or access any website developed by ByteDance Ltd. or Tencent Holdings Ltd. on any device or equipment issued, owned, or leased by the School Board, including mobile phones, desktop computers, laptop computers, tablets, or other devices capable of connecting to the Internet.

File: JOB-PC

ADMINISTRATION OF SURVEYS AND QUESTIONNAIRES

I. Instructional Materials and Surveys

A. Inspection of Instructional Materials

All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any federally funded program are available for inspection by the parents or guardians of the student in accordance with Policy KBA, Requests for Public Records.

B. Participation in Surveys and Evaluations

No student is required, as part of any federally funded program, to submit to a survey, analysis or evaluation that reveals information concerning

- (1) political affiliation or beliefs of the student or the student's parent;
- (2) mental or psychological problems of the student or the student's family;
- (3) sex behavior and attitudes;
- (4) illegal, anti-social, self-incriminating, or demeaning behavior;
- (5) critical appraisals of other individuals with whom respondents have close family relationships;
- (6) legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
- (7) religious practices, affiliations, or beliefs of the student or student's parent; or
- (8) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program) without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent.

C. Surveys Requesting Sexual Information

In any case in which a questionnaire or survey requesting that students provide sexual information, mental health information, medical information, information on student health risk behaviors pursuant to Va. Code § 32.1-73.8, other information on controlled substance use, or any other information that the School Board deems to be sensitive in nature is to be administered, the School Board notifies the parent concerning the administration of such questionnaire or survey in writing at least 30 days prior to its administration. The notice informs the parent of the nature and types of questions included in the questionnaire or survey, the purposes and age-appropriateness of the questionnaire or survey, how information collected by the questionnaire or survey will be used, who will have access to such information, the steps that will be taken to protect student privacy, and whether and how any findings or results will

be disclosed. In any case in which a questionnaire or survey is required by State law or is requested by a State agency, the relevant State agency shall provide the School Board with all information required to be included in the notice to parents. The parent has the right to review the questionnaire or survey in a manner mutually agreed upon by the school and the parent and exempt the parent's child from participating in the questionnaire or survey. Unless required by federal or State law or regulation, school personnel administering any such questionnaire or survey do not disclose personally identifiable information. No questionnaire or survey requesting that students provide sexual information shall be administered to any student in kindergarten through grade six.

D. Additional Protections

In the event of the administration or distribution of a survey containing one or more of the subjects listed in subsection I.B. above, the privacy of students to whom the survey is administered will be protected by requiring that any staff member proposing to administer or distribute such a survey receives prior approval of the school administration.

II. Physical Examinations and Screenings

If the Pittsylvania County School Division 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.

III. Commercial Use of Information

Questionnaires and surveys are not 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.

IV. Notification

Notification of Policies

The Board provides notice of this policy directly to parents of students annually at the beginning of the school year and within a reasonable period of time after any substantive change in the policy. The Board also offers 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 subsection I.B. above; 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 directly notifies 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 in subsection I.B. above;
- 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.

V. Definitions

Instructional material: the term "instructional material" means instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Invasive physical examination: the term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

Parent: the term "parent" includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).

Personal information: the term "personal information" means individually identifiable information including

- a student or parent's first and last name;
- a home or other physical address (including street name and the name of the city or town);
- a telephone number; or
- a Social Security identification number.

Survey: the term "survey" includes an evaluation.

FILE: IJ-PC

SCHOOL COUNSELING PROGRAM

The counseling process is the part of the school program designed to help each student develop a realistic self-concept, acquire knowledge of available educational and career and technical opportunities, and make appropriate personal adjustments and decisions.

The Pittsylvania County School Board affirms that parents are the student's first teachers and that the public schools should serve to strengthen family and parental support. No student is required to participate in any counseling program to which his/her parents object.

School Counseling Services

Each school provides the following counseling services to all students:

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

2. **Career Counseling** - Counseling which helps students acquire information and make plans about work, jobs, apprenticeships, and post-secondary educational and career opportunities.
3. **Personal/Social Counseling** - Counseling which assists students to develop an understanding of themselves, the rights and needs of others, how to resolve conflict, and define individual goals which reflect their interests, abilities and aptitudes. Information and records of personal/social counseling will be kept confidential and separate from a student's educational records and not disclosed to third parties without prior parental consent or as otherwise provided by law. Parents may elect, by notifying their child's school in writing, to have their child not participate in personal/social counseling.

At least annually, parents shall be notified in writing about the academic, career counseling and the personal/social counseling programs which are available to students within the school division. Parents will be advised concerning the purpose, general description of the programs, how parents may review materials to be used in the programs, and procedures by which parents may limit the students' participation in the program. Information and records of personal/social counseling shall be kept confidential and separate and not disclosed to third parties without prior parental consent or as otherwise provided by law.

It shall be the policy of the Pittsylvania County School Board that parents will notify the school division in writing if the student is not to participate in the personal/social counseling program.

The student will not be allowed to opt-out of personal/social counseling which is part of routine classroom counseling lessons or personal/social counseling which is needed to maintain order, discipline, or a productive learning environment.

Counseling techniques which are beyond the scope of the professional certification or training of counselors, including hypnosis, or other psychotherapeutic techniques that are normally employed in medical or clinical settings and focus on mental illness or psychopathology are prohibited. Counselors will work with students in the areas previously defined. Referrals may be made if deemed necessary.

Employment Counseling and Placement Services

The School Board provides to secondary students employment counseling and placement to furnish information relating to the employment opportunities available to students graduating from or leaving the schools in the school division. Such information includes all types of employment opportunities, including, but not limited to, apprenticeships, the military, career education schools, and the teaching profession. In providing such services, the School Board consults and cooperates with the Virginia Employment Commission, the Department of Labor and Industry, local business and labor organizations, and career schools.

If the School Board provides access to one or more of its high schools and contacts with such high school's student body or other contact with its high school students during a school or school division-sponsored activity to persons or groups for occupational, professional or educational recruitment, it provides equal access on the same basis to official recruiting representatives of the military forces of the Commonwealth and the United States.

PITTSYLVANIA COUNTY SCHOOLS

Opt-Out Procedure

Personal/Social Counseling

1. The Student-Parent Handbook explains the counseling program. All parents are given a copy of the Handbook at the beginning of the school year.
2. Opt-Out forms are provided in the center of the Student-Parent Handbook. Opt-Out forms should be returned to the student's homeroom teacher for submission to the school counseling office.
3. It is recommended that parents contact the school counselor or principal to discuss and review the objectives of counseling prior to opting-out a child, but this is not mandatory.
4. Counselors are to maintain a confidential list of students who opt-out of the personal/social counseling program.

File: KN-PC
SEX OFFENDER AND CRIMES AGAINST MINORS REGISTRY INFORMATION

Generally

Each school in the division registers with the Department of State Police to receive electronic notice of the registration, reregistration, or verification of registration information of any person required to register with the Sex Offender and Crimes Against Minors Registry (the Registry) within the division.

The superintendent establishes procedures regarding the use and distribution of information received from the Registry. Information received from the Registry may not be used to intimidate or harass.

The superintendent notifies the parent of each student enrolled in the school division of the availability of information in the Registry and the location of the website.

Visitors to Schools

When the school division learns that a parent, other than a parent who has been convicted of a Tier III offense as defined in Va. Code §9.1-902, of an enrolled student required to register with the Registry, the parent is notified in writing that he or she is barred from being present at school or at school functions without the express written approval of the student's principal. Such approval must be obtained in advance of the proposed visit will state the conditions under which the parent may be present. When such a parent is permitted at school or at school functions, the parent is monitored to ensure that he or she does not come into contact with any children other than the parent's own children.

When the school division learns that any person other than the parent of an enrolled student who is required to register with the Registry, but who has not been convicted of a Tier III offense, as defined in Va. Code §9.1-902, seeks to be present at school or at school functions, the person is notified in writing that he or she is barred from being present at school or school functions without the express written approval of the principal of the school the person seeks to visit or which sponsors the event the person seeks to attend. Such approval must be obtained in advance of the proposed visit and, if obtained, will state the conditions under which the person may be present. One of the conditions will be that the person will be monitored to ensure the safety of students, staff and others.

Principals consider requests to be present at school or at school sponsored activities from all persons who are required to register with the Registry but have not been convicted of a Tier III offense as defined in Va. Code §9.1-902 in accordance with procedures established by the superintendent.

No adult who has been convicted of a Tier III offense, as defined in Va. Code §9.1-902, may enter or be present during school hours, and during school-related or school-sponsored activities on any property the person knows or has reason to know is a school or child day center property, school bus, or on any property, public or private, when such property is solely being used by an elementary or secondary school for a school-related or school-sponsored activity unless:

- the person is a lawfully registered and qualified voter and is coming upon such property solely to vote;
- the person is a student enrolled at the school; or
- the person has obtained a court order pursuant to Va. Code §18.2-370.5.C allowing the person to enter and be present upon such property, has obtained the permission of the School Board or its designee for entry within all or part of the scope of the lifted ban, and is in compliance with the School Board's terms and conditions and those of the court order.

File: JS-PC
CELL PHONES/ELECTRONIC DEVICES

Unauthorized use of cell phones and other electronic devices by students is prohibited during the school day. This may include, but is not limited to, pagers, beepers, Personal Digital Assistants (PDAs), digital cameras, or other electronic devices. Unauthorized use of cell phones and other electronic devices will result in disciplinary actions. In all cases, the cell phone or device will be confiscated from the student and returned to the student at the end of that school day.

Dress Code
for Middle & High Schools

The Administration reserves the right to determine appropriateness of dress. These guidelines shall be equally applicable to all students regardless of gender.

- Shoes must be worn at all times on school grounds. Bedroom slippers are prohibited. For safety, teachers may require a particular type of shoe for lab, shop, or gym activities.
- Students shall be permitted to wear a head covering and/or hairstyle that is religiously and/or ethnically specific or significant in school. All other types of head coverings shall be placed in lockers upon arriving at school. Hats, hoods and bandanas cannot be worn in the building.
- Headbands or headwraps are permitted but may not exceed a width of 2 inches.
- Apparel, jewelry, accessories, visible tattoos, or manner of grooming that, by virtue of its color, arrangement, trademark, or any other attribute, denotes membership in a gang or advocates an illegal or disruptive behavior is prohibited.
- Garments and accessories which are disruptive, pose a risk of injury, or compromise the safety of the student or others are prohibited.
- Sunglasses cannot be worn in the building.
- Headphones/earbuds should be placed out of sight upon entering the building.
- Pajamas or sleepwear, costumes, and blankets are prohibited in the school building or on buses.
- Large or bulky coats/jackets are to be placed in lockers during the school day.
- Athletes shall not be in full uniform during the school day; uniform tops meeting the dress code may be worn.
- All apparel must be opaque (not see-through) with no visible skin showing and cover at least two (2) inches of each shoulder and all areas from one armpit across to the other armpit down to 4 inches above the knee, both in the front and back. Shoulder straps shall be at least two inches in width.
- Clothing may not depict, imply, advertise, or advocate illegal, violent, or lewd conduct; nudity; weapons; or the use of alcohol, tobacco, marijuana or other controlled substances.
- Clothing may not display or imply vulgar, discriminatory, or obscene language or images.
- Clothing may not display, imply, or depict hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.
- Rips, tears, or sheer sections in clothing must be in areas other than those required to be covered in opaque (not see-through) material or be worn over opaque fabric.
- If leggings, compression or yoga pants are worn, opaque (not see-through) apparel that is fingertip length using the longest finger on the hand of the student, both in the front and back, must also be worn.
- Pants must be worn at the waist. No undergarments should be visible at any time.
- Weapon-related attire is prohibited unless it is part of a school-sponsored club or activity.

SCHOOL BUS REGULATIONS

Pittsylvania County Schools' Transportation Department has developed the following regulations to facilitate the safe and efficient transportation of students to and from school.

1. Parents of pre-school, kindergarten, and elementary school students must accompany their children to and from the bus stop.
2. Students must wait for the bus at approved locations off of the travel portion of the highway until the bus comes to a complete stop.
3. Students must be at the bus stop at least five (5) minutes before the scheduled arrival of the school bus. Buses are scheduled so they **cannot wait for students, and drivers are instructed not to wait.**
4. Students must board the bus immediately and take their assigned seats. As many as three students will be assigned to each seat. Drivers will allow students to take their seats before moving.
5. Students must remain seated and may only stand to exit after the bus comes to a complete stop.
6. Students must not throw objects on or out of the bus. They must keep arms, hands, and other parts of their bodies inside the bus at all times.
7. The unauthorized consumption of food and drinks on buses is prohibited.
8. Band instruments and class projects may only be carried on buses if students can hold them in their laps. These objects must not take up space on seats, or be placed in the front of the bus or aisle. Aisles and exits cannot be blocked in any way.
9. Students may talk in a normal conversational voice but may not yell or move around the bus to talk to others. The use of profanity or obscene and suggestive language is prohibited.
10. The unauthorized boarding of school buses constitutes trespassing. Parents may not board school buses at any time unless they are serving as approved chaperons for school-sponsored trips.
11. Students must always obey drivers' instructions.
12. Drivers will not instruct students to exit the bus at places other than their designated stops or refuse to pick up students unless authorized to do so by the school's principal or assistant principal, the Assistant Superintendent for Operations, or the Superintendent of Schools or his designee(s). Drivers will only allow students to exit the bus at their regular stops or at the school, not at unauthorized stops or alongside roads or highways.
13. Students who must cross the road to board or exit the bus will cross in front of the bus, at the direction of the driver. Students must cross the road approximately ten (10) feet in front of the front bumper of the bus.
14. Students may ride only the bus/buses to which they are assigned, and will board and exit the bus only at their regular stops. Students who must ride another bus on occasion must provide the driver with written permission signed by the school principal.
15. The State Code of Virginia prohibits smoking on the school buses.
16. Animals may not be transported on school buses. This restriction does not apply to school-division-approved service animals.
17. A student who is suspended from one bus in Pittsylvania County cannot ride another bus even if that bus comes directly by the student's home.
18. Students may ride only the buses to which they have been assigned by authorized school officials.
19. The unauthorized use of cell phones and other electronic devices on the bus by drivers or students is prohibited. (Please refer to Pittsylvania County Schools' Cell Phone Use Protocol contained in this booklet.)
20. Those who through deliberate intent or carelessness damage or deface school buses will be required to reimburse the school division for the cost of repairs.

Violators of the regulations listed above will be subject to disciplinary action including the loss of transportation privileges. The parents of students who receive school bus suspensions bear the responsibility of transporting their children to and from school.

Please complete, sign and return the Receipt of School Bus Regulations (see BLUE insert section) to school by Friday, August 18, 2023. By signing this form, you are acknowledging you have received a copy of the School Bus Regulations.

FAMILY LIFE EDUCATION

FAMILY LIFE EDUCATION

The Virginia State Board of Education requires that parents be notified in advance when Family Life Education will be taught.

All Family Life lessons are developed based on the SOL Standards for Family life from the Virginia State Board of Education. The Family Life Educators will provide a comprehensive, abstinence-based curriculum to all middle and high school students. Mrs. Luci Satterfield, RN, BSN and Jodi Kapornyai, RN will teach the classes. The Pittsylvania County Family Life Education program stresses the importance of the family unit, and abstinence of harmful behaviors to one's health. Elementary and middle school classes are sex-separated, while high school students are blended. The focus with elementary students is to share information on puberty, hygiene, internet safety, and aspects of friendships. The focus in middle school is on puberty, reproduction, hygiene, internet and personal safety, benefits of choosing abstinence, STD awareness, healthy and unhealthy relationships are discussed. High school students have lessons on building healthy relationships, pregnancy, labor, delivery, sexual harassment and consent. Students are introduced to national and local resources, as well as given the opportunity to hear from guest speakers within our community. Parents may visit their child's elementary school to preview 4th and 5th grade materials. Upon reviewing the materials, should you choose for your child to not participate in the program or in a particular unit of study, please go by your child's school to complete an opt-out form. This should be done prior to your child's schedule. Family Life webpage may be found at https://ras.pcs.k12.va.us/family_life If you have any questions or concerns, please contact principal, Deborah Powell, at 432- 8185. Family Life Educators by email: luci.satterfield@pcs.k12.va.us or jodi.kapornyai@pcs.k12.va.us

First Semester Family Life		
Gretna High	9 th Aug 14-16	10 th Aug 10-11
Tunstall High	9 th Aug 25, 28-31, Sept 1	10 th Aug 21-24
Tunstall Middle	6 th – 8 th	Sept 5-8, 18-21
Gretna Middle	6 th – 8 th	Sept 11-14, Nov 6, 8-10
Dan River High	9 th Sept 27-29	10 th Sept 25-26
Chatham Middle	6 th – 8 th	Oct 2-5, Nov 20-21, 27-28
Chatham High	9 th Oct 10-12	10 th Oct 13, 16
Hurt Elementary (AM)	4 th & 5 th	Oct 17-20
Mt. Airy Elementary (PM)	4 th & 5 th	Oct 17-20
Gretna Elementary	4 th & 5 th	Oct 24-27
Dan River Middle	6 th – 8 th	Oct 31, Nov 1-3, Nov 14-17
Kentuck Elementary	4 th & 5 th	Nov 30, Dec 1, 4-5
Union Hall Elementary (AM)	4 th & 5 th	Dec 6-8, 11
Chatham Elementary (PM)	4 th & 5 th	Dec 6-8, 11
Southside Elementary	4 th & 5 th	Dec 14-15, 18-19
2 nd Semester Family Life		
Tunstall High	9 th Jan 22-26, 29	10 th Jan 9-12
Dan River Middle	6 th – 8 th	Jan 16-19, 30-31, Feb 1-2
Chatham Middle	6 th – 8 th	Feb 6-9, 26-29
Gretna Middle	6 th – 8 th	Feb 12-15, March 5-8
Stony Mill Elementary (AM)	4 th & 5 th	Feb 20-23
Brosville Elementary (PM)	4 th & 5 th	Feb 20-23
Dan River High	9 th March 12-14	10 th March 18-19
Chatham High	9 th March 25-27	10 th March 21-22
Twin Springs Elementary	4 th & 5 th	April 8-11
Tunstall Middle	6 th – 8 th	April 16-19, 29-30, May 1-2
Gretna High	9 th April 22-24	10 th April 25-26

SCHOOL NUTRITION PROGRAM

School Meals

Now is a great time to encourage your child to eat breakfast and lunch at school! All Pittsylvania County Schools participate in the National School Lunch Program and School Breakfast Program. Meals offered to students align with the nutrition recommendations of the Dietary Guidelines for Americans and meet current state and federal nutrition requirements which are intended to enhance the health of students, and help lessen the childhood obesity trend.

Pittsylvania County Schools' cafeterias are committed to serving students healthy, minimally processed, locally sourced, and made-from-scratch foods with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk. Meals offered are moderate in sodium, low in fat, free from trans-fat and meet students' age-appropriate calorie requirements:

Grades K-5 (Breakfast: 350-500 calories per day; Lunch: 550-650 calories per day)

Grades 6-8 (Breakfast: 400-550 calories per day; Lunch: 600-700 calories per day)

Grades 9-12 (Breakfast: 450-600 calories per day; Lunch 750-850 calories per day)

Meal Prices

For the 2023-2024 school year, all Pittsylvania County Schools' students will receive both their breakfast and lunch meals free of charge. This is great news for families! No further action is required of parents or guardians. Every student will be able to receive a complete breakfast and lunch meal at no cost regardless of income. The United States Department of Agriculture (USDA) does require that each free meal contain a certain number of food items.

- If your child chooses to bring their lunch from home, but wants to supplement their lunch with a school milk, the student must pick up at least 2 other food items (with one item being a fruit or vegetable) in order to receive the milk for free.
- Likewise, if your child wants to supplement their packed lunch with a school fruit, the student must pick up 2 additional food items in order to receive the fruit for free.

Breakfast

Breakfast is offered every day at school, and all schools offer a Grab 'n Go option. With Grab 'n Go, students simply pick up their breakfast meal from the cafeteria or from a hallway kiosk and take it with them to their homerooms to eat while unpacking and getting settled for the start of the day. Students like the convenience of Grab 'n Go and enjoy being able to eat in their classrooms with their friends.

Lunch

Eating a healthy lunch ensures that students get the proper nutrition they need throughout the day to concentrate and learn. All school cafeterias still prepare homemade items for lunch such as soups, salads, vegetables, and desserts. In addition, they offer all-natural, minimally processed deli meats and premium, higher quality chicken and pizza items - which students prefer, and a nice variety of international favorites such as Mexican and Asian dishes. School lunches provide students with a healthful balance of foods and a variety of food options.

Extra Foods to Purchase

Students have the option to add money to their cafeteria accounts in order to purchase extra food items such as bottled water, juice, chips, or seconds of favorite foods such as pizza, chicken nuggets, and fries. Parents can add extra money to their children's account for these

items by sending cash or check or by paying on-line at www.myschoolbucks.com

- Free drinking water is available in the cafeteria during breakfast and lunch.

Parent Request for Transfer/Refund of Remaining Cafeteria Funds

Student's cafeteria account balances will carry over from year to year. Graduating senior account balances can be transferred to younger siblings' accounts, or refunded upon request. Requests to refund account balances must be made by completing the Request for Reimbursement of Meal Money form which may be obtained from each school's cafeteria or by calling the School Nutrition Office at 434-432-2761 ext. 5042. Please allow at least 30 days from date of request for refund. Requests to transfer balances to another account must be made by calling the School Nutrition Office at 434-432-2761 ext. 5042.

Food Allergies

The School Nutrition Program can make reasonable accommodations for children who are unable to eat school meals because of disabilities that restricts their diet. School cafeterias will provide modifications for students on a case-by-case basis when requests are accompanied by a written statement from a licensed healthcare professional, such as a licensed physician, physician's assistant, or nurse practitioner. In order to ensure the provision of appropriate and safe meals, the healthcare professional must complete a *Dietary Modification Medical Statement Form*. This required medical form is available on-line under the School Nutrition Department tab. Paper copies are also available at each school. Once completed, the *Medical Statement Form* must be returned to either the school nurse or faxed directly to the Supervisor of School Nutrition at 434-432-9560. Upon receipt of the form, the Supervisor of School Nutrition will then contact the parent/guardian to discuss the options available for accommodating the child's need and will provide the date at which the cafeteria can begin the child's special diet. Planning for meal modifications and training staff requires time; therefore, there may be a few days until the cafeteria has the special menu in place for the student. Until the special meal has been developed, foods provided by the parent or guardian would be the safest option.

To continue a modified menu from one school year into the next, parents or guardians should notify the Supervisor of School Nutrition at the beginning of each school year to request the continuation of services.

Other dietary requests, including those related to general health concerns, personal preferences, and moral or religious reasons are not disabilities and are optional for schools to accommodate. Most of these needs can be met within the general meal plan since a variety of choices are offered to students daily.

Menus

Breakfast and lunch menus are posted on the Pittsylvania County Schools' website under the Parent link, and hard copies can be made available for students to bring home. In addition, nutrition education materials are shared with parents, and students through our monthly menus.

If you have questions, please contact the School Nutrition Program at 434-432-2761.



PITTSYLVANIA COUNTY SCHOOLS
 P. O. Box 232 39 Bank Street, S.E. Chatham, Virginia 24531

Dr. Mark R. Jones
 Division Superintendent

Letter to Households
 Community Eligibility Provision
 School Year 2023-2024

Date: June 2, 2023

Dear Parent or Guardian:

We are pleased to let you know that all schools in Pittsylvania County Public Schools will be implementing the Community Eligibility Provision (CEP) for school year 2023-2024. CEP allows eligible schools participating in the USDA National School Lunch Program and School Breakfast Program to provide meals at no cost to all students without meal applications.

What does this mean for you and your student(s) attending the school district identified above?

Great news! All students attending any school in Pittsylvania County Public Schools are eligible to receive a nutritious breakfast and lunch at school at **no charge** each school day. You do not have to take any action. The student(s) in your household who attends a participating CEP school will receive a complete breakfast and lunch meal at no cost without you paying a fee or submitting a meal application.

If you have questions or need help, please contact the School Nutrition Program at 434-432-2761.

Sincerely,

Kara A. Scott, R.D
 Supervisor of School Nutrition

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity. Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**
 U.S. Department of Agriculture
 Office of the Assistant Secretary for Civil Rights
 1400 Independence Avenue, SW
 Washington, D.C. 20250-9410; or
2. **fax:**
 (833) 256-1665 or (202) 690-7442; or
3. **email:**
program.intake@usda.gov This institution is an equal opportunity provider.

Virginia Department of Social Services

USDA Supplemental Nutrition Assistance Program

Putting healthy food within reach.

Can't afford to buy groceries? SNAP can help!

What is the Supplemental Nutrition Assistance Program (SNAP). SNAP provides nutrition benefits to supplement the food budget of families so they can purchase healthy food.

It's easy to apply!

Online: commonhelp.virginia.gov

Call: 1-833-552-5582

Visit: your local Department of Social Services

- SNAP can be used in grocery stores and online
- Can also purchase fresh, nutritious food at farmer markets that accept EBT

Am I eligible?

You may be eligible if your household income is below the amounts shown here:

House-hold Size	Gross Monthly Income (before taxes)	Maximum Monthly Benefit* (if eligible)
1	\$2,265	\$281
2	\$3,052	\$516
3	\$3,839	\$740
4	\$4,625	\$939
5	\$5,412	\$1,116
6	\$6,199	\$1,339
7	\$6,985	\$1,480
8	\$7,772	\$1,691

*Actual monthly benefit amount is based on income after allowable deductions.

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This institution is an equal opportunity provider.

DEPARTAMENTO DE SERVICIOS SOCIALES DE VIRGINIA

USDA Supplemental Nutrition Assistance Program

Putting healthy food within reach.

¿Qué es el Programa de Asistencia Nutricional Suplementaria (SNAP)?

SNAP proporciona beneficios nutricionales para complementar el presupuesto de alimentos de las familias para que puedan comprar alimentos saludables.

¡Es fácil inscribirse!

En Internet: commonhelp.virginia.gov

Llame al: 1-833-552-5582

Visite: [su Departamento Local de Servicios Sociales](#)

- SNAP se puede utilizar en tiendas de comestibles y compras en línea
- También puede comprar alimentos frescos y nutritivos en los mercados de agricultores que aceptan EBT.

¿Soy elegible?

Usted puede ser elegible si los ingresos de su hogar están por debajo de las cantidades que se muestran aquí:

Tamaño del hogar	Ingresos brutos mensuales (antes de impuestos)	Beneficio mensual máximo* (si es elegible)
1	\$2,265	\$281
2	\$3,052	\$516
3	\$3,839	\$740
4	\$4,625	\$939
5	\$5,412	\$1,116
6	\$6,199	\$1,339
7	\$6,985	\$1,480
8	\$7,772	\$1,691

*El monto real del beneficio mensual se basa en los ingresos después de las deducciones permitidas.

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Esta institución es un proveedor de igualdad de oportunidades

STANDARDS OF LEARNING OBJECTIVES

ENGLISH – GRADE SIX

Communication and Multimodal Literacies

6.1 The student will use effective oral communication skills in a variety of settings.

- a) Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- b) Participate as a facilitator and a contributor in a group.
- c) Participate in collaborative discussions with partners building on others' ideas.
- d) Ask questions to clarify the speaker's purpose and perspective.
- e) Summarize the main points a speaker makes.
- f) Summarize and evaluate group activities.
- g) Analyze the effectiveness of participant interactions.
- h) Evaluate own contributions to discussions.
- i) Demonstrate the ability to collaborate with diverse teams.
- j) Work respectfully with others and show value for individual contributions.

6.2. The student will create multimodal presentations that effectively communicate ideas.

- a) Use effective verbal and nonverbal communication skills to deliver multimodal presentations.
- b) Use language and vocabulary appropriate to audience, topic, and purpose.
- c) Give collaborative and individual formal and informal interactive presentations.
- d) Paraphrase and summarize key ideas of a presentation.

6.3 The student will determine the purpose of media messages and examine how they are constructed.

- a) Compare and contrast techniques used in a variety of media messages.
- b) Identify the characteristics and effectiveness of a variety of media messages.
- c) Interpret information presented in diverse media formats and explain how it contributes to the topic.
- d) Craft and publish audience-specific media messages.

Reading

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

- a) Identify word origins and derivations.
- b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.
- c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- d) Identify and analyze the construction and impact of figurative language.
- e) Use word-reference materials.
- f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.

- a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
- b) Describe cause and effect relationships and their impact on plot.
- c) Explain how an author uses character development to drive conflict and resolution.
- d) Differentiate between first and third person point-of-view.
- e) Describe how word choice and imagery contribute to the meaning of a text.
- f) Draw conclusions and make inferences using the text for support.
- g) Identify the characteristics of a variety of genres.
- h) Identify and analyze the author's use of figurative language.
- i) Compare/contrast details in literary and informational nonfiction texts.
- j) Identify transitional words and phrases that signal an author's organizational pattern.
- k) Use reading strategies to monitor comprehension throughout the reading process.

6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.

- a) Skim materials using text features such as type, headings, and graphics to predict and categorize information.
- b) Identify main idea.
- c) Summarize supporting details.
- d) Create an objective summary including main idea and supporting details.
- e) Draw conclusions and make inferences based on explicit and implied information.
- f) Identify the author's organizational pattern(s).
- g) Identify transitional words and phrases that signal an author's organizational pattern.
- h) Differentiate between fact and opinion.
- i) Identify cause and effect relationships.
- j) Analyze ideas within and between selections providing textual evidence.
- k) Use reading strategies to monitor comprehension throughout the reading process.

Writing**6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.**

- a) Engage in writing as a recursive process.
- b) Choose audience and purpose.
- c) Use a variety of prewriting strategies to generate and organize ideas.
- d) Organize writing to fit mode or topic.
- e) Write narratives to include characters, plot, setting, and point of view.
- f) Establish a central idea incorporating evidence and maintaining an organized structure.
- g) Compose a thesis statement for expository and persuasive writing.
- h) Write multiparagraph compositions with elaboration and unity.
- i) Use transition words and phrases.
- j) Select vocabulary and information to enhance the central idea, tone, and voice.
- k) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
- l) Revise writing for clarity of content including specific vocabulary and information.

6.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

- a) Use subject-verb agreement with intervening phrases and clauses.
- b) Use pronoun-antecedent agreement to include indefinite pronouns.
- c) Maintain consistent verb tense across paragraphs.
- d) Eliminate double negatives.
- e) Use quotation marks with dialogue.
- f) Choose adverbs to describe verbs, adjectives, and other adverbs.
- g) Use correct spelling for frequently used words.
- h) Use subordinating and coordinating conjunctions.

Research**6.9 The student will find, evaluate, and select appropriate resources to create a research product.**

- a) Formulate and revise questions about a research topic.
- b) Collect and organize information from multiple sources.
- c) Evaluate and analyze the validity and credibility of sources.
- d) Cite primary and secondary sources.
- e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.
- f) Demonstrate ethical use of the Internet.

ENGLISH – GRADE SEVEN

Communication and Multimodal Literacies

7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.

- a) Use a variety of strategies to listen actively and speak using agreed upon discussion rules with awareness of verbal and nonverbal cues.
- b) Clearly communicate ideas and information orally in an organized and succinct manner.
- c) Ask probing questions to seek elaboration and clarification of ideas.
- d) Participate in collaborative discussions with partners building on others' ideas.
- e) Make statements to communicate agreement or tactful disagreement with others' ideas.
- f) Use language and style appropriate to audience, topic, and purpose.
- g) Give formal and informal presentations in a group or individually, providing evidence to support a main idea.
- h) Work effectively and respectfully within diverse groups.
- i) Exhibit willingness to make necessary compromises to accomplish a goal.
- j) Share responsibility for collaborative work.

7.2 The student will create multimodal presentations both individually and in a group that effectively communicate ideas.

- a) Select, organize, and create content to complement and extend meaning for a selected topic.
- b) Use effective verbal and nonverbal communication skills to deliver multimodal presentations.
- c) Use language and vocabulary appropriate to audience, topic, and purpose.
- d) Paraphrase and summarize a speaker's key ideas.

7.3 The student will examine the elements of media literacy.

- a) Identify persuasive/informative techniques used in media.
- b) Distinguish between fact and opinion, and between evidence and inference.
- c) Describe how word choice, visual images, and sound convey a viewpoint.
- d) Compare and contrast the effectiveness of techniques in auditory, visual, and written media messages.
- e) Craft and publish audience-specific media messages.

Reading

7.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

- a) Identify word origins and derivations.
- b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.
- c) Identify and analyze the construction and impact of figurative language.
- d) Identify connotations.
- e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- f) Use word-reference materials to determine meanings and etymology.
- g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

7.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama.

- a) Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other.
- b) Identify and explain the theme(s).
- c) Identify cause and effect relationships and their impact on plot.
- d) Differentiate between first and third person point-of-view.
- e) Identify elements and characteristics of a variety of genres.
- f) Compare and contrast various forms and genres of fictional text.
- g) Describe the impact of word choice, imagery, and literary devices including figurative language in an author's style.
- h) Compare/contrast details in literary and informational nonfiction texts.
- i) Make inferences and draw conclusions based on the text.
- j) Use reading strategies to monitor comprehension throughout the reading process.

7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.

- a) Skim materials using text features including type, headings, and graphics to predict and categorize information.
- b) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
- c) Make inferences and draw logical conclusions using explicit and implied textual evidence.
- d) Differentiate between fact and opinion.
- e) Identify the source, viewpoint, and purpose of texts.
- f) Describe how word choice and language structure convey an author's viewpoint.
- g) Identify the main idea.
- h) Summarize text identifying supporting details.
- i) Create an objective summary including main idea and supporting details.
- j) Identify cause and effect relationships.
- k) Organize and synthesize information for use in written and other formats.
- l) Analyze ideas within and between selections providing textual evidence.
- m) Use reading strategies to monitor comprehension throughout the reading process.

Writing**7.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.**

- a) Engage in writing as a recursive process.
- b) Choose intended audience and purpose.
- c) Use a variety of prewriting strategies to generate and organize ideas.
- d) Organize writing structure to fit form or topic.
- e) Establish a central idea incorporating evidence, while maintaining an organized structure and a formal style.
- f) Compose a thesis statement for persuasive writing that includes a position.
- g) Clearly state a position and organize reasons and evidence, using credible sources.
- h) Distinguish between fact and opinion to support a position.
- i) Write multiparagraph compositions with elaboration and unity.
- j) Use transition words and phrases within and between paragraphs.
- k) Develop and modify the central idea, tone, and voice to fit the audience and purpose.
- l) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
- m) Use clauses and phrases for sentence variety.
- n) Revise writing for clarity of content including specific vocabulary and information.

7.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

- a) Choose appropriate adjectives and adverbs to enhance writing.
- b) Use pronoun-antecedent agreement to include indefinite pronouns.
- c) Use subject-verb agreement with intervening phrases and clauses.
- d) Edit for verb tense consistency and point of view.
- e) Use quotation marks with dialogue and direct quotations.
- f) Use correct spelling for commonly used words.

Research**7.9 The student will find, evaluate, and select appropriate resources to create a research product.**

- a) Formulate and revise questions about a research topic.
- b) Collect, organize, and synthesize information from multiple sources.
- c) Analyze and evaluate the validity and credibility of resources.
- d) Quote, summarize, and paraphrase information from primary and secondary sources using proper citations.
- e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.
- f) Demonstrate ethical use of the Internet.

ENGLISH – GRADE EIGHT

Communication and Multimodal Literacies

8.1 The student will participate in, collaborate in, and report on small-group learning activities.

- a) Assume responsibility for specific group tasks and share responsibility for collaborative work within diverse teams.
- b) Exhibit willingness to make necessary compromises to accomplish a goal.
- c) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
- d) Include all group members, and value individual contributions made by each group member.
- e) Make statements to communicate agreement or tactful disagreement with others' ideas.
- f) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- g) Use self-reflection to evaluate one's own role in preparation and participation in small-group activities.

8.2 The student will develop and deliver multimodal, interactive presentations collaboratively and individually.

- a) Select, organize, and create multimodal content that encompasses opposing points of view.
- b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.
- c) Use effective verbal and nonverbal communication skills to deliver multimodal presentations.
- d) Cite information sources.
- e) Respond to audience questions and comments.
- f) Differentiate between Standard English and informal language.
- g) Evaluate presentations.

8.3 The student will analyze, develop, and produce creative or informational media messages.

- a) Analyze the purpose of information and persuasive techniques used in diverse media formats.
- b) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
- c) Use media and visual literacy skills to create products to express new understandings.
- d) Evaluate sources for relationships between intent and factual content.
- e) Utilize multimedia to clarify information and emphasize differing points of view.
- f) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).
- g) Demonstrate the ethical use of the Internet when evaluating or producing creative or informational media messages.

Reading

8.4 The student will apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts.

- a) Identify and analyze the construction and impact of an author's use of figurative language.
- b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.
- c) Use roots, affixes, synonyms, and antonyms to determine the meaning(s) of unfamiliar words and technical vocabulary.
- d) Identify the meaning of common idioms.
- e) Use word-reference materials to determine meanings and etymology.
- f) Discriminate between connotative and denotative meanings and interpret the connotation.
- g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

8.5 The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama.

- a) Analyze how authors' development of characters, conflict, point of view, voice, and tone convey meaning.
- b) Identify cause and effect relationships and their impact on plot.
- c) Explain the development of the theme(s).
- d) Explain the use of symbols and figurative language.
- e) Make inferences and draw conclusions based on explicit and implied information using references to the text for support.
- f) Identify and analyze characteristics within a variety of genres.
- g) Compare/contrast details in literary and informational nonfiction texts.
- h) Compare and contrast the authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
- i) Compare and contrast authors' styles.
- j) Use reading strategies to monitor comprehension throughout the reading process.

8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.

- a) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
- b) Apply knowledge of text features and organizational patterns to analyze selections.
- c) Skim materials to develop an overview or locate information.
- d) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
- e) Analyze the author's qualifications, viewpoint, word choice, and impact.
- f) Analyze details for relevance and accuracy.
- g) Differentiate between fact and opinion.
- h) Identify the main idea.
- i) Summarize the text identifying supporting details.
- j) Identify cause and effect relationships.
- k) Evaluate, organize, and synthesize information for use in written and other formats.
- l) Analyze ideas within and between selections providing textual evidence.
- m) Use reading strategies to monitor comprehension throughout the reading process.

Writing**8.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.**

- a) Engage in writing as a recursive process.
- b) Choose intended audience and purpose.
- c) Use prewriting strategies to generate and organize ideas.
- d) Organize writing structure to fit form or topic.
- e) Establish a central idea incorporating evidence, maintaining an organized structure and formal style.
- f) Compose a thesis statement for persuasive writing that advocates a position.
- g) Clearly state and defend a position with reasons and evidence, from credible sources.
- h) Identify a counterclaim and provide a counter - argument.
- i) Distinguish between fact and opinion to support a position.
- j) Organize information to provide elaboration and unity.
- k) Develop and modify the central idea, tone, and voice to fit the audience and purpose.
- l) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.

8.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

- a) Use and punctuate correctly varied sentence structures to include conjunctions and transition words.
- b) Correctly use pronouns in prepositional phrases with compound objects.
- c) Use a variety of sentence structures to infuse sentence variety in writing.
- d) Maintain consistent verb tense across paragraphs.
- e) Use comparative and superlative degrees in adverbs and adjectives.
- f) Use quotation marks with dialogue and direct quotations.
- g) Use correct spelling for frequently used words.

Research**8.9 The student will find, evaluate, select, and synthesize appropriate resources to produce a research product.**

- a) Formulate and revise questions about a research topic.
- b) Collect and synthesize information from multiple sources.
- c) Evaluate and analyze the validity and credibility of resources.
- d) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.
- e) Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.
- f) Quote, summarize and paraphrase research findings.
- g) Publish findings and respond to feedback.
- h) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.
- i) Demonstrate ethical use of the Internet.

HISTORY AND SOCIAL SCIENCE – GRADE SIX

U. S. History: 1865 to Present

SKILLS

USII.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a) analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history;
- b) analyzing and interpreting geographic information to determine patterns and trends in United States history;
- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history;
- d) using evidence to draw conclusions and make generalizations;
- e) comparing and contrasting historical, cultural, and political perspectives in United States history;
- f) determining relationships with multiple causes or effects in United States history;
- g) explaining connections across time and place;
- h) using a decision-making model to identify costs and benefits of a specific choice made;
- i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and
- j) investigating and researching to develop products orally and in writing.

GEOGRAPHY

USII.2 The student will use maps, globes, photographs, pictures, or tables for

- a) explaining how physical features and climate influenced the movement of people westward;
- b) explaining relationships among natural resources, transportation, and industrial development after 1865; and
- c) locating the 50 states and the cities most significant to the development of the United States and explaining what makes those cities significant.

RECONSTRUCTION: 1865 to 1877

USII.3 The student will apply social science skills to understand the effects of Reconstruction on American life by

- a) analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States and how they changed the meaning of citizenship;
- b) describing the impact of Reconstruction policies on the South and North; and
- c) describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.

RESHAPING THE NATION AND THE EMERGENCE OF MODERN AMERICA: 1877 to the Early 1900s

USII.4 The student will apply social science skills to understand how life changed after the Civil War by

- a) examining the reasons for westward expansion, including its impact on American Indians;
- b) explaining the reasons for the increase in immigration, growth of cities, and challenges arising from this expansion;
- c) describing racial segregation, the rise of "Jim Crow," and other constraints faced by African Americans and other groups in the post-Reconstruction South;
- d) explaining the impact of new inventions, the rise of big business, the growth of industry, and the changes to life on American farms in response to industrialization; and
- e) evaluating and explaining the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women's suffrage, and the temperance movement.

TURMOIL AND CHANGE: 1890s to 1945

USII.5 The student will apply social science skills to understand the changing role of the United States from the late nineteenth century through World War I by

- a) explaining the reasons for and results of the Spanish-American War;
- b) describing Theodore Roosevelt's impact on the foreign policy of the United States; and
- c) evaluating and explaining the reasons for the United States' involvement in World War I and its international leadership role at the conclusion of the war.

USII.6 The student will apply social science skills to understand the social, economic, and technological changes of the early twentieth century by

- a) explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living;
- b) describing the social and economic changes that took place, including prohibition and the Great Migration north and west;
- c) examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O'Keeffe, and the Harlem Renaissance; and
- d) analyzing the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt's New Deal.

USII.7 The student will apply social science skills to understand the major causes and effects of American involvement in World War II by

- a) explaining the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;
- b) locating and describing the major events and turning points of the war in Europe and the Pacific; and
- c) explaining and evaluating the impact of the war on the home front.

THE UNITED STATES SINCE WORLD WAR II

- USII.8 The student will apply social science skills to understand the economic, social, and political transformation of the United States and the world between the end of World War II and the present by**
- describing the rebuilding of Europe and Japan after World War II, the emergence of the United States and the Soviet Union as superpowers, and the establishment of the United Nations;
 - describing the conversion from a wartime to a peacetime economy;
 - examining the role of the United States in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges;
 - describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities; and
 - evaluating and explaining the impact of international trade and globalization on American life.
- USII.9 The student will apply social science skills to understand the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by**
- examining the impact of the Civil Rights Movement, the Americans with Disabilities Act (ADA), and the changing role of women on all Americans;
 - describing the development of new technologies in communication, entertainment, and business and their impact on American life;
 - analyzing how representative citizens have influenced America scientifically, culturally, academically, and economically; and
 - evaluating and explaining American foreign policy, immigration, the global environment, and other emerging issues.

HISTORY AND SOCIAL SCIENCE – GRADE SEVEN

Civics

SKILLS

- CE.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**
- analyzing and interpreting evidence from primary and secondary sources, including charts, graphs, and political cartoons;
 - analyzing how political and economic trends influence public policy, using demographic information and other data sources;
 - analyzing information to create diagrams, tables, charts, graphs, and spreadsheets;
 - determining the accuracy and validity of information by separating fact and opinion and recognizing bias;
 - constructing informed, evidence-based arguments from multiple sources;
 - determining multiple cause-and-effect relationships that impact political and economic events;
 - taking informed action to address school, community, local, state, national, and global issues;
 - using a decision-making model to analyze and explain the costs and benefits of a specific choice;
 - applying civic virtue and democratic principles to make collaborative decisions; and
 - defending conclusions orally and in writing to a wide range of audiences, using evidence from sources.
- CE.2 The student will apply social science skills to understand the foundations of American constitutional government by**
- explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government;
 - examining and evaluating the impact of the Magna Carta, charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, and the Virginia Statute for Religious Freedom on the Constitution of Virginia and the Constitution of the United States, including the Bill of Rights;
 - describing the purposes for the Constitution of the United States as stated in its Preamble; and
 - describing the procedures for amending the Constitution of Virginia and the Constitution of the United States.
- CE.3 The student will apply social science skills to understand citizenship and the rights, duties, and responsibilities of citizens by**
- describing the processes by which an individual becomes a citizen of the United States;
 - describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws;
 - describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court;
 - examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society; and
 - evaluating how civic and social duties address community needs and serve the public good.
- CE.4 The student will demonstrate personal character traits that facilitate thoughtful and effective participation in civic life by**
- practicing trustworthiness and honesty;
 - practicing courtesy and respect for the rights of others;
 - practicing responsibility, accountability, and self-reliance;
 - practicing respect for the law;
 - practicing patriotism;
 - practicing thoughtful decision making; and
 - practicing service to the school and/or local community.
- CE.5 The student will apply social science skills to understand the political process at the local, state, and national levels of government by**
- describing the functions of political parties;
 - comparing and contrasting political parties;
 - analyzing campaigns for elective office, with emphasis on the role of the media;

- d) evaluating and explaining the role of campaign contributions and costs;
- e) examining the history of and requirements for voter registration, and participating in simulated local, state, and/or national elections; and
- f) describing the role of the Electoral College in the election of the president and vice president.

CE.6 The student will apply social science skills to understand the American constitutional government at the national level by

- a) describing the structure and powers of the national government;
- b) explaining the principle of separation of powers and the operation of checks and balances;
- c) explaining and/or simulating the lawmaking process; and
- d) describing the roles and powers of the executive branch.

CE.7 The student will apply social science skills to understand the American constitutional government at the state level by

- a) describing the structure and powers of the state government;
- b) explaining the relationship of state governments to the national government in the federal system;
- c) explaining and/or simulating the lawmaking process; and
- d) describing the roles and powers of the executive branch and regulatory boards.

CE.8 The student will apply social science skills to understand the American constitutional government at the local level by

- a) describing the structure and powers of the local government;
- b) explaining the relationship of local government to the state government; and
- c) explaining and/or simulating the lawmaking process.

CE.9 The student will apply social science skills to understand the judicial systems established by the Constitution of Virginia and the Constitution of the United States by

- a) describing the organization of the United States judicial system as consisting of state and federal courts with original and appellate jurisdiction;
- b) describing the exercise of judicial review;
- c) comparing and contrasting civil and criminal cases; and
- d) explaining how due process protections seek to ensure justice.

CE.10 The student will apply social science skills to understand how public policy is made at the local, state, and national levels of government by

- a) examining the impact of the media on public opinion and public policy;
- b) describing how individuals and interest groups influence public policy; and
- c) describing the impact of international issues and events on local decision making.

CE.11 The student will apply social science skills to understand how economic decisions are made in the marketplace by

- a) explaining that because of scarcity, consumers, producers, and governments must make choices, understanding that everyone's choice has an opportunity cost; and
- b) comparing and contrasting how traditional, free market, command, and mixed economies decide how to allocate their limited resources.

CE.12 The student will apply social science skills to understand the United States economy by

- a) describing the characteristics of the United States economy, including limited government, private property, profit, markets, consumer sovereignty, and competition;
- b) describing how in a market economy supply and demand determine prices;
- c) describing the types of business organizations and the role of entrepreneurship;
- d) explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact;
- e) explaining how financial institutions channel funds from savers to borrowers; and
- f) analyzing the relationship of Virginia and the United States to the global economy, with emphasis on the impact of technological innovations.

CE.13 The student will apply social science skills to understand the role of government in the United States economy by

- a) examining competition in the marketplace;
- b) explaining how and why government provides certain goods and services;
- c) describing how local, state, and federal governments allocate their budgets and collect taxes to pay for goods and services they provide;
- d) explaining the structure and main function of the Federal Reserve System and how it acts as the nation's central bank;
- e) describing how governments regulate to protect consumers, labor, the environment, competition in the marketplace, and property rights; and
- f) explaining the role of government currency and analyzing the purpose of a money economy.

CE.14 The student will apply social science skills to understand personal finance and career opportunities by

- a) identifying talents, interests, and aspirations that influence career choice;
- b) identifying human capital such as attitudes and behaviors that strengthen the individual work ethic and promote career success;
- c) identifying human capital such as abilities, skills, and education and the changing supply of and demand for them in the economy;
- d) examining the impact of technological change and globalization on career opportunities;
- e) describing the importance of education to lifelong personal finances; and
- f) analyzing the financial responsibilities of citizenship, including evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees.

HISTORY AND SOCIAL SCIENCE – GRADE EIGHT

World Connections

World Connections is a locally developed course based on the foundations of World Geography skills. The focus of this course is the study of current events impacting the world's peoples, places, and environments, with an emphasis on world regions. Concepts of geography will be used as a framework for studying historical interactions between humans and their environments. Using geographic resources, students will employ inquiry, research, and technology skills to ask and answer geographic and historical questions. Particular emphasis is placed on students' understanding of current events through the application of geographic and historical concepts to their daily lives.

WORLD GEOGRAPHY

- WG.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**
- synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world's countries, cities, and environments;
 - using geographic information to determine patterns and trends to understand world regions;
 - creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions;
 - evaluating sources for accuracy, credibility, bias, and propaganda;
 - using maps and other visual images to compare and contrast historical, cultural, economic, and political perspectives;
 - explaining indirect cause-and-effect relationships to understand geospatial connections;
 - analyzing multiple connections across time and place;
 - using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;
 - identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and
 - investigating and researching to develop products orally and in writing.
- WG.2 The student will analyze how physical and ecological processes shape Earth's surface by**
- explaining regional climatic patterns and weather phenomena and their effects on people and places;
 - describing how humans influence the environment and are influenced by it; and
 - explaining how technology affects one's ability to modify and adapt to the environment.
- WG.3 The student will apply the concept of a region by**
- explaining how characteristics of regions have led to regional labels;
 - describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants;
 - analyzing how cultural characteristics, including the world's major languages, ethnicities, and religions, link or divide regions;
 - explaining how different cultures use maps and place names to reflect their regional perspectives; and
 - developing and refining mental maps of world regions.
- WG.4 The student will apply social science skills to evaluate the significance of natural, human, and capital resources by**
- comparing the distribution of major natural resources throughout world regions;
 - showing the influence of resources on patterns of economic activity and land use; and
 - evaluating perspectives regarding the use of resources.
- WG.5 The student will analyze the characteristics of the regions of the United States and Canada by**
- identifying and analyzing the location of major geographic regions and major cities on maps and globes;
 - describing major physical and environmental features;
 - explaining important economic characteristics; and
 - recognizing cultural influences and landscapes.
- WG.6 The student will analyze the characteristics of the Latin American and Caribbean regions by**
- identifying and analyzing the location of major geographic regions and major cities on maps and globes;
 - describing major physical and environmental features;
 - explaining important economic characteristics; and
 - recognizing cultural influences and landscapes.
- WG.7 The student will analyze the characteristics of the European region by**
- identifying and analyzing the location of major geographic regions and major cities on maps and globes;
 - describing major physical and environmental features;
 - explaining important economic characteristics; and
 - recognizing cultural influences and landscapes.
- WG.8 The student will analyze the characteristics of the Russian and Central Asian regions by**
- identifying and analyzing the location of major geographic regions and major cities on maps and globes;
 - describing major physical and environmental features;
 - explaining important economic characteristics; and
 - recognizing cultural influences and landscapes.
- WG.9 The student will analyze the characteristics of the Sub-Saharan African region by**
- identifying and analyzing the location of major geographic regions and major cities on maps and globes;
 - describing major physical and environmental features;
 - explaining important economic characteristics; and
 - recognizing cultural influences and landscapes.

- WG.10 The student will analyze the characteristics of the North African and Southwest Asian regions by**
- identifying and analyzing the location of major geographic regions and major cities on maps and globes;
 - describing major physical and environmental features;
 - explaining important economic characteristics; and
 - recognizing cultural influences and landscapes.
- WG.11 The student will analyze the characteristics of the South Asian and Southeast Asian regions by**
- identifying and analyzing the location of major geographic regions and major cities on maps and globes;
 - describing major physical and environmental features;
 - explaining important economic characteristics; and
 - recognizing cultural influences and landscapes.
- WG.12 The student will analyze the characteristics of the East Asian region by**
- identifying and analyzing the location of major geographic regions and major cities on maps and globes;
 - describing major physical and environmental features;
 - explaining important economic characteristics; and
 - recognizing cultural influences and landscapes.
- WG.13 The student will analyze the characteristics of the Australian and Pacific Islands regions by**
- identifying and analyzing the location of major geographic regions and major cities on maps and globes;
 - describing major physical and environmental features;
 - explaining important economic characteristics; and
 - recognizing cultural influences and landscapes.
- WG.14 The student will apply social science skills to compare and contrast the distribution, growth rates, and characteristics of human population by**
- examining demographic data to determine the relative level of development;
 - distinguishing between developed and developing countries; and
 - comparing and contrasting the level of economic development to the standard of living and quality of life.
- WG.15 The student will apply social science skills to analyze past and present trends in human migration and cultural diffusion by**
- determining how human migration and cultural diffusion are influenced by social, economic, political, and environmental factors; and
 - determining how human migration and cultural diffusion influence the current human characteristics of places and regions.
- WG.16 The student will apply social science skills to analyze the patterns of urban development by**
- applying the concepts of site and situation to major cities in each region;
 - explaining how the functions of towns and cities have changed over time; and
 - describing the unique influence of urban areas and challenges they face.
- WG.17 The student will apply social science skills to analyze the impact of globalization by**
- identifying factors, including comparative advantage, that influence the distribution of economic activities and trade;
 - describing ways that economic and social interactions change over time; and
 - mapping, describing, and evaluating economic unions.
- WG.18 The student will apply social science skills to analyze how forces of conflict and cooperation affect the division and control of Earth's surface by**
- explaining and evaluating reasons for the creation of different political divisions; and
 - describing ways cooperation among political jurisdictions is used to solve problems and settle disputes.

MATHEMATICS – GRADE SIX

NUMBER AND NUMBER SENSE

- 6.1** The student will represent relationships between quantities using ratios, and will use appropriate notations, such as $\frac{a}{b}$, a to b , and $a:b$.
- 6.2** The student will
- represent and determine equivalencies among fractions, mixed numbers, decimals, and percents; and
 - compare and order positive rational numbers.
- 6.3** The student will
- identify and represent integers;
 - compare and order integers; and
 - identify and describe absolute value of integers.
- 6.4** The student will recognize and represent patterns with whole number exponents and perfect squares.

COMPUTATION AND ESTIMATION

- 6.5** The student will
- multiply and divide fractions and mixed numbers;
 - solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of fractions and mixed numbers; and
 - solve multistep practical problems involving addition, subtraction, multiplication, and division of decimals.
- 6.6** The student will
- add, subtract, multiply, and divide integers;
 - solve practical problems involving operations with integers; and
 - simplify numerical expressions involving integers.

MEASUREMENT AND GEOMETRY

- 6.7** The student will
- derive π (pi);
 - solve problems, including practical problems, involving circumference and area of a circle; and
 - solve problems, including practical problems, involving area and perimeter of triangles and rectangles.
- 6.8** The student will
- identify the components of the coordinate plane; and
 - identify the coordinates of a point and graph ordered pairs in a coordinate plane.
- 6.9** The student will determine congruence of segments, angles, and polygons.

PROBABILITY AND STATISTICS

- 6.10** The student, given a practical situation, will
- represent data in a circle graph;
 - make observations and inferences about data represented in a circle graph; and
 - compare circle graphs with the same data represented in bar graphs, pictographs, and line plots.
- 6.11** The student will
- represent the mean of a data set graphically as the balance point; and
 - determine the effect on measures of center when a single value of a data set is added, removed, or changed.

PATTERNS, FUNCTIONS AND ALGEBRA

- 6.12** The student will
- represent a proportional relationship between two quantities, including those arising from practical situations;
 - determine the unit rate of a proportional relationship and use it to find a missing value in a ratio table;
 - determine whether a proportional relationship exists between two quantities; and
 - make connections between and among representations of a proportional relationship between two quantities using verbal descriptions, ratio tables, and graphs.
- 6.13** The student will solve one-step linear equations in one variable, including practical problems that require the solution of a one-step linear equation in one variable.
- 6.14** The student will
- represent a practical situation with a linear inequality in one variable; and
 - solve one-step linear inequalities in one variable, involving addition or subtraction, and graph the solution on a number line.

MATHEMATICS – GRADE SEVEN

NUMBER AND NUMBER SENSE

- 7.1 **The student will**
- investigate and describe the concept of negative exponents for powers of ten;
 - compare and order numbers greater than zero written in scientific notation;
 - compare and order rational numbers;
 - determine square roots of perfect squares; and
 - identify and describe absolute value of rational numbers.

COMPUTATION AND ESTIMATION

- 7.2 **The student will solve practical problems involving operations with rational numbers.**
- 7.3 **The student will solve single-step and multistep practical problems, using proportional reasoning.**

MEASUREMENT AND GEOMETRY

- 7.4 **The student will**
- describe and determine the volume and surface area of rectangular prisms and cylinders; and
 - solve problems, including practical problems, involving the volume and surface area of rectangular prisms and cylinders.
- 7.5 **The student will solve problems, including practical problems, involving the relationship between corresponding sides and corresponding angles of similar quadrilaterals and triangles.**
- 7.6 **The student will**
- compare and contrast quadrilaterals based on their properties; and
 - determine unknown side lengths or angle measures of quadrilaterals.
- 7.7 **The student will apply translations and reflections of right triangles or rectangles in the coordinate plane.**

PROBABILITY AND STATISTICS

- 7.8 **The student will**
- determine the theoretical and experimental probabilities of an event; and
 - investigate and describe the difference between the experimental probability and theoretical probability of an event.
- 7.9 **The student, given data in a practical situation, will**
- represent data in a histogram;
 - make observations and inferences about data represented in a histogram; and
 - compare histograms with the same data represented in stem-and-leaf plots, line plots, and circle graphs.

PATTERNS, FUNCTIONS AND ALGEBRA

- 7.10 **The student will**
- determine the slope, m , as rate of change in a proportional relationship between two quantities and write an equation in the form $y = mx$ to represent the relationship;
 - graph a line representing a proportional relationship between two quantities given the slope and an ordered pair, or given the equation in $y = mx$ form where m represents the slope as rate of change;
 - determine the y -intercept, b , in an additive relationship between two quantities and write an equation in the form $y = x + b$ to represent the relationship;
 - graph a line representing an additive relationship between two quantities given the y -intercept and an ordered pair, or given the equation in the form $y = x + b$, where b represents the y -intercept; and
 - make connections between and among representations of a proportional or additive relationship between two quantities using verbal descriptions, tables, equations, and graphs.
- 7.11 **The student will evaluate algebraic expressions for given replacement values of the variables.**
- 7.12 **The student will solve two-step linear equations in one variable, including practical problems that require the solution of a two-step linear equation in one variable.**
- 7.13 **The student will solve one- and two-step linear inequalities in one variable, including practical problems, involving addition, subtraction, multiplication, and division, and graph the solution on a number line.**

MATHEMATICS – GRADE EIGHT

NUMBER AND NUMBER SENSE

- 8.1 The student will compare and order real numbers.
- 8.2 The student will describe the relationships between the subsets of the real number system.
- 8.3 The student will
- estimate and determine the two consecutive integers between which a square root lies; and
 - determine both the positive and negative square roots of a given perfect square.

COMPUTATION AND ESTIMATION

- 8.4 The student will solve practical problems involving consumer applications.

MEASUREMENT AND GEOMETRY

- 8.5 The student will use the relationships among pairs of angles that are vertical angles, adjacent angles, supplementary angles, and complementary angles to determine the measure of unknown angles.
- 8.6 The student will
- solve problems, including practical problems, involving volume and surface area of cones and square-based pyramids; and
 - describe how changing one measured attribute of a rectangular prism affects the volume and surface area.
- 8.7 The student will
- given a polygon, apply transformations, to include translations, reflections, and dilations, in the coordinate plane; and
 - identify practical applications of transformations.
- 8.8 The student will construct a three-dimensional model, given the top or bottom, side, and front views.
- 8.9 The student will
- verify the Pythagorean Theorem; and
 - apply the Pythagorean Theorem.
- 8.10 The student will solve area and perimeter problems, including practical problems, involving composite plane figures.

PROBABILITY AND STATISTICS

- 8.11 The student will
- compare and contrast the probability of independent and dependent events; and
 - determine probabilities for independent and dependent events.
- 8.12 The student will
- represent numerical data in boxplots;
 - make observations and inferences about data represented in boxplots; and
 - compare and analyze two data sets using boxplots.
- 8.13 The student will
- represent data in scatterplots;
 - make observations about data represented in scatterplots; and
 - use a drawing to estimate the line of best fit for data represented in a scatterplot.

PATTERNS, FUNCTIONS AND ALGEBRA

- 8.14 The student will
- evaluate an algebraic expression for given replacement values of the variables; and
 - simplify algebraic expressions in one variable.
- 8.15 The student will
- determine whether a given relation is a function; and
 - determine the domain and range of a function.
- 8.16 The student will
- recognize and describe the graph of a linear function with a slope that is positive, negative, or zero;
 - identify the slope and y -intercept of a linear function, given a table of values, a graph, or an equation in $y = mx + b$ form;
 - determine the independent and dependent variable, given a practical situation modeled by a linear function;
 - graph a linear function given the equation in $y = mx + b$ form; and
 - make connections between and among representations of a linear function using verbal descriptions, tables, equations, and graphs.
- 8.17 The student will solve multistep linear equations in one variable with the variable on one or both sides of the equation, including practical problems that require the solution of a multistep linear equation in one variable.
- 8.18 The student will solve multistep linear inequalities in one variable with the variable on one or both sides of the inequality symbol, including practical problems, and graph the solution on a number line

MATHEMATICS – ALGEBRA I

EXPRESSIONS AND OPERATIONS

- A.1 The student will**
- represent verbal quantitative situations algebraically; and
 - evaluate algebraic expressions for given replacement values of the variables.
- A.2 The student will perform operations on polynomials, including**
- applying the laws of exponents to perform operations on expressions;
 - adding, subtracting, multiplying, and dividing polynomials; and
 - factoring completely first- and second-degree binomials and trinomials in one variable.
- A.3 The student will simplify**
- square roots of whole numbers and monomial algebraic expressions;
 - cube roots of integers; and
 - numerical expressions containing square or cube roots.

EQUATIONS AND INEQUALITIES

- A.4 The student will solve**
- multistep linear equations in one variable algebraically;
 - quadratic equations in one variable algebraically;
 - literal equations for a specified variable;
 - systems of two linear equations in two variables algebraically and graphically; and
 - practical problems involving equations and systems of equations.
- A.5 The student will**
- solve multistep linear inequalities in one variable algebraically and represent the solution graphically;
 - represent the solution of linear inequalities in two variables graphically;
 - solve practical problems involving inequalities; and
 - represent the solution to a system of inequalities graphically.
- A.6 The student will**
- determine the slope of a line when given an equation of the line, the graph of the line, or two points on the line;
 - write the equation of a line when given the graph of the line, two points on the line, or the slope and a point on the line; and
 - graph linear equations in two variables.

FUNCTIONS

- A.7 The student will investigate and analyze linear and quadratic function families and their characteristics both algebraically and graphically, including**
- determining whether a relation is a function;
 - domain and range;
 - zeros;
 - intercepts;
 - values of a function for elements in its domain; and
 - connections between and among multiple representations of functions using verbal descriptions, tables, equations, and graphs.

STATISTICS

- A.8 The student, given a data set or practical situation, will analyze a relation to determine whether a direct or inverse variation exists, and represent a direct variation algebraically and graphically and an inverse variation algebraically.**
- A.9 The student will collect and analyze data, determine the equation of the curve of best fit in order to make predictions, and solve practical problems, using mathematical models of linear and quadratic functions.**

SCIENCE – GRADE SIX

- 6.1 The student will demonstrate an understanding of scientific and engineering practices by**
- asking questions and defining problems
 - ask questions to determine relationships between independent and dependent variables
 - develop hypotheses and identify independent and dependent variables
 - offer simple solutions to design problems
 - planning and carrying out investigations
 - independently and collaboratively plan and conduct observational and experimental investigations; identify variables, constants, and controls where appropriate, and include the safe use of chemicals and equipment
 - evaluate the accuracy of various methods for collecting data
 - take metric measurements using appropriate tools
 - use tools and materials to design and/or build a device to solve a specific problem
 - interpreting, analyzing, and evaluating data
 - organize data sets to reveal patterns that suggest relationships
 - construct, analyze, and interpret graphical displays of data
 - compare and contrast data collected by different groups and discuss similarities and differences in findings
 - use data to evaluate and refine design solutions
 - constructing and critiquing conclusions and explanations
 - construct explanations that includes qualitative or quantitative relationships between variables
 - construct scientific explanations based on valid and reliable evidence obtained from sources (including the students' own investigations)
 - generate and compare multiple solutions to problems based on how well they meet the criteria and constraints
 - developing and using models
 - use scale models to represent and estimate distance
 - use, develop, and revise models to predict and explain phenomena
 - evaluate limitations of models
 - obtaining, evaluating, and communicating information
 - read scientific texts, including those adapted for classroom use, to obtain scientific and/or technical information
 - gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication
 - construct, use, and/or present an argument supported by empirical evidence and scientific reasoning
- 6.2 The student will investigate and understand that the solar system is organized and the various bodies in the solar system interact. Key ideas include**
- matter is distributed throughout the solar system;
 - planets have different sizes and orbit at different distances from the sun;
 - gravity contributes to orbital motion; and
 - the understanding of the solar system has developed over time.
- 6.3 The student will investigate and understand that there is a relationship between the sun, Earth, and the moon. Key ideas include**
- Earth has unique properties;
 - the rotation of Earth in relationship to the sun causes day and night;
 - the movement of Earth and the moon in relationship to the sun causes phases of the moon;
 - Earth's tilt as it revolves around the sun causes the seasons; and
 - the relationship between Earth and the moon is the primary cause of tides.
- 6.4 The student will investigate and understand that there are basic sources of energy and that energy can be transformed. Key ideas include**
- the sun is important in the formation of most energy sources on Earth;
 - Earth's energy budget relates to living systems and Earth's processes;
 - radiation, conduction, and convection distribute energy; and
 - energy transformations are important in energy usage.
- 6.5 The student will investigate and understand that all matter is composed of atoms. Key ideas include**
- atoms consist of particles, including electrons, protons, and neutrons;
 - atoms of a particular element are similar but differ from atoms of other elements;
 - elements may be represented by chemical symbols;
 - two or more atoms interact to form new substances, which are held together by electrical forces (bonds);
 - compounds may be represented by chemical formulas;
 - chemical equations can be used to model chemical changes; and
 - a few elements comprise the largest portion of the solid Earth, living matter, the oceans, and the atmosphere.
- 6.6 The student will investigate and understand that water has unique physical properties and has a role in the natural and human-made environment. Key ideas include**
- water is referred to as the universal solvent;
 - water has specific properties;
 - thermal energy has a role in phase changes;
 - water has a role in weathering;
 - large bodies of water moderate climate; and
 - water is important for agriculture, power generation, and public health.

- 6.7 The student will investigate and understand that air has properties and that Earth’s atmosphere has structure and is dynamic. Key ideas include**
- air is a mixture of gaseous elements and compounds;
 - the atmosphere has physical characteristics;
 - properties of the atmosphere change with altitude;
 - there is a relationship between air movement, thermal energy, and weather conditions;
 - atmospheric measures are used to predict weather conditions; and
 - weather maps give basic information about fronts, systems, and weather measurements.
- 6.8 The student will investigate and understand that land and water have roles in watershed systems. Key ideas include**
- a watershed is composed of the land that drains into a body of water;
 - Virginia is composed of multiple watershed systems which have specific features;
 - the Chesapeake Bay is an estuary that has many important functions; and
 - natural processes, human activities, and biotic and abiotic factors influence the health of a watershed system.
- 6.9 The student will investigate and understand that humans impact the environment and individuals can influence public policy decisions related to energy and the environment. Key ideas include**
- natural resources are important to protect and maintain;
 - renewable and nonrenewable resources can be managed;
 - major health and safety issues are associated with air and water quality;
 - major health and safety issues are related to different forms of energy;
 - preventive measures can protect land-use and reduce environmental hazards; and
 - there are cost/benefit tradeoffs in conservation policies.

SCIENCE – GRADE SEVEN -- Life Science

- LS.1 The student will demonstrate an understanding of scientific and engineering practices by**
- asking questions and defining problems
 - ask questions and develop hypotheses to determine relationships between independent and dependent variables
 - offer simple solutions to design problems
 - planning and carrying out investigations
 - independently and collaboratively plan and conduct observational and experimental investigations; identify variables, constants, and controls where appropriate and include the safe use of chemicals and equipment
 - evaluate the accuracy of various methods for collecting data
 - take metric measurements using appropriate tools and technologies including the use of microscopes
 - interpreting, analyzing, and evaluating data
 - identify, interpret, and evaluate patterns in data
 - construct, analyze, and interpret graphical displays of data
 - compare and contrast data collected by different groups and discuss similarities and differences in their findings
 - consider limitations of data analysis and/or seek to improve precision and accuracy of data
 - use data to evaluate and refine design solutions
 - constructing and critiquing conclusions and explanations
 - construct explanations that include qualitative or quantitative relationships between variables
 - construct scientific explanations based on valid and reliable evidence obtained from sources (including the students' own investigations)
 - differentiate between a scientific hypothesis and theory
 - developing and using models
 - construct and use models and simulations to illustrate, predict, and/or explain observable and unobservable phenomena, life processes, or mechanisms
 - evaluate limitations of models
 - obtaining, evaluating, and communicating information
 - read scientific texts, including those adapted for classroom use, to obtain scientific and/or technical information
 - gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication
 - construct, use, and/or present an argument supported by empirical evidence and scientific reasoning
- LS.2 The student will investigate and understand that all living things are composed of one or more cells that support life processes, as described by the cell theory. Key ideas include**
- the development of the cell theory demonstrates the nature of science;
 - cell structure and organelles support life processes;
 - similarities and differences between plant and animal cells determine how they support life processes;
 - cell division is the mechanism for growth and reproduction; and
 - cellular transport (osmosis and diffusion) is important for life processes.
- LS.3 The student will investigate and understand that there are levels of structural organization in living things. Key ideas include**
- patterns of cellular organization support life processes;
 - unicellular and multicellular organisms have comparative structures; and
 - similar characteristics determine the classification of organisms.
- LS.4 The student will investigate and understand that there are chemical processes of energy transfer which are important for life. Key ideas include**
- photosynthesis is the foundation of virtually all food webs; and
 - photosynthesis and cellular respiration support life processes.

- LS.5 The student will investigate and understand that biotic and abiotic factors affect an ecosystem. Key ideas include**
- matter moves through ecosystems via the carbon, water, and nitrogen cycles;
 - energy flow is represented by food webs and energy pyramids; and
 - relationships exist among producers, consumers, and decomposers.
- LS.6 The student will investigate and understand that populations in a biological community interact and are interdependent. Key ideas include**
- relationships exist between predators and prey and these relationships are modeled in food webs;
 - the availability and use of resources may lead to competition and cooperation;
 - symbiotic relationships support the survival of different species; and
 - the niche of each organism supports survival.
- LS.7 The student will investigate and understand that adaptations support an organism's survival in an ecosystem. Key ideas include**
- biotic and abiotic factors define land, marine, and freshwater ecosystems; and
 - physical and behavioral characteristics enable organisms to survive within a specific ecosystem.
- LS.8 The student will investigate and understand that ecosystems, communities, populations, and organisms are dynamic and change over time. Key ideas include**
- organisms respond to daily, seasonal, and long-term changes;
 - changes in the environment may increase or decrease population size; and
 - large-scale changes such as eutrophication, climate changes, and catastrophic disturbances affect ecosystems.
- LS.9 The student will investigate and understand that relationships exist between ecosystem dynamics and human activity. Key ideas include**
- changes in habitat can disturb populations;
 - disruptions in ecosystems can change species competition; and
 - variations in biotic and abiotic factors can change ecosystems.
- LS.10 The student will investigate and understand that organisms reproduce and transmit genetic information to new generations. Key ideas include**
- DNA has a role in making proteins that determine organism traits;
 - the role of meiosis is to transfer traits to the next generation; and
 - Punnett squares are mathematical models used to predict the probability of traits in offspring.
- LS.11 The student will investigate and understand that populations of organisms can change over time. Key ideas include**
- mutation, adaptation, natural selection, and extinction change populations;
 - the fossil record, genetic information, and anatomical comparisons provide evidence for evolution; and
 - environmental factors and genetic variation, influence survivability and diversity of organisms.

SCIENCE – GRADE EIGHT -- Physical Science

- PS.1 The student will demonstrate an understanding of scientific and engineering practices by**
- asking questions and defining problems
 - ask questions that require empirical evidence to answer
 - develop hypotheses indicating relationships between independent and dependent variables
 - offer simple solutions to design problems
 - planning and carrying out investigations
 - independently and collaboratively plan and conduct observational and experimental investigations; identify variables, constants, and controls where appropriate and include the safe use of chemicals and equipment
 - evaluate the accuracy of various methods for collecting data
 - take metric measurements using appropriate tools and technologies
 - apply scientific ideas or principles to design, construct, and/or test a design of an object, tool, process or system
 - interpreting, analyzing, and evaluating data
 - construct and interpret data tables showing independent and dependent variables, repeated trials, and means
 - construct, analyze, and interpret graphical displays of data and consider limitations of data analysis
 - apply mathematical concepts and processes to scientific questions
 - use data to evaluate and refine design solutions to best meet criteria
 - constructing and critiquing conclusions and explanations
 - construct scientific explanations based on valid and reliable evidence obtained from sources (including the students' own investigations)
 - construct arguments supported by empirical evidence and scientific reasoning
 - generate and compare multiple solutions to problems based on how well they meet the criteria and constraints
 - differentiate between a scientific hypothesis, theory, and law
 - developing and using models
 - construct, develop, and use models and simulations to illustrate and/or explain observable and unobservable phenomena
 - evaluate limitations of models
 - obtaining, evaluating, and communicating information
 - read scientific texts, including those adapted for classroom use, to determine the central idea and/or obtain scientific and/or technical information
 - gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication
 - construct, use, and/or present an oral and written argument supported by empirical evidence and scientific reasoning

- PS.2 The student will investigate and understand that matter is composed of atoms. Key ideas include**
- our understanding of atoms has developed over time;
 - the periodic table can be used to predict the chemical and physical properties of matter; and
 - the kinetic molecular theory is used to predict and explain matter interactions.
- PS.3 The student will investigate and understand that matter has properties and is conserved in chemical and physical processes. Key ideas include**
- pure substances can be identified based on their chemical and physical properties;
 - pure substances can undergo physical and chemical changes that may result in a change of properties;
 - compounds form through ionic and covalent bonding; and
 - balanced chemical equations model the conservation of matter.
- PS.4 The student will investigate and understand that the periodic table is a model used to organize elements based on their atomic structure. Key uses include**
- symbols, atomic numbers, atomic mass, chemical groups (families), and periods are identified on the periodic table; and
 - elements are classified as metals, metalloids, and nonmetals.
- PS.5 The student will investigate and understand that energy is conserved. Key ideas include**
- energy can be stored in different ways;
 - energy is transferred and transformed; and
 - energy can be transformed to meet societal needs.
- PS.6 The student will investigate and understand that waves are important in the movement of energy. Key ideas include**
- energy may be transferred in the form of longitudinal and transverse waves;
 - mechanical waves need a medium to transfer energy;
 - waves can interact; and
 - energy associated with waves has many applications.
- PS.7 The student will investigate and understand that electromagnetic radiation has characteristics. Key ideas include**
- electromagnetic radiation, including visible light, has wave characteristics and behavior; and
 - regions of the electromagnetic spectrum have specific characteristics and uses.
- PS.8 The student will investigate and understand that work, force, and motion are related. Key ideas include**
- motion can be described using position and time; and
 - motion is described by Newton's laws.
- PS.9 The student will investigate and understand that there are basic principles of electricity and magnetism. Key ideas include**
- an imbalance of charge generates static electricity;
 - materials have different conductive properties;
 - electric circuits transfer energy;
 - magnetic fields cause the magnetic effects of certain materials;
 - electric current and magnetic fields are related; and
 - many technologies use electricity and magnetism.

