COMMONWEALTH of VIRGINIA

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November 9, 2018

Mr. Jason Kamras
Division Superintendent
Richmond City Public Schools
301 N. Ninth Street
Richmond, Virginia 23219

Dear Mr. Kamras:

Thank you for the detailed information and data contained in the waiver requests from Richmond City Public Schools (RPS). The Virginia Department of Education (VDOE) acknowledges the tremendous amount of work that has been completed and the work that will continue as RPS staff members endeavor to ensure student scheduling, course transcripts, and student Grade Point Averages (GPAs) are accurate and adhere to the Standards of Quality, Standards of Accreditation, and RPS policies.

As the transcript work evolved, one key consideration for VDOE was to determine the impact on a student's ability to graduate on-time with the desired diploma without having to take any additional classes. It is important to note that, to date, there is no evidence that any student identified as having received additional, inappropriate credits cannot graduate on-time, with the desired diploma and without taking additional courses, unless said student is at risk to not graduate for other reasons.

Another key consideration for VDOE during the review process was the impact of your request that we "hold harmless" any student given inappropriate credits. While this practice would not be a detriment for the students for whom the requests are made, it would affect students whose transcripts are accurate and reflect bona fide credits earned. Class rank and GPAs are two of the ways these students are negatively impacted by a "hold harmless" approach for their classmates. The final key consideration in the review was that the failure to remove unearned credits would result in RPS transcripts continuing to be flawed and class ranks and GPAs continuing to be inaccurate through the 2021-2022 school year. Virginia diplomas represent a set of rigorous expectations, and it is important that transcripts reflecting the course work completed for those diplomas are accurate. Waiver requests were made by RPS for issues in four major categories:

1. Courses were miscoded as worth two credit hours;
2. Credit was incorrectly given for courses taken multiple times;
3. Credit was incorrectly given for unapproved local courses; and,
4. Credit incorrectly given for middle school courses ineligible for high school credit.

Virginia Department of Education staff consulted with the Office of the Attorney General to determine the basis on which such waivers may be requested by a school division and/or granted by the Superintendent of Public Instruction. The Office of the Attorney General found no basis in *Va. Code § 22.1-253.13:4(D)(13)* on which such waivers may be requested by a school division or, further, any authority for the Superintendent of Public Instruction to act on the waivers sought in these circumstances, or other provisions for waivers that would be applicable in this situation. Based on this guidance, no waivers may be granted and RPS must comply with the requirements of the Standards of Quality, the Standards of Accreditation and other pertinent regulations. However, we have provided recommendations as to how RPS might resolve the identified transcript issues below each of the waiver requests. Additionally we have identified additional personnel who will support you in addressing the transcript issues with the goal of building the capacity of existing RPS staff.

Courses Miscoded as Worth Two Credit Hours

RPS Waiver Request
Given the additional credit awarded was the result of administrative processes and no fault of RPS students, **we are requesting a waiver such that all students who received additional credit hours due to this error be held harmless on their official transcript in all instances from SY 2015-2016 through SY 2017-2018.**

Required Action
In cases where a one-credit course was counted as a two-credit course, the second credit may be reflected as Pass/Fail but may not count as a standard credit for graduation. The student's transcript must be adjusted to reflect one credit in the GPA calculation and a Pass/Fail course that is not part of the student's GPA.

Credit Awarded for Courses Taken Multiple Times

RPS Waiver Request
Given the additional credit awarded was the result of administrative processes and no fault of RPS students, **we are requesting a waiver such that all students who received additional credit hours due to this error be held harmless on their official transcript in all instances from SY 2015-2016 through SY 2017-2018.**

Required Action
In cases where a course was taken and passed multiple times, only one standard credit may be awarded for the course. The highest grade achieved for the course must be the grade reflected on the student transcript. Student transcripts must be adjusted to reflect one course and GPAs calculated using the highest course grade for the given course

Credit Awarded for Unapproved Local Courses

RPS Waiver Request
Given the additional credit awarded was the result of administrative processes and no fault of RPS students, **we are requesting a waiver such that all students who received additional credit hours due to this error be held harmless on their official transcript in all instances from SY 2015-2016 through SY 2017-2018.**

Required Action

The following policy documents provide guidance regarding the approval of local electives:

- *Virginia Administrative Code 8VAC20-131-130.* Elective Courses. Locally developed elective courses offered for credit toward high school graduation shall be approved by the division superintendent and local school board.
- Superintendent's Memo 271-15, Guidelines for Graduation Requirements: Local Alternative Paths to Standard Units of Credit (Alternatives to the 140-Clock-hour Requirement) provides further details about local elective courses.
- Richmond City Public Schools (RPS) policy 5-2.2 Curriculum Development and Evaluation describes the RPS process for local elective development and approval.

According to these policies, credit bearing local elective courses must be approved by the RPS Board. RPS Board approval of any locally-developed course appearing on a student transcript in a prior school year must be based upon review of the syllabus and course materials from the year the course was taken. The VDOE recommends that within two weeks of receipt of this response, RPS leadership will develop a timeline for securing RPS board approval for local elective courses. Please send the timeline to the Office of School Improvement (OSI) director. By February 1, 2019, local elective courses not approved by the RPS board must be removed from student transcripts with student GPAs adjusted accordingly.

Credit Awarded for High School Courses Taken in Middle School

Waiver Request

Given the additional credit awarded was the result of administrative processes and no fault of RPS students, **we are requesting a waiver such that all students who received additional credit hours due to this error be held harmless on their official transcript in all instances from SY 2015-2016 through SY 2017-2018.**

Required Action

In cases where a high school standard credit was awarded for a middle school course not eligible for high school credit, the course must be removed from the student's transcript and the GPA adjusted accordingly.

Considerations for Completing Required Actions

As the actions/next steps resulting from the transcript audits involve adjustments to some students' transcripts and GPAs, the timeline for completing this work is crucial. All work related to removing courses and/or course credits from transcripts and all work related to GPA calculations must be completed by April 1, 2019. While it is our understanding that in some cases work can be automated to remove credits on multiple transcripts at one time, we recognize the care and attention this type of work takes to ensure accuracy of transcripts and GPAs for all impacted students. With that in mind, VDOE recommends beginning this work with seniors with a goal of completion by January 1, 2019.

The VDOE is sensitive to the work required by the results of the transcript audits; per your request, we have identified a team to support RPS staff as they complete this work. The team is composed of recently retired Virginia educators with high school experience. This team will support RPS staff involved in the transcript and GPA work but will not directly adjust any student transcripts. They will be trained by the Office of School Quality (OSQ) in the same way the original team was trained. The Director of OSQ will meet with appropriate RPS staff on November 13 and 20, 2018, to determine work schedules and locations and to examine ways for RPS leaders to reprioritize other requirements. Beginning the week of December 3, 2018, the support team will be available to begin on-site work three days a week for five hours a day through the end of January 2019. The availability of the support team may be extended pending available funds.

The waiver requests and decisions will become a part of the *VDOE Audits of Transcripts, Cohort Graduation Process, Academic and Career Plans, Bell Schedules, and Course Offering Guide at Five Richmond City Public Schools Comprehensive High Schools Final Report.* The report will contain required next steps and timelines for completing them in order to ensure progress is made. As a reminder, the signed Memorandum of Understanding (MOU) between RPS and VDOE, states (page 4, #8): "The Division Superintendent will ensure that appropriate division staff implement with fidelity actions/next steps resulting from all technical assistance provided as a result of the MOU."

In closing, we acknowledge and appreciate that your request to include all five comprehensive high schools in the July 2018 transcript audits reflects RPS's desire to do what is best for all students. The VDOE looks forward to partnering with and supporting RPS as the work resulting from the transcript audit is completed. Once this work is completed, RPS will have accomplished a significant step in creating and maintaining systems that ensure all students are truly first in Richmond City Public Schools.

Sincerely,

James F. Lane, Ed. D.
Superintendent of Public Instruction

JFL/SLR/pl

Richmond City Public Schools Transcript Audit Report

VDOE Audits of Transcripts, Cohort Graduation Process, Academic and Career Plans, Bell Schedules, and Course Offering Guide at Five Richmond City Public Schools Comprehensive High Schools
November 2018

I. BACKGROUND

In May 2016, leaders of Richmond Public Schools (RPS) and Armstrong High School collaborated with staff of the Virginia Department of Education (VDOE) to complete a Corrective Action Plan (CAP). In 2016, a CAP was required when a school's accreditation status was *Accreditation Denied*. One of the essential actions in Armstrong's CAP was for the Virginia Department of Education to conduct a course schedule audit.

On June 23, 2016, the course schedule audit was conducted on-site at Armstrong High School. Participating in the audit were RPS building and division leaders and selected VDOE staff including staff from the Division of Instruction, the Division of Special Education and Student Services, and Office of School Improvement (OSI). Next steps included, but were not limited to, the following: 1) implementing course selection, sequence, and placement requirements and processes in accordance with the Standards of Accreditation (SOA) and Virginia Board of Education-approved courses in order to satisfy graduation requirements; 2) taking actions to improve transcript accuracy around awarding credits and graduation requirements; 3) taking steps to improve the division Program of Studies; and 4) implementing Academic and Career Plans as required by the Standards of Accreditation (SOA) 8VAC 20-131-140 no later than September 30, 2016. Richmond leadership directed RPS staff to implement the next steps noted above in all high schools as needed. To ensure implementation of identified next steps, OSI informed RPS staff that a follow-up audit would be conducted in summer 2017. **Attachment A** provides a complete listing of next steps for RPS and VDOE resulting from the 2016 audit.

On July 25, 2017, VDOE staff and RPS division and school-level leaders conducted the follow-up audit on-site at Armstrong High School. At that time, VDOE concluded that there was not sufficient evidence to determine that problems identified in 2016 had been resolved. The VDOE OSI provided prolonged staff support in 2017-2018 to help RPS staff develop a defined monitoring system to track student graduation requirements including transcripts. The monitoring system was developed to include counselors, appropriate building- level administrators, division staff from exceptional education, the division-level staff person in charge of guidance, division-level person supervising principals, and the division-level staff person supervising that person as well as selected Armstrong building administrators. The monitoring system specifies required annual professional development, the personnel responsible for monitoring graduation requirements (including transcripts), how often monitoring will occur, and the artifacts that will serve as written evidence of monitoring. The

monitoring system includes a written process/structure for how student scheduling and course offerings will be supervised at the division level and at the building level.
Throughout this report, the monitoring system is referred to as the On-Time Graduation monitoring document (**Attachment B**). In addition, OSI specified that all information technology (IT) issues related to transcripts, including the inclusion of verified credits on transcripts, should be addressed by September 15, 2017.

As a result of the July 2017 follow up audit, OSI notified RPS that during the 2017-2018 school year, VDOE would conduct an on-site review of transcripts and Academic and Career Plans. It was noted that continued lack of action in addressing the issues identified above would result in formal communication from the Virginia Department of Education and other consequences outlined in the Armstrong High School Memorandum of Understanding. **Attachment C** provides a complete list of next steps from the July 2017 audit.

II. 2018 AUDIT

In July 2018, the VDOE OSI, in collaboration with the Divisions of Instruction and Special Education and Student Services, conducted school-based audits of transcripts, course offerings, course sequencing, bell schedules, Academic and Career Plans, and the cohort graduation process. At the request of Mr. Jason Kamras, RPS superintendent, the audit was expanded from one high school to include five Richmond City Public Schools comprehensive high schools (Armstrong High School, George Wythe High School, Huguenot High School, John Marshall High School, and Thomas Jefferson High School). The school-based audits were conducted on July 2-3 and July 16-18, 2018. Each audit was attended by Richmond's Chief Schools Officer.

Prior to the on-site audits, VDOE staff conducted a June 13, 2018, staff training for the scheduled on-site audits using a small sample of randomly selected high school transcripts provided by Richmond City Public Schools. The purpose of this training was for VDOE staff who would be involved in the on-site audit to develop audit methodology and inter-rater reliability, and to identify whether transcript issues identified in the past continued to appear.

Methodology

At each of five comprehensive high schools, VDOE staff reviewing transcripts requested a sample of transcripts from students in grades 10-12 and course requests from ninth grade students for a total of 45 documents reviewed at each school. Transcripts and course requests were selected by requesting 11-12 transcripts per grade level according to a randomly chosen letter of the alphabet corresponding to the first letter in the last name of the student.

VDOE and Richmond central office staff conducted interviews at each site with the chair of the school's counseling department. Interview questions focused on processes to support on-time graduation of student cohorts.

Academic and Career Plans were randomly selected and reviewed on-site by VDOE staff.

VDOE staff conducted a desk review of Richmond's course offering guide to check for accurate course codes, credit hours, course sequences, and course descriptions. For the selected high schools, bell schedules were reviewed to determine compliance with Standards of Accreditation requirements for minimum number of clock hours to earn verified credits.

III. INITIAL BRIEFING ON FINDINGS

On July 19, 2018, VDOE staff met with Richmond's leadership team to share the initial findings of the audits, bell schedule review, and review of Academic and Career Plans. Among the issues reported at this meeting:

- Bell schedules did not meet the number of hours required by the Standards of Accreditation.
- Verified credits did not populate in the transcripts.
- Attendance data was incorrect throughout the transcripts.
- Some students received one credit for classes that should not have carried credit.
- Some students received two credits for classes that should have carried one credit, such as Career and Technical Education (CTE) classes.
- Credit was incorrectly given for what appear to be locally developed elective courses without evidence of approval by Richmond Public Schools Board.
- Credit was incorrectly given for middle school courses ineligible for high school credit.
- Course sequencing issues were identified.
- Academic and Career Plans lacked meaningful content.

IV. REVIEW OF STUDENT TRANSCRIPTS

Following the July 2018 transcript audits and initial briefing on findings, Richmond City Public Schools requested that a VDOE team meet with Richmond staff to review courses flagged for credit issues, and to review transcript data in depth in order to determine the extent of the impact on students. As a result of this request, OSI identified a team of six people to work with RPS's team of 3 to 4 people. The following 2018 work dates were established: August 6-8, August 13-14, August 21-23, and August 27-31. Work took place on August 6-8, August 13, and August 21-22. The work dates of August 14, 23, and 27-31 were cancelled at the request of Richmond as time was needed to prepare for the opening of school. Because of time needed by RPS staff to open schools, work was not resumed until September 13 and 20, 2018. Finalized data needed to complete the *VDOE Audits of Transcripts, Cohort Graduation Process, Academic and Career Plans, Bell Schedules, and Course Offering Guide at Five Richmond City Public Schools Comprehensive High Schools Final Report* was provided by RPS staff on September 24, 2018.

Key questions addressed during these sessions include:

- How many students were affected by issues revealed by the audit - with how many potential loss of credits?

- If loss of credits occurred, what was the impact on a student's ability to graduate on time, with the desired diploma type and without taking additional courses?

In order to determine impact on students, the team reviewed data related to four categories:

1. Multiple credits awarded for taking and passing the same course multiple times
2. Middle school courses given high school credit when the course was not eligible for high school credit
3. Courses given two credits when the course was a one credit course
4. Local elective credit given for a course without evidence of local board approval for the course

Transfer credits were not evaluated for potential credit loss. Based on evidence of curriculum aligned to core standards in math and science, pre Advanced Placement math and science courses were not evaluated for potential credit loss.

As part of its work to determine the impact of transcript issues on students, the team reviewed the following student data:

- Transcripts of every current senior student.
- Transcripts of all current junior students except for those for whom the only issue was receiving two credits rather than one for CTE courses. For this group of 128 juniors, the team reviewed a random sampling of 42 transcripts encompassing all high schools.
- Transcripts of every current tenth grade student with the potential to lose three or more credits. For current tenth grade students with the potential to lose two or fewer credits, the team reviewed the transcripts of every third student per school.
- Transcripts of all current ninth grade students with the potential to lose three or more credits. Each of these cases involved students receiving multiple credits for passing the same course more than once.

On September 20, 2018, VDOE staff debriefed the RPS leadership team on key points from the transcript review work sessions conducted in August and September.

The team found no evidence that any student identified as having received inappropriate credits cannot graduate on time, with the desired diploma and without taking additional courses, unless said student is at risk to graduate for other reasons. The team also notified RPS leadership of the following:

- A number of students are at risk to not graduate regardless of potential loss of credits. Immediate review of students at risk to graduate on time is needed.
- A number of English language learner (EL) students were scheduled for eight courses with only two of the eight counting toward graduation. The scheduling of EL students needs serious and immediate attention.

V. INTERIM NEXT STEPS

At the September 20, 2018 debrief, the following interim next steps were communicated as a result of the transcript review:

1. Based on the results of the initial methodology, the audit team will complete an unduplicated list of all students in the division whose transcript course credits are currently inaccurate based on the factors listed below that were identified in the findings from the transcript audit. The unduplicated student list will contain information about how many of the following factors impacted each student and will be sortable by grade level and school. This data will be compiled prior to completion of the final report.
    - Courses taken and passed twice with multiple credits appearing on the transcript for the same course
    - Courses that were awarded 2 credits and were eligible for only 1 credit
    - Eighth grade courses that were assigned high school credits where the course was not eligible for a high school credit
    - Courses that require local board approval and no record of local board approval was provided
2. Action must be taken to identify all cases where transcripts must be adjusted, adjust transcripts, and notify students and parents. Determine impact on class rank and grade point average (GPA) and take action as needed to correct class rank and grade point average (GPA).
3. RPS administration will meet with middle and high school principals and counselors to share the scope and depth of the data resulting from the on-site audit and the compiled data noted in item number 1.

VI. WAIVER REQUESTS AND VDOE RESPONSE

At the September 20 debrief, RPS leadership communicated the intention to seek waivers for item #2 from Section V. Interim Next Steps. On September 24, 2018, Mr. Jason Kamras submitted a letter to VDOE requesting waivers from rescinding ineligible school credits.

Waiver requests submitted by Richmond Public Schools appear as **Attachment D.**
VDOE's response to the waiver requests appears as **Attachment E**.

VII. TRANSCRIPT AUDIT FINDINGS

Transcript Audits – Findings Specific to Each of Five Comprehensive High Schools
School-specific results of transcript audits, counselor interviews, and review of Academic and Career Plans are shown in **Attachments F-J**. (**Note:** An alternative set of attachments, labelled

Attachments F1-J1, are provided as documents that comply with the VDOE requirement to suppress counts 10 and under that may identify individual students.)

Transcript Audits - Division-Wide Findings

Below are division-wide findings for Richmond City Public Schools resulting from the July 2018 audits of 45 transcripts and course requests from each of five comprehensive high schools.

1. Some one-credit courses were incorrectly given two credits**.**
2. Credit was incorrectly given for the same courses taken and passed two or more times. The team confirmed, with the help of Richmond staff, that transcript data resulted from multiple course completions rather than clerical or system errors.
3. Credit was incorrectly given for unapproved local courses. RPS policy defines a process for board approval of locally-developed courses but no documentation of approval for such courses was available.
4. Credit was incorrectly given for middle school courses ineligible for high school credit.
5. Some GPAs raised questions about accuracy based on course grades listed in the transcript. In several cases, a student's final grade was inconsistent with the first and second semester grade for the course. For example, two F semester grades resulted in a D final grade.
6. Verified credits aligned to specific courses are not notated on the vertical transcript column.
7. Attendance data are inconsistent. The number of days present and absent should total 180 days. The majority of transcripts reviewed showed more than 180 student days.
8. Transcripts are missing notations for honors courses and virtual courses.
9. In some cases, course sequences appeared to be incorrect and the rationale for course selection was not clearly evident.
10. In some cases, a student enrolled in a course that required a prerequisite course but the student had not taken or taken and passed the prerequisite course.
11. Credits earned in summer school were not recorded on any transcript reviewed.
12. Class rank data was reported as a percentage on some transcripts rather than as a ratio.
13. Metrics for determining when a student repeats a grade appear to be inconsistent.
14. On several transcripts, a student diploma type was shown as Standard when courses shown on the transcript (world languages, AP or honors courses) suggested that the student might meet Advanced Diploma requirements.
15. In ASPEN, the default diploma type was set to Standard for the five high schools reviewed. During the audit process, Richmond leadership shared the intention to change the default diploma type to Advanced.
16. Students earned multiple credits for English as a Second Language preparation courses.
17. Course titles and course codes did not always align with state course titles and codes.
18. Transcript data for students transferring from other schools or school divisions did not contain required transfer information (name, address, email address, and telephone number of school(s) student attended each year, per 8VAC20-160-30).
19. Most Academic and Career Plans reviewed did not show evidence of career assessments.

20. Most Academic and Career Plans reviewed showed no evidence that course selection aligned with the selected career path.
21. Most Academic and Career Plans reviewed were not signed by parents.
22. A process for monitoring tasks around the completion of the Academic and Career Plans and for ensuring their quality was not evident.

VIII. BELL SCHEDULE REVIEW – FINDINGS

Bell schedules for each of the five comprehensive high schools audited did not comply with requirements of the Standards of Accreditation. See individual school reports for bell schedule data specific to each school.

IX. COURSE OFFERING GUIDE REVIEW – FINDINGS AND QUESTIONS

VDOE staff from the Office of School Improvement and Divisions of Instruction and Special Education and Student Services provided detailed feedback and questions to RPS on its course offering guide, also referred to as its Program of Studies. They conducted a desk review of Richmond's course offering guide to check for accurate course codes, credit hours, course sequences, and course descriptions. The compiled VDOE staff comments and questions below refer to the RPS 2018-2019 Program of Studies for grades 6-12, **Attachment K**.

English

1. Page 7: Academic Requirements section states: To be eligible to participate in middle school athletics, a student must pass five courses with a minimum grade of C, two of which shall be English and Math, and read on grade level, as determined by test data at the end of the preceding school year." The requirement appears to use reading punitively for students below grade level. What academic supports are provided?
2. Page 21: Course codes listed for English are the old VA course codes and not SCED codes.
3. Page 23: Chart must be updated to comply with requirements in current Standards of Accreditation, Sections 50 and 51 found online at the following link: https://law.lis.virginia.gov/admincode/title8/agency20/chapter131/
4. Pages 28-31: outdated
5. Pages 35-36: In the chart and in the footnote document refers to English RLR (Reading Literature Research). The EOC reading test has not been the *RLR* for many years-outdated.
6. Page 85: Course codes are all incorrect. Course descriptions match the new SOL.

History

1. Page 20: SOL requirements: May leave as is for now, but it is subject to change depending upon the outcomes of state testing and verified credit.
2. Page 21: Need to update with the updated SCED Codes for history and social science courses.
3. Page 35: Needs language to include the following information: History and Social Sciences 3 standard credits, 1 verified credit. Courses completed to satisfy this

requirement shall include Virginia and U.S. history, Virginia and U.S. government, and one course in either world history or geography or both. The board shall approve courses to satisfy this requirement.

4. Page 36: Needs language to include the following information: History and Social Sciences 4 standard credits, 1 verified credit. Courses completed to satisfy this requirement shall include Virginia and U.S. history, Virginia and U.S. government, and two courses in either world history or geography or both. The board shall approve additional courses to satisfy this requirement.
5. Pages 51 - 52: Course codes need to be updated.
6. Pages 106 - 110 - Course codes need to be updated.
   Consider additional AP sequences to provide more opportunities for students. For example:
   - AP Human (9th), WHI or WHII (10th), AP US (11th), and AP Govt (12th)
   - AP Human (9th), AP Euro (10th), AP US (11th), and AP Govt (12th)
   - WHI (9th), AP Euro (10th), AP US (11th), and AP Govt (12th)
7. Pages 106 - 110: Under each of the EOC courses for history and social science, is a **Required** statement. This needs to be removed or updated based on the new SOAs and SOQs.

Math - Please see Attachment L

1. Page 35: Standard Diploma Record of Standard and Verified Credits - 1 verified credit in mathematics, science, and history are also needed for the Standard Diploma, but are not listed here.
2. Pages 40 and 41: Middle School Mathematics Grade 6 and 7: Grade 7 Algebra I requires that students score 500 or higher on the Grade 8 SOL, however, in the description of Grade 6 mathematics courses, the students taking Mathematics Grade 7 as a sixth grader are administered the Grade 7 SOL. How can the criteria for Algebra I in grade 7 include the Grade 8 SOL assessment score as criteria when no Grade 6 students are administered the Grade 8 SOL (based on the description of Grade 6 courses)
3. Page 46 - Middle School Mathematics Course Sequences: Concern that students who will take Algebra I in Grade 7 will not receive instruction in the Grade 8 Mathematics SOL based on sequence of middle school courses and content of Grade 6 available course options. The 2016 Mathematics Standards of Learning state that for students to be Algebra-Ready, they need to be proficient in grades K-8 content. Skipping grade 8 course content is not in the best interests of students.
4. Page 49 – High School Mathematics Sequences – It is not recommended that students take Algebra, Functions, and Data Analysis after completing Algebra II and should not be a recommended course pathway for students.
5. Page 50- Guidelines for High School Mathematics Placement – what guidelines are in place for students who take Foundations of Algebra? It is not listed in the Mathematics Sequences as an option.
6. Page 120 Required: Algebra II SOL Test –See the revised Standards of Accreditation effective in the fall of 2018 regarding students who have already earned two verified

mathematics credits toward high school graduation, and clarify language in the Program of Studies indicating that the Algebra II SOL Test is required.

7. Page 121 Mathematics Electives – what is the criteria for Foundations of Algebra? Should AP Computer Science Principles be listed on page 50 under Mathematics Electives?

Other Note: RPS does not offer any courses addressing the high school Mathematics Standards of Learning for Trigonometry, Probability and Statistics, or Discrete Mathematics? These are rich courses that students preparing for college or careers, but who are not necessarily on a path to Calculus, would benefit from taking.

Science - Please see Attachment K

1. Page 45: What happens to students that take life/physical science that do not get a 500 on the grade 8 SOL test? Do they not take science in 8th grade?
2. Page 53: See attached document (5 sticky notes) about courses for standard diploma.
3. Page 54: See attached document (3 sticky notes) about courses for advanced diploma.
4. Page 122: Honors Life Science-Grade 7 Recommend rewording the phrase noted by the sticky note to reflect that the content is enriched and students are expected to earn content with a higher level of rigor. Gives more student ownership.
5. Page 123: Biology courses. From the course description, it sounds like Biology, Part I and Part II are at a higher content level than Biology I, is that the intent? Additionally, Biology I is a survey course that allows students to learn foundational content in a variety of biology topics. The in-depth portion comes with Biology II level courses.
6. Page 125: Earth Science II: Advanced Survey of Earth Science Topics. First sentence incomplete.
7. Page 127: Physics. Physics is good for anyone who plans to go to college, not just those who plan to take physics in college. Reword to make the course more accessible to all students.

English as Second Language Courses – Please see Attachments M and N

Middle School Courses

1. All are zero credit.
2. ESL 1 - Course 0926
   Serves 1.0-1.9. This could be offered as an elective to all level 1 ELs or to replace an English class for no more than one year to serve recently arrived ELs who meet the SOL exemption for the first year reading SOL. (1111(b)(3)(A)(i) & ESSA Virginia State Plan, page 9 – Exemption for Recently Arrived ELs)
3. ESL II - Course 0927
   Serves 2.0-2.9. This should be taught as an elective or as a sheltered English grade level class to meet English grade level SOL requirements. ELs will be required to take the reading SOL if they are in their second year at a US school.
4. ESL III Course 0928
   Serves 3.0 to 3.9. This should be taught as an elective class only. This could be offered from **3.0 to 4.3 ELs** unless the 4.0 to 4.3 ELs will be directly served in another way. The course description should include the content areas supported through language

acquisition. The course should support language acquisition by grade level and by subject or subjects such as the language of science or the language of math or social studies. This class should not replace any core content class.

High School Courses

1. See VDOE 2015 EL course codes document attached showing allowable HS EL credit course codes. Grades 9-12 ESL courses that are intended to satisfy English, foreign language, and/or elective credits should be assigned the appropriate course codes (ESL I – 5710; ESL II - 5720; ESL III – 5730; ESL IV – 5731).
2. Grades 9-12 English as ESL courses intended to satisfy English credit requirements should have curricula that have been correlated to the Virginia Standards of Learning (SOL) for English grades 9, 10, 11, and 12. These courses must be taught by properly licensed and endorsed teachers.
3. Richmond City Public Schools should ensure that the ESL content support classes meet required clock hours, include content and language acquisition instruction, and are taught by properly licensed and endorsed ESL staff.
4. Richmond City Public Schools should ensure that students participating in Spanish for Fluent Speakers I and II are not awarded credit other than locally approved credit. These courses must be approved by the local school board.
5. According to course descriptions provided, ESL I A, ESL I B, and ESL Freshman Orientation appear to duplicate the content of ESL I. Each course should be distinct, so that students do not receive more than one credit for the same course content. Based on information received, ESL I A, ESL I B, and ESL Freshman Orientation should be eliminated. The division may want to consider developing a course for ELs who have experienced interrupted education. The course would need to address the unique needs of these students through content different from ESL I and would need to be approved by the local school board.
6. Richmond City Public Schools should develop pathways to graduation for ELs who enter high school at all levels of proficiency. Courses should be scheduled in such a way that ELs' class schedules include the courses needed to graduate on time.

Foreign Language Courses

1. Page 46: Add, "Elective options should include world languages in middle school."

Fine Arts Courses

Overall:

- Despite understanding that school divisions have the option to name courses differently, develop their own course sequences, and invent new courses, there is some odd sequencing here and there throughout this listing. Further details follow under the various arts disciplines.
- Many of the descriptions are very repetitive across levels, not very descriptive, and do not reflect much of the language of SOL descriptions. Some of the descriptions reflect outdated practice.
- None of the codes are the new SCED codes.

- It appears there is a language alignment challenge between the crosswalk and SOLs. With the understanding that each is used for different purposes and there is not a strict one-to-one correspondence, for example, calling middle school Band Beginning, Intermediate, Advanced, etc. in the SOLs and grade 6, 7, and 8 in the crosswalk would force schedulers and counselors to make a choice about what to call multi-grade band classes.
- The course descriptions are listed oddly - Band (at the HS level with Jazz Ensemble and AP Music Theory listed under Band), Chorus, Dance, Guitar, Orchestra, Theatre, Visual Art.

High School

Music

High School Band

1. Page 94: Artist Level Band. The next to the last sentence "Auditions for District and All-State (String) Ensembles" should say "Band Ensembles".
2. Page 94: AP Theory. Second sentence " Students develop the ability to recognize, understand, and describe (basic music materials and processes of music)" should say Music Fundamentals that are heard or presented in a score.

High School Chorus course offerings:

3. Page 95: Beginning Chorus. The next to the last sentence says (technique). It should be vocal techniques.
4. Page 95: Intermediate Chorus. Again change (technique) to vocal techniques.
5. Page 95: Intermediate Chorus Recommended Successful completion of high school (voice) should say chorus.
6. Page 95: Artist Chorus- delete comma in first line.

High School Guitar

7. Page 96 High School Guitar II Prerequisite should say High School Guitar I, not beginning guitar.
8. Page 97 High School Small Instrument Ensemble Guitar I Prerequisite should say High School Guitar II not intermediate guitar.
9. Page 98 High School Small Instrument Ensemble Guitar II Prerequisite should say The completion of High School Small Instrument Ensemble Guitar I.

High School Orchestra

10. Page 97 Intermediate Orchestra. First line should say Beginning Orchestra not beginning strings.

Dance (pp. 95-96)

11. The Dance SOLs are listed as follows - Dance I, Dance II, Dance III, and Dance IV and the crosswalk has Dance Technique: Dance I, Dance II, Dance III, and Dance IV (in addition to other courses). This course description lists dance in the following order: Modern Dance I, Modern Dance II, Dance Movement (with a completion of Dance II as a recommendation), Modern Dance III. Dance Movement indicates that it is a level III course but then there is Dance III which is audition only. Not sure of the sequence.

12. Dance I and Dance II have identical descriptions. The same description is also used for 3 of the 4 sentences of Dance Movement. Modern Dance III uses the first 2 sentences of the description in the preceding 3 dance courses.
13. The title of 3 of the classes refers to modern dance but that is not referred to in the description. Is only modern dance taught?
14. With the addition of Dance Movement into the course listing, what appears to be Modern Dance IV becomes Modern Dance III. For clarity, would it not be best to use a sequential numbered listing as with the crosswalk or SOLs?

Theatre (pp. 97-98)

15. "*Theater*" is used in some cases and "*theatre*" is used in others. (Should read "*Theatre*" throughout course offerings.)
16. The Theatre SOLs and a crosswalk sequence are listed as follows - Theatre Arts I: Introduction to Theatre; Theatre Arts II: Dramatic Literature and Theatre History; Theatre Arts III: Intermediate Acting and Playwriting; and Theatre Arts IV: Advanced Acting and Directing. This course sequence lists the following (wrong spelling)- Theatre I: Introduction to Theatre; Theatre II: Dramatic Literature and Theatre; Theatre III: Introduction to Acting; and Theatre IV: Advanced Acting.
17. A third-year course, Theatre III is listed as "Introduction to Acting" with the following description "Designed to provide beginning instruction in the history and development of dramatic literature, acting, styles, and visual effects…" Theatre II lists Dramatic Literature and Theatre and both Theatre I and Theatre II descriptions mention acting so year 3 is not introductory or beginning level. This entire sequence needs to be reviewed and the descriptions need to be rewritten. A place to start would be the Theatre SOLs.
18. No prerequisites are listed for Theatre II or Theatre III.

Visual Arts (pp. 98-99)

19. Just a note - For a sizable school district, the visual arts offerings are pretty basic. Art I, II, III, and IV comprise the regular sequence of courses. These are general courses and do not allow for specialization in particular 2-D and 3-D media, photography, digital artmaking, or fine crafts. In smaller school systems, the general courses are often all that are feasible. All 3 AP Studio courses available and AP art history are offered.
20. There is no prerequisite for Art II and "Recommendation: Permission from Art Teacher" is missing from AP Studio Art 2-D and 3-D.
21. The description for Art I references includes, "Emphasis is on acquiring basic skills…" This school system has art instruction in grades K-8 during which basic skills should have been taught. All of the Art I-IV descriptions could be more clearly written. A good place to start would be the Visual Arts SOLs introductory statements at the beginning of Art I, II, III, and IV.
22. The 3 AP studio classes need to have descriptions that parallel each other with the exeption of the media addressed. AP Studio Art Drawing Portfolio has the best description of what the courses require of students.
23. The AP Art History description is terrific.

Middle School

Music

Middle School Band

24. Page 99 Middle School Advanced Band. Delete sentence beginning with Successful completion... That is in the Prerequisite

Middle School Chorus- no corrections

Middle School Guitar

25. No indication of the length of the course - the rest of the Fine Arts offerings specify 18 or 36 weeks
26. Middle School Guitar add prerequisite Successful completion of Middle School Beginning Guitar
27. Middle School Advanced Guitar add prerequisite Successful completion of Middle School Intermediate Guitar

Harp

Middle School Advanced Harp.

28. Move last sentence to prerequisite.

Middle School Orchestra-no corrections

Dance (pp. 100-101)

29. The descriptions for MS Beginning Dance, MS Intermediate Dance, and MS Advanced Dance are identical to each other and to HS Modern Dance I and II. The 18-week courses and the 36-week courses under the same course title have a common description. There is no discussion of what the additional semester offers the student.
30. There are no prerequisites for intermediate and advanced dance. The sentence that is used as a recommendation at the high school level is included in the paragraph. For consistency, move "Students needs to demonstrate an interest in dance and the physical capacity to participate in dance movement" to a separate line and add "Recommended:" before the sentence.

Theatre (pp. 102)

31. There is an inconsistency of the spelling of *theatre/theater**.***
32. Many of the same issues as Dance:
33. Course descriptions are the same for MS Beginning Theatre Arts, Intermediate Theatre Arts, MS Speech Application/Theatre Arts. There is no explanation for what Speech Application means.
34. There are no prerequisites for the different levels.
35. There is no discussion of the difference in content in 18- and 36-week classes.

Visual Arts (p. 103)

(Consideration - in a school system with elementary art instruction, there is no need for an exploratory in art. Students have had 5 or 6 years of instruction. A nine-week art exploratory burns supplies and does not offer sufficient engagement in art making or responding to art.)

36. All of the descriptions need to be rewritten for clarity and content. The SOL introductory statements for Grades 6, 7, and 8 would be a good place to start.
37. The description for MS Art I should read the same as HS Art I - which also needs to be rewritten. The courses should be totally aligned with the same requirements given that all students need to have exposure to the same content and have the same expectations in order to be prepared for Art II. In addition, the Art I prerequisite indicates that the student needs the recommendation of "8th grade art instructor and permission of Art I instructor." If they are taking Art I in 8th grade, how do they have experience with Grade 8 Art?
38. Are students locked out of Grade 7 and Grade 8 (not Art I) Art if they have not had Grade 6 Art?
39. There is no discussion of the difference in content in 18- and 36-week classes.

Health and Physical Education Courses

Based on review of the program of study for middle school health and physical education, RPS has not included the Course Sequence for Middle School Health and Physical Education in the course offering guide. This should be included prior to page 55, or after page 57.

Career and Technical Education (CTE) Courses

1. Page 59: **Accounting** (Grades 10-12); **Computer Information Systems** – Recommended prerequisite: Digital Applications. Prerequisite will be eliminated in 2019-2020; **Advanced Computer Information Systems** (Grades 10-12); **Computer Solutions**-18 weeks: second line of description, delete *programming concepts and writing code* and replace with *word processing, database, presentation, and spreadsheet software*.
2. Page 60: **Computer Solutions** - 36 weeks: delete *programming concepts and writing code* and replace with *word processing, database, presentation, and spreadsheet software*; **Advanced Design, Multimedia & Web Technologies**: (Grades 10-12); **Keyboarding applications Course** 6152: This course will be eliminated effective 2019-2020. Essential competencies are included in Digital Applications; **Legal Systems Administration**: Recommended prerequisite: Digital Applications. Prerequisite will be eliminated in 2019-2020.
3. Page 62: **Education for Employment II** – Preparation: Current description is incorrect. Replace with - *This course teaches students to make informed career and continuing education choices as they transition from school, gain technical skills, and adapt to the workplace. Students are taught ethical behaviors and career-research, job-acquisition, workplace-communication, self-awareness, self-advocacy, customer-service, and life skills. This course offers students integrated labor market needs through an applied employment education format. (Grades 10-12)*; **VA Teachers for Tomorrow I**: add parentheses around grades; **Early Childhood, Education, and Services I**: change to 2

credit course (280 hr. course); **Early Childhood, Education, and Services II**: change to 2 credit course (280 hr. course)

4. Page 63: **Family and Human Services I**: change to 2 credit course (280 hr. course); **Family and Human Services II**: change to 2 credit course (280 hr. course); **Fashion Careers I** change to 2 credit course (280 hr. course); **Fashion Careers II**- change to 2 credit course (280 hr. course)
5. Page 65: **Introduction to Fashion Careers** (Grades 9-12); **Fashion Marketing** (Grades 10-12); **Introduction to Marketing** (Grades 9-11); **Marketing** (Grades 9-12)
6. Page 66: **Digital Marketing** new course title is **Digital and Social Media Marketing** (Grades 9-12). Course description is incorrect. Replace with- *This course introduces students to digital and social media marketing. Students explore principles, strategies, tools, and tactics related to consumers, branding, advertising, and promotions. Students explore how success is measured in a digital and social media marketing campaign. This course emphasizes ethics, laws, and security. Students also investigate business and marketing plans as well as careers in digital and social media marketing*. **Sports and Entertainment Marketing** (Grades 10-12)
7. Page 67: **Army JROTC Military Science I - Leadership-** new course title is **Army JROTC I;** new course number is **AR 7913** (Grades 9-11). Course description is incorrect. Replace with – *This course introduces students to the foundations of the Army JROTC program, the rights and responsibilities of U.S. citizenship, the principle components of leadership, and the foundational elements needed for academic and career success. Additionally, students receive instruction in U.S. and military history, discipline, personal wellness, physical fitness, career education, and workplace readiness skills. Military customs and courtesies, proper uniform wear and personal appearance guidelines are established and reinforced in the classroom, drill, and military ceremonies*. **Army JROTC Military Science II - Leadership-** new course title is **Army JROTC II;** new course number is **AR 7916** (Grades 10-12). Course description is incorrect. Replace with- *This course continues to provide students instruction in the Army JROTC program and the rights and responsibilities of U.S. citizenship. Students continue to learn leadership skills, U.S. and military history, the origins and development of the U.S. Government, discipline, personal wellness, physical fitness, first aid, map skills, career education, and workplace readiness skills. Military customs and courtesies, proper uniform wear, and personal appearance guidelines are emphasized within the leadership lab, drill, and military ceremonies*. **Prerequisite: Army JROTC I**

   Army JROTC Military Science III – Leadership- new course title is **Army JROTC III;** new course number is **AR 7918** (Grades 11-12). Course description is incorrect. Replace with- *Students are instructed in the Army JROTC curriculum, where U. S. citizenship rights and responsibilities are reinforced. This course continues to provide students instruction in the Army JROTC program, reinforcing U. S. citizenship rights and responsibilities. Students continue instruction in leadership, military history, discipline, physical fitness, career education, financial planning, personal development, and workplace readiness skills. Military customs and courtesies, proper uniform wear, and personal appearance guidelines are required in the leadership lab, drill, and military ceremonies*.
   Prerequisite: Army JROTC II

Army JROTC Military Science IV – Leadership – new course title is **Army JROTC IV;** new course number is **AR7919** (Grade 12). Course description is incorrect. Replace with – *Students continue instruction in the Army JROTC program, consisting of U. S. citizenship rights and responsibilities, leadership, military history, discipline, citizenship, physical fitness, career education, and workplace readiness skills. Students receive additional instruction in military customs and courtesies, proper uniform wear, and personal appearance guidelines. Adherence to the guidelines is required in leadership lab, drill, and military ceremonies*. (Grade12). **Prerequisite: Army JROTC III**

8. Page 68: **Electronics Systems I (36 weeks)** change to 1 credit; **Electronics System II (36 weeks)** change to 1 credit
9. Page 69: **Principles of Technology I** change to 1 credit; **Principles of Technology II** change to 1 credit
10. Page 70: **Auto Body Technology I** change to **(140 hours)** and change to 1 credit; **Automotive Technology I (280 hours)** remove National Automotive Technician's Education Foundation's (NATEF's) and replace with ASE Education Foundation; **Automotive Technology II (280 hours)** remove National Automotive Technician's Education Foundation's (NATEF's) and replace with ASE Education Foundation
11. Page 71: **Automotive Technology III (280 hours))** remove National Automotive Technician's Education Foundation's (NATEF's) and replace with ASE Education Foundation; **Barbering II** remove sentence *Competency completions prepare the students for the Virginia state-licensing exam.* **Barbering III** Course description is incorrect. Replace with- In this advanced course, students build on their theoretical foundation of general sciences and practices in barbering to increase proficiency in hair cutting and styling on live models, with attention to professionalism, client consultation, safety and infection control. Students are trained in safe chemical processes related to chemical texture services and advanced hair coloring techniques. They also develop artistic skills with wigs and hair additions. An advanced business management unit focuses on managing the shop. Competency completion prepares the student for the Virginia State Licensing Exam. Students can combine classroom instruction and supervised on-the-job training in an approved position or internship with continuing supervision throughout the school year. **Beauty Salon Assistant** change to 1 credit; **Building Management I** change to 1 credit
12. Page 72: **Carpentry I (140 hours)** change to 1 credit
13. Page 73: **Cosmetology II (280 hours)** remove sentence, "Competency completion prepares the student for the Virginia State Licensing Exam"; **Cosmetology III (280 hours)** add sentence, "Competency completion prepares the student for the Virginia State Licensing Exam"; **Criminal Justice I (140 hours)** change to 1 credit; **Criminal Justice II** change to (280 hours); **Electricity I (140 hours)** change to 1 credit
14. Page 74: **Firefighting II (140 hours)** change to 1 credit; **Graphic Imaging Technology I (140 hours)** change to 1 credit
15. Page 75: **Heating, Ventilation, Air Conditioning, and Refrigeration I (140 hours)** change to 1 credit; **Precision Machining Technology I (140 hours)** change to 1 credit; **Public Safety I (140 hours)** change to 1 credit

16. Page 76: **Television and Media Production I (140 hours)** change to 1 credit; **Welding I (140 hours)** change to 1 credit
17. Page 79: **Greenhouse Plant Production and Management** add 36 weeks and change to 1 credit; **Horticulture Sciences** add 36 weeks and change to 1 credit; **Introduction to Animal Systems** add 36 weeks and change to 1 credit; **Introduction to Plant Systems** add 36 weeks and change to 1 credit; **Landscaping I** add 36 weeks and change to 1 credit
18. Page 80: **Landscaping II** add 36 weeks and change to 1 credit; **Small Animal Care I** add 36 weeks and change to 1 credit; **Small Animal Care II** add 36 weeks and change to 1 credit. Course description is incorrect. Replace with- *Students develop their skills in the training and grooming of companion animals, focusing on specific needs of various breeds. Instruction includes handling animals and grooming/caring for coats, as well as technical and maintenance functions related to animal health. Live animal handling will occur. The course also includes technical office-management instruction and affords students the opportunity to practice leadership skills. FFA, SAE, or related student organization activities are encouraged*. **Veterinary Science I** add 36 weeks and change to 1 credit. Course description is incorrect. Replace with- Veterinary *Science I prepares students for postsecondary education and/or careers in veterinary medicine or related fields. Students develop their skills in anatomy, nutrition, medical terminology, sanitation, clinical exams, and handling animals. Live animal handling may occur. Course content also includes facility maintenance, and office functions, as well as safety practices. The National FFA Organization, Supervised Agricultural Experience (SAE), or related student organization activities are encouraged*. **Veterinary Science II** add 36 weeks and change to 1 credit. Course description is incorrect. Replace with- *Students expand their knowledge of animal science and the care of animals, including animal structure and function, microbes and diseases prevention, parasitology, and genetics and breeding. Students develop more advanced skills and techniques for assisting the veterinarian/technician in the following areas: performing first aid and surgery, applying aseptic techniques, performing technical functions, administering medication, handling death and dying, working with wildlife, and performing office functions. On-the-job clinical instruction coordinated by the instructor may be included in veterinary offices or animal clinics*
19. Page 82: **Culinary Arts Specialization** change to 1 credit course (140 hr. course); Change **Medical and Health Sciences** to Health Science; **Emergency Medical Technician I** - Add the following to the course description*: Students must be at least 16 years old prior to the first day of EMT instruction. This course has specific state laws and regulations from a governing medical board or agency. Please contact the Virginia Department of Education, Office of Career and Technical Education prior to implementing this course. All inquiries may be sent to* ***cte@doe.virginia.gov.*** *The Virginia Department of Education, in collaboration with the Virginia Department of Health, is pleased to provide the* ***High School Based Emergency Medical Technician (EMT) Educational Program Guidelines****. The guidelines are based on the newly revised state and national standards for emergency medical technician programs. This document serves as a guide to school divisions for implementing the revised EMT program standards consistently in all high*

schools and technical centers statewide. **Emergency Medical Technician II-** Add the following to the course description*: Students must be at least 16 years old prior to the first day of EMT instruction. This course has specific state laws and regulations from a governing medical board or agency. Please contact the Virginia Department of Education, Office of Career and Technical Education Services prior to implementing this course. All inquiries may be sent to* ***cte@doe.virginia.gov.*** *The Virginia Department of Education, in collaboration with the Virginia Department of Health, is pleased to provide the* ***High School Based Emergency Medical Technician (EMT) Educational Program Guidelines.*** *The guidelines are based on the newly revised state and national standards for emergency medical technician programs. This document serves as a guide to school divisions for implementing the revised EMT program standards consistently in all high schools and technical centers statewide.*

20. Page 83: **Human Anatomy and Physiology** is not a CTE course, move to Science section in Program of Studies; **Introduction to Health and Medical Sciences** change to 1 credit; **Medical Coding and Billing I** change to 1 credit; **Medical Coding and Billing II** change to 1 credit; **Medical Terminology** change to 1 credit.
21. Page 84: **Pharmacy Technician I** change to 1 credit; add the following to the course description: *This course has specific state laws and regulations from a governing medical board or agency. Please contact the Virginia Department of Education, Office of Career and Technical Education prior to implementing this course. All inquiries may be sent to* ***cte@doe.virginia.gov.***; **Pharmacy Technician II** – add the following to the course description: *This course has specific state laws and regulations from a governing medical board or agency. Please contact the Virginia Department of Education, Office of Career and Technical Education prior to implementing this course. All inquiries may be sent to* ***cte@doe.virginia.gov.***

X. AUDIT NEXT STEPS AND ACCOMPANYING TIMELINES

As a result of the audit findings, the following next steps and accompanying timelines are necessary.

1. In consultation with the VDOE team, RPS staff, including, counselors, building leaders and division leaders will examine all RPS high school transcripts for all students to determine and correct errors. This transcript review will begin with seniors, followed by juniors, sophomores, and freshmen and be completed no later than April 1, 2019. This review will include revisions to reflect the following items:
    a. Any removal of credits and GPA/class rank adjustments required as a result of the waiver response letter
    b. Correct state course codes
    c. Correct course sequences for credits
    d. Correct course credits (both standard and, where applicable verified) earned within the division and/or credits earned by transfer from outside the division
    e. Correct transfer information to include name, address, email address, and telephone number of school(s) student attended each year, per 8VAC20-160-30)

f. Correct course credits and appropriate notations for honors courses, virtual courses, and summer school courses
g. Accurate individual student data (approved identifying demographic data, course grades, grade point averages, attendance data, class rank, test data, diploma type, graduation date, etc.) must be recorded and/or calculated on each student's high school transcript.

2. As a result of the waiver requests and resulting waiver decisions, a parent communication plan and timeline will be developed and submitted to OSI by January 18, 2019. Required components of the plan will include student transcript changes and updated GPA and class rank.
3. Appropriate training and support will be provided by both VDOE and RPS leaders to counselors, assistant principals, principals, and selected division staff. Training provided by VDOE will include Virginia graduation requirements, course scheduling, and academic and career planning. VDOE training will take two days: one day for graduation requirements and course scheduling and one day for academic and career planning. Options for training dates include December 11, 17, 2018; January 9, 14, or 23, 2019. RPS staff will notify OSI about dates selected for the training sessions by November 20, 2018. Following the VDOE training, RPS staff will provide training to appropriate staff on roles and responsibilities, implementation of the training, and expectations for monitoring implementation of the training. Any additional support needed from VDOE staff will be identified and communicated to OSI by February 1, 2019.
4. If a student transcript is identified for correction(s), the student name will be included on a list of names of all students whose transcripts were identified for correction. The list will be provided to VDOE/OSI via SSWS drop box. A temporary file will be maintained in each high school as documentation of transcript changes/corrections. This file will include <u>two</u> copies of each student's transcript. The <u>first copy</u> will reflect the student transcript information <u>prior to corrections/changes.</u> After the correction/revision, a <u>second copy</u> of the student transcript <u>will reflect the revised (accurate) student transcript</u> information. The second copy must be signed by the individual making the transcript corrections/changes and by the school principal. This temporary file of transcript revisions will be available for review by VDOE staff at any time prior to September 5, 2019.
5. The RPS high school student transcript template will be revised to include all items in 8 VAC 20-160-30 by January 4, 2019 (RPS work has begun on this item).
6. The 2019-2020 RPS Course Offering Guide (COG) will be prepared with careful attention to the accuracy of all types of information and data contained in the document. VDOE course offering guide feedback (included in this report) will be utilized for corrections/revisions as noted. At a minimum, data for each course in the COG will include correct course name and course code, credit value (including indication of weighted value based on advanced or honors level work required), a description of the course, any student grade level restrictions or course prerequisites, and any exit assessments associated with the course. Each course in the final 2019-2020 COG will be accurately loaded in the ASPEN student information management database. Steps will be taken to ensure that only these courses are available to school staff in ASPEN as

they schedule students for 2019-2020. A copy of the 2019-2020 COG and all allowable ASPEN courses per school will be sent to OSI by January 4, 2019 for review by appropriate VDOE staff prior to use by students and staff for 2019-2020 scheduling/course determination. The COG will include accurate and complete information about courses offered at the Richmond Technical Center (RTC). Online materials from the RTC website will align with each other (course enrollment form and all course listings) as well as with RTC course listings in the COG.

7. Richmond Technical Center bus schedules for 2019-2020 will be aligned with credits being taken at RTC and submitted to OSI for review no later than June 28, 2019. Student bus schedules will be developed to prevent any student from sitting in classes an inappropriate length of time based on course credit hours allowed for the given course.
8. Prior to the beginning of the 2018-2019 school year, revise all high school bell schedules as described in section VIII: Bell Schedule Review of this report. (Revised bell schedules have been submitted to OSI.)
9. Implement and monitor processes outlined in the current On-Time Graduation monitoring document (while revisions in #10 are being made). The On-Time Graduation monitoring document includes roles, timelines, and examples of evidence for division monitoring of all graduation processes. The current plan for using the On-Time Graduation monitoring document will be provided to OSI by February 1, 2019.
10. Revise the On-Time Graduation monitoring document to reflect current position titles/responsibilities, and to include details of how Richmond will develop, implement, and monitor the items below as ongoing processes. The revision process will include both VDOE and RPS staff and will be completed by July 31, 2019. Training on roles and responsibilities in the revised On-Time Graduation monitoring document will be completed by August 16, 2019. Implementation and initial monitoring will be ongoing throughout the 2019-2020 school year. During the 2020-2021 school year and beyond, implementation and monitoring of processes in the On-Time Graduation document will be routine expectations with adjustments made as needed.
    a. Regular review of academic achievement (including retention data), behavior and attendance data for all students in grades 9-12 in order to make appropriate decisions to ensure students are on track to graduate. This includes rising ninth grade students.
    b. Train appropriate staff on a process for review and approval of courses selected by principals to offer in their schools. This process should ensure that all courses selected by principals to offer in their schools appear in the Program of Studies, and that all locally developed elective courses have been appropriately reviewed, then approved by the Richmond Public Schools Board before appearing in the Program of Studies and being added to a school's schedule.
    c. Implement an on-going professional development plan for counselors and other appropriate school staff. The plan should include understanding and monitoring graduation requirements (including determination of appropriate course sequences) for all cohorts of graduates, implementing and monitoring standards

for counselors, and using the On-Time Graduation monitoring document. Ensure that Academic and Career Plans serve the needs of students.

d. Provide on-going professional development needed for staff to be able to develop, implement, and monitor Academic and Career Plans. (Counselors should help students set and achieve rigorous and realistic goals when determining course selections and diploma types.)
e. Ensure that all courses carry the appropriate number of credits.
f. Written guidance and training on which middle school courses receive high school credit.
g. Written and guidance and training on which transfer courses are eligible for credit.
h. Implement a process to ensure that a student does not enroll in the same course they have already taken and passed.
i. Implement a process to ensure that students have taken and passed the required prerequisite(s) for all appropriate courses.
j. Verify accuracy of the process for calculating grade point average (GPA).
k. Written guidance and training on the number of credits required for a student to proceed to the next grade.
l. Written guidance and training to identify when and how to change the default diploma type for a student.
m. Ensure that final student grades are accurate and consistent with grades for the first and second semesters. This process should define any circumstances in which a manual adjustment is allowed, and should identify who is authorized to make manual adjustments to final grades.
n. Review data that feeds into student transcripts. The process will include ongoing training of all relevant counseling and technology staff and other staff as needed.
o. Ensure compliance with Profile of a Virginia Graduate requirements.
p. Establish, implement, and monitor division-wide expectations for communicating information on graduation requirements to students and parents.
q. Develop scheduling rules for Foundations of Algebra, EL courses, and for Spanish Part A, Spanish Part B, and Spanish I. For example, VDOE recommends a student take Foundations of Algebra only concurrently with Algebra I. Evaluate all forms/documents currently used by counselors to determine if they could be streamlined to more effectively meet the needs of students.
r. Develop a consistent practice for expressing class rank on student transcripts. It is the recommendation of VDOE staff that RPS develop a consistent practice regarding the expression of class rank on student transcripts and require all schools to adhere to this practice.

Armstrong High School Next Steps
June 23, 2016

- Conduct Asset Mapping for Armstrong: Completed Thursday, July 21st, 8:30-2:30
  - Develop roles/responsibilities for student support personnel
  - Develop plan for utilizing student support resources
- Implement course selection, sequence, and placement requirements and process aligned to SOA and Virginia Board of Education Approved Courses to Satisfy Graduation Requirements (1:00 p.m., July 13, 2016, at Richmond City Central Office)
  - Remove pre-requisite barriers such as must pass 8th grade science to go to Earth Science (sending to Environmental Science, etc.)
  - Transcript accuracy around awarding credits and graduation requirements
  - District program of studies
- Implement Academic and Career Plans as required by the SOA 8VAC 20-131-140 (By September 30, 2016)
- Ensure effective utilization of special education staff to provide services required by students' Individualized Education Programs (IEP) TBD: July 12 or 13
  - Match requirements for services and support from students' IEPs with the Master Schedule
  - Provide opportunities for Co-Teaching Leadership Academy participants to work collaboratively
- Consider alternative electives : Scientific processes, engineering /STEM, English, history (Included in the July 13, 1:00 meeting)
- Additional Information/Resources Included:
  - Math: Math Course Sequence Flowchart (Please let Michael Bolling know if you have questions.)
  - Science: Sample Science Course Pathways and Richmond Course Offering Guide Science Feedback. NOTE: Included on the guide are comments about the prerequisites and whether the course is BOE approved. Armstrong listed in the 2015-2016 master schedule Integrated Science II. The integrated science course series consists of three courses. No follow up Integrated Science Course III is offered in the 2016-2017 master schedule for Armstrong High School. (This is an issue that needs to be addressed.) The three year integrated science courses are BOE approved courses. They do not appear to be included in Richmond's district course description guide. Please let Anne Petersen or Eric Rhoades know if you have any questions or concerns about the comments integrated into the course offering document. Also, if the district would like to send a Word version of the document, Eric and Anne would be happy to make additions and strike-throughs as needed.
  - On behalf of the VDOE team, we appreciate the opportunity to share suggested/recommended course sequences. There are many ways to take some of these courses. Please do not hesitate to contact Christine Harris (English, history), Michael Bolling (math), and/or Eric Rhoades (science) if you would like a deeper discussion about course sequence options prior to our meeting July 13th.

- Richmond leadership directed RPS staff to implement the next steps noted above in all high schools as needed.
- In order to ensure implementation of identified next steps, the Office of School Improvement (OSI) informed RPS staff that a follow-up audit would be conducted in Summer 2017.

RPS
RICHMOND
PUBLIC SCHOOLS

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On-Time Graduation Expectations

On-Time Graduation Expectations • August

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
12 Month School Counselors	Collaborate with summer school counselor to discuss summer school graduates and non-graduates	Meeting agenda, meeting notes, transcripts, industry certification scores, SOL reports, and CPR certification	June to August	Annually	Principal
12 Month School Counselors	Cohort report disseminated to school counselors	Cohort report, transcript, credit check sheet, Pearson reports, and Aspen reports (attendance)	August	Annually	Principal
Assistant Principal	Populate cohort spreadsheet with data	Completed spreadsheet and Academic and Career Plan/transcript	Beginning in August and ongoing throughout the year	Quarterly	Principal
Assistant Principal	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Referral form and agenda	Starting mid-August and ongoing	Quarterly	Principal
Assistant Superintendents of Schools	Train principals to monitor students not on track to graduate on-time	Aspen Program of Studies Report	August	Annually	Assistant Superintendents of Schools
Assistant Superintendents of Schools	Monitor the delivery of professional development for administrators regarding graduation requirements	PowerPoint, meeting minutes, agenda, and next steps	August	Annually	Superintendent
Assistant Superintendents of Schools	Monitor the delivery of professional development for administrators, counselors, intervention specialist, graduation coach and SIS operator on proper coding for graduates, withdrawals, incarcerated students, dropouts, etc.	PowerPoint, meeting minutes, agenda, sign-in sheets, and next steps	August to July	Annually	Superintendent
Assistant Superintendents of Schools	Review reporting errors (i.e. withdrawal reports, cohort, sliders, diploma types) noting mistakes and ensure necessary corrections	Corrections/next steps and meeting minutes	August to July	Quarterly	Superintendent
Assistant Superintendents of Schools	Monitor transcript audits conducted throughout the school year	Audit reports from each school	August and March	Biannually	Superintendent
Director of Curriculum and Instruction	Receive new course requests from principals, school counselors, department chairs, and instructional specialists	Course request forms	July to September	Annually	Chief Academic Officer
Director of Curriculum and Instruction	Provide informational updates and other programmatic changes to instructional specialists, school counselors, and principals	PowerPoint, agenda, meeting minutes, and next steps	August	Annually	Chief Academic Officer
Instructional Specialist for School Counseling	Provide school counseling directory to Juvenile Detention Center administrators in Richmond to include Henrico, Hanover, and Chesterfield	School Counselor Directory	Annually (by August 31st or the first business day thereafter)	Annually	Director of Curriculum and Instruction

On-Time Graduation Expectations • August

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Intervention Counselor, Graduation Coach or Cohort Team	Inspect records to ensure corrections are made in GCI report by the designated dates provided by the division	Aspen report	August to June	Monthly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach, or Assistant Principal	Compare OGR/GCI reports to the enrollment history report	Reconciliation/summary report	August to July	Monthly	Principal
Intervention Counselor, Graduation Coach, or Assistant Principal	Submit corrections for OGR and GCI to principal	Aspen report, OGR, and GCI reports	August to July	Monthly	Principal, Executive Director of ICTS
Intervention Counselor, Graduation Coach, or Cohort Team	Submit school corrections to the systems programmer analyst	List of corrections for students in cohort	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach, or Assistant Principal	Contact parents or adult students with attendance issues/chronic absences	Phone log and written notification	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor or Graduation Coach/FACE/School Social Worker	Conduct home visits for truant/chronically absent students to include students 18 years of age or older	Summary report and attendance plan	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor or Graduation Coach/School Counselor at home school and School Counselor at RAS	Track students enrolled at the Performance Learning Center, Aspire, and Richmond Alternative School	Written report	August to June	Every 9 weeks	Principal or Assistant Principal
Intervention Counselor or Graduation Coach/School Counselor	Provide administrators with a list of students in jeopardy of not graduating	Meeting minutes with list	August to June	Every 9 weeks	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Process paperwork for withdrawal students	Withdrawal form and enrollment notification	August to June	As needed daily	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Record proper coding with proper documentation for withdrawal students	Initialed Aspen report with documentation	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Notify counselors of withdrawal/entry status of students	Written report/email message	August to June	Daily/weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Confirm enrollment of transfer students and maintain documentation on file	Withdrawal form and enrollment notification	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Forward copy of cumulative records to new receiving schools for withdrawn students	Records request form from receiving school	August to June	Daily/weekly	Principal or Assistant Principal
Intervention Counselor or Graduation Coach/Office Associate/SISOP	Provide a written report to administrators and counselors regarding students withdrawn and enrolled in other divisions	Written report	August to June	Every 9 weeks	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Provide Family and Community Engagement Office with a list of students withdrawn but not enrolled in another school	Incomplete withdrawal form: W-9 Report No Show Unknown	August to June	Weekly	Principal or Assistant Principal

On-Time Graduation Expectations • August

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Principal	Provide school counselors and SIS OP/office associate with due dates received from ICTS for submitting cohort updates or corrections needed for the report	Cohort update and corrections calendar	July to June	Annually	Assistant Superintendents of Schools
Principal	Create a testing committee and establish roles and responsibilities for testing administrators, STC/analyst, counselors, compliance coordinator, department chairs, SISOP, Safety and Security, attendance clerk, cafeteria manager	Meeting agendas/meeting minutes, list of testing committee members and their roles	August	Annually	Division Director of Testing
Principal	Establish a OGR/GCI team for on-time graduation	Membership roster, meeting agenda and minutes, and next steps	August	Annually	Assistant Superintendents of Schools
Principal	Disseminate to all team members the school level GCI/OGR meeting calendar	OGR/GCI meeting calendar	August	Quarterly	Assistant Superintendents of Schools
Principal	Distribute invitation for school level OGR/GCI meetings to all members of the team one week prior to the meeting	OGR/GCI meeting invitation	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Provide agenda for school level GCI/OGR meetings	Agenda	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Convene a meeting to monitor the OGR and GCI report	Meeting minutes/agenda, cohort spreadsheet, and documentation of students' whereabouts	August to June	Monthly	Principal or Assistant Principal
Principal	Review and define roles and responsibilities of school level OGR/GCI team members during first scheduled OGR/GCI meeting	Membership roster, meeting agenda and minutes that delineate roles and responsibilities next steps	August	Annually	Assistant Superintendents of Schools
Principal	Determine and conduct professional development for staff on graduation requirements and importance of GCI/OGR towards accreditation	Agenda, PowerPoint, and sign-in sheet	August	Annually	Assistant Superintendents of Schools
Principal	Provide summary report from SSWS with prospective OGR/GCI for the school year to assistant superintendents	OGR/GCI summary document	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Provide next steps after all OGR/GCI meetings with timeline for completion and follow-up	Agenda, meeting minutes, and next steps	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Review OGR/GCI report and submit coding corrections to ICTS within the calendar window established by the school division for submission of data changes	List of submitted corrections	August to July	Annually	Assistant Superintendents of Schools

On-Time Graduation Expectations • August

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Principal	Assign assistant principals an alpha cohort caseload to monitor for on-time graduation	Alpha cohort caseload	August	Annually	Assistant Superintendents of Schools
Principal	Cohort report disseminated to school counselors	Cohort report, transcript, credit check sheet, Pearson reports, and Aspen reports (attendance)	August	Quarterly	Principal, Assistant Principals, Counselors, Test Coord., Compliance Coord., SISOP, FACE Rep., PLC Coord.
Principal	Review cohort spreadsheet for students on assigned caseload	SSWS report, cohort spreadsheet, agenda, minutes, and next steps	July to June	Quarterly	Assistant Superintendents of Schools
Principal	Establish a school wide parent communication team around on-time graduation requirements	Meeting minutes	August	Annually	Assistant Superintendents of Schools
Private Day Instructional Specialist	Provide each comprehensive school counseling department chair and principal a copy of the student's transcript from their private day placement upon transition from private day back to a comprehensive school setting	Email notification, trascript	Within three (3) school days of the student returning to the comprehensive school	September to June	Exceptional Education Compliance Coordinator
School Counselors	Print and distribute student schedules	Completed schedules	August (third Friday)	Annually	Principal
School Counselors	Print and review 9-12 transcripts	Transcripts	First week of August	Annually	Principal
Schools Counselors and RTC Counselors	Verify completed schedules from the RTC	Completed schedules, Aspen Students Without Schedules report, and compare student schedules to current school year roster	First week of August	Annually	Principal
School Counselors	Create spreadsheets for all students on caseload to include: course credits, verified credits, courses needed for graduation, diploma status, disability, cohort year, certifications	Cohort spreadsheet	August to June	Quarterly	Principal
School Counselors	Populate cohort spreadsheet with data	Completed spreadsheet, Academic and Career Plan, and transcript	Beginning in August and ongoing throughout the year	Quarterly	Principal
School Counselors	Create RPS transcript for new students with courses taken outside of the division to include private day placement students and juvenile detention	Document from previous school record	Beginning in August and ongoing throughout the year	Quarterly	Principal
School Counselors	Conduct a transcript review to ensure all 9-12 students on a caseload are on track for graduation	Senior verification sheet, SOL scores, transcript, and senior agreement	August to June	Each semester	Principal
School Counselors	Correct inaccurate transcripts for all students	Transcript correction form/updated transcript	Within one month of registration	Quarterly	Principal

On-Time Graduation Expectations • August

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Counselors	Participate in IEP meetings as needed to discuss academic progress, transcripts, and credit accommodations	Invitation to meeting, meeting minutes, transcript, and credit accommodations	August to June	Monthly	Principal
School Counselors	Confirm diploma type	Transcripts, SOL scores, IEP, and Aspen report	June / August (summer school)	Annually	Principal
School Counselors	Provide an update to administrators of students in jeopardy of not graduating on time	Meeting minutes, failure list, D and F list, and SOL scores	August to June	Quarterly	Principal
School Counselors	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Referral form and agenda	Starting mid-August and ongoing	Quarterly	Principal
School Counselors	Conduct individual, classroom, and group student meetings	Academic and Career Plans, lesson plans, senior credit verification sheet, cohort spreadsheet, and noteCounselor	Beginning in August ongoing throughout the school year, with checkpoints during each marking period and at the end of each test administration	Quarterly	Principal
School Counselors	Conduct required quarterly scheduled meetings throughout the school year with seniors regarding graduation requirements	Meeting minutes, meeting agenda, invitations, schedules, transcripts, and SOL scores	August to June	Quarterly	Principal
School Counselors	Convene grade-level parent meetings	Letters, agenda, school website, monthly calendar, noteCounselor, sign-in sheet, and ParentLink	August to October	Annually	Principal or Assistant Principal
School Counselors	Review and update annual Academic and Career Planning	noteCounselor, Academic and Career Plans	Beginning in August and ongoing throughout the year	Quarterly	Principal
Senior Sponsor	Convene grade-level parent meetings	Letters, agenda, school website, monthly calendar, sign-in sheet, and ParentLink	August to October	Annually	Principal or Assistant Principal
SIS Operator/Office Associate III	Print 9-12 transcripts	Transcripts	First week of August	Annually	Principal
SIS Operator/Office Associate III	Record proper coding for all students enrolled, withdrawn, unconfirmed dropouts, and graduates	Aspen report	August to June	Weekly, Daily	Principal or Assistant Principal
SIS Operator/Office Associate III	Update spreadsheet on current cohort to include students who are completers, still enrolled, dropouts, transfers, unconfirmed, and long-term absences	Updated spreadsheet	August to June	Monthly	Principal or Assistant Principal
SIS Operator/Office Associate III	File corrected transcript maintenance	Completed maintenance forms	Beginning in August and ongoing throughout the year	Quarterly	Principal/School Counselor
Teacher	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Referral form and agenda	Starting mid-August and ongoing	Quarterly	Principal or Assistant Principal

On-Time Graduation Expectations • September

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Assistant Principal	Review CIS summary report with OGR/GCI cohort team during planned meetings	Service summary report, meeting minutes, and next steps	September to June	Monthly	Principal
Assistant Principal	Populate cohort spreadsheet with data	Completed spreadsheet and Academic and Career Plan/transcript	Beginning in August and ongoing throughout the year	Quarterly	Principal
Assistant Principal	Review cohort spreadsheet for students on assigned caseload	SSWS spreadsheet and cohort spreadsheet	September to June	Quarterly	Principal
Assistant Principal	Assist the principal in monitoring responsibilities of cohort team	Meeting minutes and next steps	September to June	Quarterly	Principal
Assistant Principal	Review current and upcoming cohort data from SSWS	SSWS spreadsheet and cohort spreadsheet	September to June	Quarterly	Principal
Assistant Principal	Provide follow-up for all students placed on an attendance plan by cohort	Attendance meeting minutes, letters, and mediation minutes	September to June	Quarterly	Principal
Assistant Principal	Provide an update to the OGR/GCI team on any senior in the current cohort who is truant to include seniors 18 or older	Attendance letters, parent meetings, and attendance plans	September to June	Quarterly	Principal
Assistant Principal	Identify students for fall testing	Longitudinal data from Pearson, PowerSchool, SOL assessment spreadsheet, roster of students, and cohort spreadsheets	September until testing window	Annually (weekly during the time period)	Principal, Division Director of Testing, and Assistant Superintendents
Assistant Principal	Develop a remediation plan	Tiered scores, remediation class rosters, remediation plan, attendance rosters for students attending remediation, meeting agenda, and meeting minutes	September through first week of December	Monthly	Principal and Assistant Superintendents
Assistant Principal	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Referral form and agenda	Starting mid-August and ongoing	Quarterly	Principal
Assistant Principal	Communicate with students (and their parents) exhibiting chronic absences about remediation opportunities	Letters, ParentLink message, after school tutoring schedule, and rosters	September through first week of December	Quarterly	Principal and Assistant Superintendents of Schools
Assistant Principal	Conduct parent conferences	Minutes, parent sign-in sheets, and graduation contracts	September and ongoing throughout the year	Quarterly	Principal
Assistant Principal	Monitor and provide status updates of interventions assigned for students in jeopardy of not graduating including those students with extenuating circumstances	Attendance letters, failure letters, discipline records, report cards, senior credit verification, CIS monthly reports, and intervention reports	September to June	Quarterly	Principal
Assistant Principal	Follow-up with all students placed on an attendance plan by cohort	Notes or form (needs to be created)	September to June	Quarterly	Principal

On-Time Graduation Expectations • September

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Assistant Superintendents of Schools	Monitor the delivery of professional development for administrators, counselors, intervention specialist, graduation coach and SIS operator on proper coding for graduates, withdrawals, incarcerated students, dropouts, etc.	PowerPoint, meeting minutes, agenda, sign-in sheets, and next steps	August to July	Annually	Superintendent
Assistant Superintendents of Schools	Review reporting errors (i.e. withdrawal reports, cohort, sliders, diploma types) noting mistakes and ensure necessary corrections	Corrections/next steps and meeting minutes	August to July	Quarterly	Superintendent
Attendance Team	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Bimonthly	Administrator
Director of Curriculum and Instruction	Create transcript audit team to include school counselors, school counseling instructional specialist, exceptional education instructional specialist, ICC, and building administrators	Audit log including number reviewed, issues noted, number of corrections and next steps	September	Annually	Chief Academic Officer
Director of Curriculum and Instruction	Receive new course requests from principals, school counselors, department chairs, and instructional specialists	Course request forms	July - September	Annually	Chief Academic Officer
Director of Curriculum and Instruction	Update program of studies/course catalog	Program of Studies/course catalog	September to October	Annually	Chief Academic Officer
Director of Curriculum and Instruction	Request Aspen build file for next school year	Email from Academic Services to ICTS	September	Annually	Chief Academic Officer
English as a Second Language Department Chair	Identify students with accommodations and share list with testing coordinator and teachers	List of students and accommoations, IEP, 504 Plan, and LEP Plan	September to June	Quarterly	Principal, Division Director of Testing, and Assistant Superintendents
Exceptional Education Case Manager	Convene an IEP meeting for SWD who are in jeopardy of retention at based on the first semester's grades to determine if any revisions are needed to the IEP	IEP, Prior Written Notice, and/or IEP meeting minutes	September to June	Monthly	Principal /Assistant Principal and Instruction and Compliance Coordinator
Exceptional Education Case Manager	Provide parents/adult students with an update regarding the student's graduation status at least annually	Prior Written Notice/meeting minutes	September to June	Quarterly (IEP meetings held during the quarter)	Principal or Assistant Principal
Exceptional Education Case Manager	Upload student IEP and supporting document (e.g. credit accommodation form, alternate assessment participation form) to Aspen under "documents"	Aspen document listing	Within three (3) school days of parental consent for the IEP	Quarterly	Instruction and Compliance Coordinator

On-Time Graduation Expectations • September

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Exceptional Education Case Manager	Review student schedules to ensure compliance with the IEP	Signed copy of student schedule verifying that it is correct	Within the first two weeks of each semester	Semester	Principal or Assistant Principal
Exceptional Education - IEP Team	Determine accommodations, if any, for students with disabilities (SWD)	IEP	September to June	Monthly	Exceptional Education designee in the IEP meeting
Family and Community Engagement Staff	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Weekly	Principal or Assistant Principal
Family and Community Engagement Staff	Participate in weekly attendance meetings	Meeting minutes	September to June	Weekly	Director of Student Services
Family and Community Engagement Staff	Conduct home visits of truant students	Home visit log and intervention plan	September to July	Weekly	Director of Student Services
Family and Community Engagement Staff	Conduct home visits to assist each school in locating 12th grade students on the current cohort but not enrolled in the school of record	Home visit log and intervention plan	September to July	Quarterly	Director of Student Services
Family and Community Engagement Staff	Conduct home visits to assist each school in locating students in current cohort but not enrolled in the school of record (grades 9-11)	Home visit log and intervention plan	September to July	Quarterly	Director of Student Services
Instruction and Compliance Coordinator	Conduct graduation audits, with school counselors, for students with disabilities	Graduation audit form	September to December	Annually	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or Cohort Team	Inspect records to ensure corrections are made in GCI report by the designated dates provided by the division	Aspen report	August to June	Monthly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach, or Assistant Principal	Compare OGR/GCI reports to the enrollment history report	Reconciliation/summary report	August to July	Monthly	Principal
Intervention Counselor, Graduation Coach, or Assistant Principal	Submit corrections for OGR and GCI to principal	Aspen report, OGR, and GCI reports	August to July	Monthly	Principal, Executive Director of ICTS
Intervention Counselor, Graduation Coach, or Cohort Team	Submit school corrections to the systems programmer analyst	List of corrections for students in cohort	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach, or Assistant Principal	Contact parents or adult students with attendance issues/chronic absences	Phone log and written notification	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or FACE/School Social Worker	Conduct home visits for truant/chronically absent students to include students 18 years of age or older	Summary report and attendance plan	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or School Counselor at home school and School Counselor at RAS	Track students enrolled at the Performance Learning Center, Aspire, and Richmond Alternative School	Written report	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or School Counselor	Provide administrators with a list of students in jeopardy of not graduating	Meeting minutes with list	August to June	Quarterly	Principal or Assistant Principal

On-Time Graduation Expectations • September

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Intervention Counselor, Graduation Coach or SISOP	Process paperwork for withdrawal students	Withdrawal form and enrollment notification	August to June	As needed daily	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Record proper coding with proper documentation for withdrawal students	Initialed Aspen report with documentation	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Notify counselors of withdrawal/entry status of students	Written report/email message	August to June	Daily/weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Confirm enrollment of transfer students and maintain documentation on file	Withdrawal form and enrollment notification	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Forward copy of cumulative records to new receiving schools for withdrawn students	Records request form from receiving school	August to June	Daily/weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or Office Associate/SISOP	Provide a written report to administrators and counselors regarding students withdrawn and enrolled in other divisions	Written report	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Provide Family and Community Engagement Office with a list of students withdrawn but not enrolled in another school	Incomplete withdrawal form: W-9 Report No Show Unknown	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or FACE/School Social Worker	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Monthly	Assistant Principal or Principal
PLC Academic Coordinator	Administer SOL assessments and CTE certification exams to all PLC students	Testing plan, testing sessions, and score reports	September to July	Quarterly	Chief Academic Officer
PLC Academic Coordinator	Provide academic and attendance (chronic absenteeism) update on students enrolled/dropout/W-9 and in the PLC program to each comprehensive high school principal and school counselor	Course completion sheets, SOL score reports, and student with chronic absences listing	September to June	Monthly	Chief Academic Officer
PLC Academic Coordinator	Notify principal, school counselors and intervention counselor/graduation coach of students not attending program and in jeopardy of not completing graduation requirements	Attendance reports, progress reports, jeopardy letter, and shared Google Drive sheet	September to July	Biweekly	Chief Academic Officer
Principal	Provide school counselors and SIS OP/office associate with due dates received from ICTS for submitting cohort updates or corrections needed for the report	Cohort update and corrections calendar	July to June	Annually	Assistant Superintendents of Schools
Principal	Review cohort spreadsheet for students on assigned caseload	SSWS report, cohort spreadsheet, agenda, minutes, and next steps	July to June	Quarterly	Assistant Superintendents of Schools

On-Time Graduation Expectations • September

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Principal	Review and monitor maintenance of cohort data in Aspen for the current school year: update records with verified information- no shows, transfers, repeaters, sliders, unconfirmed	Spreadsheet of corrections and verification evidence, and Aspen snapshot	September to July	Quarterly	Assistant Superintendents of Schools
Principal	Review CIS monthly summary report of services that has been provided to principal regarding provided services to students and share during cohort team meetings	Service summary report, meeting minutes, and next steps	September to June	Monthly	Assistant Superintendents of Schools
Principal	Create a master schedule team to advise and support the administrative team on the master schedule creation	School-level master schedule team roster	September	Annually	Assistant Superintendents of Schools
Principal	Provide agenda for school level GCI/OGR meetings	Agenda	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Distribute invitation for school level OGR/GCI meetings to all members of the team one week prior to the meeting	OGR/GCI meeting invitation	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Convene a meeting to monitor the OGR and GCI report	Meeting minutes/agenda, cohort spreadsheet, and documentation of students' whereabouts	August to June	Monthly	Principal or Assistant Principal
Principal	Provide summary report from SSWS with prospective OGR/GCI for the school year to assistant superintendents	OGR/GCI summary document	August to April	Quarterly	Assistant Superintendents of Schools
Principal	Provide next steps after all OGR/GCI meetings with timeline for completion and follow-up	Agenda, meeting minutes, and next steps	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Review OGR/GCI report and submit coding corrections to ICTS within the calendar window established by the school division for submission of data changes	List of submitted corrections	August to July	Annually	Assistant Superintendents of Schools
Principal	Review cohort spreadsheet for students on assigned caseload	SSWS report, cohort spreadsheet, agenda, minutes, and next steps	July to June	Quarterly	Assistant Superintendents of Schools
Private Day Instructional Specialist	Provide each comprehensive school counseling department chair and principal a copy of the student's transcript from their private day placement upon transition from private day back to a comprehensive school setting	Email notification, trascript	Within three (3) school days of the student returning to the comprehensive school	September to June	Exceptional Education Compliance Coordinator

On-Time Graduation Expectations • September

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Counselors	Create spreadsheets for all students on caseload to include: course credits, verified credits, courses needed for graduation, diploma status, disability, cohort year, certifications	Cohort spreadsheet	August to June	Quarterly	Principal
School Counselors	Populate cohort spreadsheet with data	Completed spreadsheet and Academic and Career Plan/transcript	Beginning in August and ongoing throughout the year	Quarterly	Principal
School Counselors	Create RPS transcript for new students with courses taken outside of the division to include private day placement students and juvenile detention	Document from previous school record	Beginning in August and ongoing throughout the year	Quarterly	Principal
School Counselors	Conduct a transcript review to ensure all 9-12 students on a caseload are on track for graduation	Senior verification sheet, SOL scores, transcript, and senior agreement	August to June	Each semester	Principal
School Counselors	Correct inaccurate transcripts for all students	Transcript correction form/updated transcript	Within one month of registration	Quarterly	Principal
School Counselors	Determine and enter diploma type on Aspen for incoming freshman	Grades, credits, IEP, Academic and Career Plan, and Aspen report	Completed by end of first semester	Annually	Principal
School Counselors	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Referral form, roster of interventions, and agenda	Starting mid-August and ongoing	Quarterly	Principal
School Counselors	Conduct parent conferences	Minutes, parent sign-in sheets, and graduation contracts	September and ongoing throughout the year	Bimonthly	Principal or Assistant Principal
School Counselors	Tier students based on current status, grades, attendance, SOL needs, certification (1. On track, 2. Borderline, 3. At Risk)	Spreadsheet	September (ongoing quarterly)	Quarterly	Principal or Assistant Principal
School Counselors	Provide the administrative and graduation monitoring teams with updated spreadsheets for all students on caseload to include: course credits, verified credits, courses needed for graduation, diploma status, disability, cohort year, certifications	Cohort spreadsheet, IEP, Aspen report, and transcripts	August to June	Quarterly	Principal
School Counselors	Compare spreadsheet and transcript to Graduation Requirements by Cohort Year - 9-12	Transcripts and spreadsheet	September to June	Quarterly	Principal
School Counselors	Review student cohort records to include transcript, including verified credits, certifications, identify current cohort. Change grade level, keep cohort year for any repeaters	Cohort report, transcript, credit check sheet, Pearson reports, and Aspen reports (attendance)	September to June	Annually	Principal or Assistant Principal
School Counselors	Provide an update to administrators of students in jeopardy of not graduating on time	Meeting minutes, failure list, D and F list, and SOL scores	August to June	Quarterly	Principal

On-Time Graduation Expectations • September

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Counselor	Develop a roster of students needing to be tested and share with the testing coordinator and administrative team	Longitudinal data from Pearson, PowerSchool, SOL assessment spreadsheet, roster of students, and cohort spreadsheets	September until testing window	Quarterly	Administrator, Division Director of Testing and Assistant Superintendents
School Counselors	Provide roster of students needing SOL remediation, credit recovery/assistance to principal and STC/data analyst	SOL scores and SOL spreadsheet	August to June	Quarterly	Principal
School Counselors	Conduct individual, classroom, and group student meetings	Academic and Career Plans, lesson plans, senior credit verification sheet, cohort spreadsheet, and noteCounselor	Beginning in August ongoing throughout the school year with checkpoints during each marking period and at the end of each test administration	Quarterly	Principal or Assistant Principal
School Counselors	Conduct required quarterly scheduled meetings throughout the school year with seniors regarding graduation requirements	Meeting minutes, meeting agenda, invitations, schedules, transcripts, and SOL scores	August to June	Quarterly	Principal
School Counselors	Convene grade-level parent meetings	Letters, agenda, school website, monthly calendar, noteCounselor, sign-in sheet, and ParentLink	August to October	Annually	Principal or Assistant Principal
School Counselors	Meet with students individually to review graduation requirements and intervention (PLC, Edgenuity, Aspire)	Senior failure letters, IEP, noteCounselor, senior verification forms, emails, and phone logs	September to June	Monthly	Principal or Assistant Principal
School Counselors	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Referral form, roster of interventions, and agenda	August to June	Quarterly	Principal or Assistant Principal
School Counselors	Participate in IEP meetings as needed to discuss academic progress, transcripts, and credit accommodations	Invitation to meeting, meeting minutes, transcript, and credit accommodations	August to June	Monthly	Principal
School Counselors	Review and update annual Academic and Career Planning	noteCounselor, Academic and Career Plans	Beginning in August and ongoing throughout the year	Quarterly	Principal or Assistant Principal
School Social Worker	Conduct individual parent and student meetings to address attendance issues, home concerns, social histories, etc.	Home visit log, meeting minutes, and completed social history	September to June	Weekly	Lead School Social Worker
School Social Worker	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Weekly	Principal or Assistant Principal
School Social Worker	Participate in weekly attendance meetings	Agenda, minutes, sign-in sheets	September to June	Weekly	Lead School Social Worker
School Social Worker	Provide written report to administrators regarding home visits and CHINS referrals	Written report	September to June	Monthly	Lead School Social Worker
School Social Worker	Refer students for CHINS (Child in Need of Service)	CHINS application	September to June	Monthly	Lead School Social Worker

On-Time Graduation Expectations • September

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Testing Coordinator/Analyst	Identify students for fall testing	Longitudinal data from Pearson, PowerSchool, SOL assessment spreadsheet, roster of students, and cohort spreadsheets	September to testing window	Quarterly (weekly as testing approaches)	Principal, Division Director of Testing, and Assistant Superintendents
School Testing Coordinator/Analyst	Compile, review, and disseminate list of students with accommodations to appropriate staff	List of students and accommoations, IEP, 504 Plan, and LEP Plan	September to June	Monthly	Principal, Division Director of Testing, and Assistant Superintendents
School Testing Coordinator/Analyst	Review test results and share with school counselors and administrative team and department; schedule remediation and retakes	Pearson, PowerSchool reports, and/or remediation class rosters if applicable	September to June	Monthly	Principal, Division Director of Testing, and Assistant Superintendents
Senior Sponsor	Convene grade-level parent meetings	Letters, agenda, school website, monthly calendar, sign-in sheet, and ParentLink	August to October	Quarterly	Principal or Assistant Principal
SIS Operator/Office Associate III	Update spreadsheet on current cohort to include students who are completers, still enrolled, dropouts, transfers, unconfirmed, and long-term absences	Updated spreadsheet	August to June	Monthly	Principal or Assistant Principal
SIS Operator/Office Associate III	Record proper coding for all students enrolled, withdrawn, unconfirmed dropouts, and graduates	Aspen report	August to June	Weekly/daily	Principal or Assistant Principal
SIS Operator/Office Associate III	File corrected transcript maintenance	Completed maintenance forms	Beginning in August and ongoing throughout the year	Monthly	Principal/School Counselor
Teacher	Articulate to parents and students remediation need with a focus on improving attendance	Letters, ParentLink message, after school tutoring schedule, and rosters	September through first week of December	Monthly	Principal and Assistant Superintendents
Teacher	Contact parents/adult students who are in jeopardy of failing a course	Letters, emails, ParentLink message	September to June	Quartlery	Content Department Chairperson
Teacher	Conduct parent conferences	Minutes, parent sign-in sheets, and graduation contracts	September and ongoing throughout the year	Quarterly	Principal or Assistant Principal
Teacher	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Referral form, roster of interventions, and agenda	Starting mid-August and ongoing	Quarterly	Principal or Assistant Principal
Transcript Audit Team (Consisting of School Counseling Specialist, Instructional Specialists, Peer School Counselors)	Create audit process and necessary tools for transcript reveiw (review after first year)	Meeting minutes, transcripts, and audit form	September	Annually	Chief Academic Officer
Virgie Binford Detention Center Administrative Assistant	Provide notification of student enrollment to the comprehensive school counselors, principal, and SIS operator	Email notification and enrollment notification letter	September to June (Within 24 to 48 hours of court appearance)	Weekly	Virgie Binford Detention Center Principal

On-Time Graduation Expectations • October

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Assistant Principal	Review CIS summary report with OGR/GCI cohort team during planned meetings	Service summary report, meeting minutes and next steps	September to June	Monthly	Principal
Assistant Principal	Populate cohort spreadsheet with data	Completed spreadsheet and Academic and Career Plan/transcript	Beginning in August and ongoing throughout the year	Quarterly	Principal
Assistant Principal	Review cohort spreadsheet for students on assigned caseload	SSWS spreadsheet and cohort spreadsheet	September to June	Quarterly	Principal
Assistant Principal	Assist the principal in monitoring responsibilities of cohort team	Meeting minutes and next steps	September to June	Quarterly	Principal
Assistant Principal	Review current and upcoming cohort data using SSWS	SSWS spreadsheet and cohort spreadsheet	September to June	Quarterly	Principal
Assistant Principal	Provide follow-up for all students placed on an attendance plan by cohort	Attendance meeting minutes, letters, and mediation minutes	September to June	Quarterly	Principal
Assistant Principal	Provide an update to the OGR/GCI team on any senior in the current cohort who is truant to include seniors 18 or older	Attendance letters, parental meetings, and attendance plans	September to June	Quarterly	Principal
Assistant Principal	Identify students for fall testing	Longitudinal data from Pearson, PowerSchool, SOL assessment spreadsheet, roster of students, and cohort spreadsheets	September until testing window	Quarterly	Administrator, Division Director of Testing and Assistant Superintendents
Assistant Principal	Develop a remediation plan	Tiered scores, remediation class rosters, remediation plan, attendance rosters for students attending remediation, meeting agenda, and meeting minutes	September through the first week of December	Monthly	Principal and Assistant Superintendents of Schools
Assistant Principal	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Referral form and agenda	Starting mid-August and ongoing	Quarterly	Principal
Assistant Principal	Communicate with students (and their parents) exhibiting chronic absences about remediation opportunities	Letters, ParentLink message, after school tutoring schedule, and rosters	September through first week of December	Quarterly	Principal and Assistant Superintendents of Schools
Assistant Principal	Communicates students' progress to parents	Log/copy of letter	October at first interim and ongoing quarterly	Quarterly	Principal
Assistant Principal	Conduct parent conferences	Minutes, parent sign-in sheets, and graduation contracts	September and ongoing throughout the year	Quarterly	Principal
Assistant Principal	Monitor and provide status updates of interventions assigned for students in jeopardy of not graduating or extenuating circumstances	Attendance letters, failure letters, discipline records, report cards, senior credit verification, CIS monthly reports, and intervention reports	September to June	Quarterly	Principal
Assistant Principal	Follow-up with all students placed on an attendance plan by cohort	Notes or form (needs to be created)	September to June	Quarterly	Principal

On-Time Graduation Expectations • October

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Assistant Superintendents of Schools	Disseminate yearly calendar for division level quarterly cohort meetings to all administrators and school counseling department heads	Email notification with calendar	October	Annually	Superintendent
Assistant Superintendents of Schools	Monitor the delivery of professional development for administrators, counselors, intervention specialist, graduation coach and SIS operator on proper coding for graduates, withdrawals, incarcerated students, dropouts, etc.	PowerPoint, meeting minutes, agenda, sign-in sheets, and next steps	August to July	Annually	Superintendent
Assistant Superintendents of Schools	Review reporting errors (i.e. withdrawal reports, cohort, sliders, diploma types) noting mistakes and ensure necessary corrections	Corrections/next steps and meeting minutes	August to July	Quarterly	Superintendent
Attendance Team	Participate in school attendance meetings regarding 6-Day absences to provide updates on graduation progress	Letter, minutes, and home visit document	September to June	Monthly	Assistant Principal or Principal
Director of Curriculum and Instruction	Discuss the request for new classes with administration	Cabinet meeting agenda, minutes, and next steps	October	Annually	Chief Academic Officer
Director of Curriculum and Instruction	Update program of studies/course catalog	Program of Studies/course catalog	September to October	Annually	Chief Academic Officer
Division Director of Testing	Upload students into Pearson	Division validation report	October to November	Quarterly	Chief Academic Officer
English as a Second Language Department Chair	Identify students with accommodations and share list with testing coordinator and teachers	List of students and accommoations, IEP, 504 Plan, and LEP Plan	September to June	Quarterly	Principal, Division Director of Testing, and Assistant Superintendents
Exceptional Education Case Manager	Convene an IEP meeting for SWD who are in jeopardy of retention at based on the first semester's grades to determine if any revisions are needed to the IEP	IEP, Prior Written Notice, and/or IEP meeting minutes	September to June	Monthly	Principal /Assistant Principal and Instruction and Compliance Coordinator
Exceptional Education Case Manager	Provide parents/adult students with an update regarding the student's graduation status at least annually	Prior Written Notice/meeting minutes	September to June	Quarterly (IEP meetings held during the quarter)	Principal or Assistant Principal
Exceptional Education Case Manager	Upload student IEP and supporting document (e.g. credit accommodation form, alternate assessment participation form) to Aspen under "documents"	Aspen document listing	Within three (3) school days of parental consent for the IEP	Quarterly	Instruction and Compliance Coordinator
Exceptional Education - IEP Team	Determine accommodations, if any, for students with disabilities (SWD)	IEP	September to June	Monthly	Exceptional Education designee in the IEP meeting

On-Time Graduation Expectations • October

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Family and Community Engagement Staff	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Monthly	Assistant Principal or Principal
Family and Community Engagement Staff	Participate in weekly attendance meetings	Agenda, minutes, sign-in sheets	September to June	Weekly	Director of Student Services
Family and Community Engagement Staff	Conduct home visits of truant students	Home visit log and intervention plan	September to July	Weekly	Director of Student Services
Family and Community Engagement Staff	Conduct home visits to assist each school in locating 12th grade students on the current cohort but not enrolled in the school of record	Home visit log and intervention plan	September to July	Quarterly	Director of Student Services
Family and Community Engagement Staff	Conduct home visits to assist each school in locating students in current cohort but not enrolled in the school of record (grades 9-11)	Home visit log and intervention plan	September to July	Quarterly	Director of Student Services
ICTS	Create Aspen build file for next school year and notify appropriate staff that portal is open	Open portal and email notification	October	Annually	Executive Director of ICTS
Instruction and Compliance Coordinator	Conduct graduation audits, with school counselors, for students with disabilities	Graduation audit form	September to December	Annually	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or Cohort Team	Inspect records to ensure corrections are made in GCI report by the designated dates provided by the division	Aspen report	August to June	Monthly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach, or Assistant Principal	Compare OGR/GCI reports to the enrollment history report	Reconciliation/summary report	August to July	Monthly	Principal
Intervention Counselor, Graduation Coach, or Assistant Principal	Submit corrections for OGR and GCI to principal	Aspen report, OGR, and GCI reports	August to July	Monthly	Principal, Executive Director of ICTS
Intervention Counselor, Graduation Coach or Cohort Team	Submit school corrections to the systems programmer analyst	List of corrections for students on cohort	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or Attendance Team	Contact parents or adult students with attendance issues/chronic absences	Phone log and written notification	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or FACE/School Social Worker	Conduct home visits for truant/chronically absent students to include students 18 years of age or older	Summary report and attendance plan	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or School Counselor at home school and School Counselor at RAS	Track students enrolled at the Performance Learning Center, Aspire, and Richmond Alternative School	Written report	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or School Counselor	Provide administrators with a list of students in jeopardy of not graduating	Meeting minutes with list	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Process paperwork for withdrawal students	Withdrawal form and enrollment notification	August to June	As needed daily	Principal or Assistant Principal

On-Time Graduation Expectations • October

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Intervention Counselor, Graduation Coach or SISOP	Record proper coding with proper documentation for withdrawal students	Initialed Aspen report with documentation	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Notify counselors of withdrawal/entry status of students	Written report/email message	August to June	Daily/weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Confirm enrollment of transfer students and maintain documentation on file; include specific information needed for out-of-state transfers	Withdrawal form and enrollment notification	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Forward copy of cumulative records to new receiving schools for withdrawn students	Records request form from receiving school	August to June	Daily/weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or Office Associate/SISOP	Provide a written report to administrators and counselors regarding students withdrawn and enrolled in other divisions	Written report	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Provide Family and Community Engagement Office with a list of students withdrawn but not enrolled in another school	Incomplete withdrawal form: W-9 Report No Show Unknown	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or FACE/School Social Worker	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Monthly	Assistant Principal or Principal
PLC Academic Coordinator	Administer SOL assessments and CTE certification exams to all PLC students	Testing plan, testing sessions, and score reports	September to July	Quarterly	Chief Academic Officer
PLC Academic Coordinator	Provide academic and attendance (chronic absenteeism) update on students enrolled/dropout/W-9 and in the PLC program to each comprehensive high school principal and counselor	Course completion sheets, SOL score reports, and student with chronic absences listing	September to June	Monthly	Chief Academic Officer
PLC Academic Coordinator	Notify principal, school counselors and intervention counselor/graduation coach of students not attending program and in jeopardy of not completing graduation requirements	Attendance reports, progress reports, jeopardy letter, and shared Google Drive sheet	September to July	Biweekly	Chief Academic Officer
Principal	Provide school counselors and SIS OP/office associate with due dates received from ICTS for submitting cohort updates or corrections needed for the report	Cohort update and corrections calendar	July to June	Annually	Assistant Superintendents of Schools
Principal	Review cohort spreadsheet for students on assigned caseload	SSWS report, cohort spreadsheet, agenda, minutes, and next steps	July to June	Quarterly	Assistant Superintendents of Schools

On-Time Graduation Expectations • October

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Principal	Review and monitor maintenance of cohort data in Aspen for the current school year: update records with verified information- no shows, transfers, repeaters, sliders, unconfirmed	Spreadsheet of corrections and verification evidence, and Aspen snapshot	September to July	Quarterly	Assistant Superintendents of Schools
Principal	Review CIS monthly summary report of services that has been provided to principal regarding provided services to students and share during cohort team meetings	Service summary report, meeting minutes, and next steps	September to June	Monthly	Assistant Superintendents of Schools
Principal	Distribute invitation for school level OGR/GCI meetings to all members of the team one week prior to the meeting	OGR/GCI meeting invitation	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Provide agenda for school level GCI/OGR meetings	Agenda	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Convene a meeting to monitor the OGR and GCI report	Meeting minutes/agenda, cohort spreadsheet, and documentation of students' whereabouts	August to June	Monthly	Principal or Assistant Principal
Principal	Review current and upcoming cohort data using SSWS reports	Cohort spreadsheet, SSWS reports, meeting minutes with next steps, and agenda	October and April	Quarterly	Assistant Superintendents of Schools
Principal	Provide summary report from SSWS with prospective OGR/GCI for the school year to assistant superintendents	OGR/GCI summary document	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Provide next steps after all OGR/GCI meetings with timeline for completion and follow-up	Agenda, meeting minutes, and next steps	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Review OGR/GCI report and submit coding corrections to ICTS within the calendar window established by the school division for submission of data changes	List of submitted corrections	August to July	Annually	Assistant Superintendents of Schools
Principal	Review cohort spreadsheet for students on assigned caseload	SSWS report, cohort spreadsheet, agenda, minutes, and next steps	July to June	Quarterly	Assistant Superintendents of Schools
Private Day Instructional Specialist	Provide each comprehensive school counseling department chair and principal a copy of the student's transcript from their private day placement upon transition from private day back to a comprehensive school setting	Email notification, trascript	Within three (3) school days of the student returning to the comprehensive school	September to June	Exceptional Education Compliance Coordinator

On-Time Graduation Expectations • October

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Counselors	Create spreadsheets for all students on caseload to include: course credits, verified credits, courses needed for graduation, diploma status, disability, cohort year, certifications	Cohort spreadsheet	August to June	Quarterly	Principal
School Counselor	Populate cohort spreadsheet with data	Completed spreadsheet and Academic and Career Plan/transcript	Beginning in August and ongoing throughout the year	Quarterly	Principal
School Counselor	Populate cohort spreadsheet with data	Completed spreadsheet and Academic and Career Plan/transcript	Beginning in August and ongoing throughout the year	Quarterly	Assistant Principal or Principal
School Counselors	Create RPS transcript for new students with courses taken outside of the division to include private day placement students and juvenile detention	Document from previous school record	Beginning in August and ongoing throughout the year	Quarterly	Principal
School Counselors	Conduct a transcript review to ensure all 9-12 students on a caseload are on track for graduation	Senior verification sheet, SOL scores, transcript, and senior agreement	August to June	Each semester	Principal
School Counselors	Correct inaccurate transcripts for all students	Transcript correction form/updated transcript	Within one month of registration	Quarterly	Principal
School Counselor	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Transcript, credit verification, schedule, letter to parent and student, SOL scores, referral forms, and intervention notes	Starting mid-August and ongoing	Quarterly	Assistant Principal or Principal
School Counselor	Conduct parent conferences to provide updates on the graduation process	Minutes, parent sign-in sheets, and graduation contracts	September and ongoing throughout the year	Quarterly	Assistant Principal or Principal
School Counselor	Provide the administrative and graduation monitoring teams with updated spreadsheets for all students on caseload to include: course credits, verified credits, courses needed for graduation, diploma status, disability, cohort year, certifications	Cohort spreadsheet, IEP, Aspen report, and transcript	August to June	Quarterly	Principal
School Counselor	Compare spreadsheet and Transcript to Graduation Requirements by Cohort Year - 9-12	Transcripts and spreadsheet	September to June	Quarterly	Assistant Principal or Principal
School Counselor	Review student cohort records to include transcript, including verified credits, certifications, identify current cohort. Change grade level, keep cohort year for any repeaters	Cohort report, transcript, credit check sheet, Pearson reports, and Aspen reports (attendance)	September to June	Quarterly	Assistant Principal or Principal
School Counselor	Provide an update to administrators of students in jeopardy of not graduating on time	Meeting minutes, failure list, D and F list, and SOL scores	August to June	Quarterly	Assistant Principal or Principal

On-Time Graduation Expectations • October

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Counselor	Develop a roster of students needing to be tested and share with the testing coordinator and administrative team	Longitudinal data from Pearson, PowerSchool, SOL assessment spreadsheet, roster of students, and cohort spreadsheets	September until testing window	Quarterly	Administrator, Division Director of Testing and Assistant Superintendents
School Counselor	Provide roster of students needing SOL remediation, credit recovery/assistance to Principal and STC/Data Analyst	SOL scores and SOL spreadsheet	August to June	Quarterly	Assistant Principal or Principal
School Counselor	Conduct individual, classroom, and group student meetings	Academic and Career Plans, lesson plans, senior credit verification sheet, cohort spreadsheet, and noteCounselor	Beginning in August ongoing throughout the school year with checkpoints during each marking period and at the end of each test administration	Quarterly	Assistant Principal or Principal
School Counselor	Conduct individual/group student meetings	Senior verification/Academic and Career Plan, completed spreadsheet, agenda, noteCounselor	October and ongoing quarterly	Quarterly	Assistant Principal or Principal
School Counselor	Conduct required quarterly scheduled meetings throughout the school year with seniors regarding graduation requirements	Meeting minutes, meeting agenda, invitations, schedules, transcripts, and SOL scores	August to June	Quarterly	Assistant Principal or Principal
School Counselor	Convene grade-level parent meetings	Letters, agenda, school website, monthly calendar, noteCounselor, sign-in sheet, and ParentLink	August to October	Quarterly	Assistant Principal or Principal
School Counselor	Facilitate individual/small group lessons and student meetings	Lesson plans, noteCounselor, monthly calendar, and survey letters	October to June	Quarterly	Assistant Principal or Principal
School Counselor	Collaborate with students on Academic and Career Plans	Completed Academic and Career Plans	October to February	Quarterly	Principal
School Counselor	Meet with assessment analysts or test coordinator to identify students who need to be tested	Cohort report, transcript, credit check sheet, Pearson reports, Aspen reports (attendance), cohort spreadsheet, list of students by subject, and SOL spreadsheets,	October to June	Quarterly	Assistant Principal or Principal
School Counselor	Meet with students individually to review graduation requirements and intervention (PLC, Edgenuity, Aspire)	Senior failure letters, IEP, noteCounselor, senior verification forms, emails, and phone logs	September to June	Monthly	Principal or Assistant Principal
School Counselor	Participate in IEP meetings as needed to discuss academic progress, transcripts, and credit accommodations	Invitation to meeting, meeting minutes, transcript, and credit accommodations	August to June	Monthly	Assistant Principal or Principal
School Counselor	Review and update annual Academic and Career Plans	noteCounselor, Academic and Career Plans	Beginning in August and ongoing throughout the year	Quarterly	Assistant Principal or Principal
School Counselor	Review all students on caseload	Transcripts, Academic and Career Plan	September to February	Monthly	Assistant Principal or Principal

On-Time Graduation Expectations • October

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Counselor	Review, discuss, complete Academic and Career Plan	Transcripts and SOL scores	October until end of year	Quarterly	Principal
School Counselors/RTC Counselor	Enter course requests into Aspen	Course request entry complete (Aspen)	October to February	Monthly	Assistant Principal or Principal
School Counselors/RTC Counselor	Students complete course selections by way of program planning	Completed student course request form	October to February	Monthly	Assistant Principal or Principal
School Social Worker	Conduct individual parent and student meetings to address attendance issues, home concerns, social histories, etc.	Home visit log, meeting minutes, and completed social history	September to June	Weekly	Lead School Social Worker
School Social Worker	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Monthly	Assistant Principal or Principal
School Social Worker	Participate in weekly attendance meetings	Agenda, minutes, sign-in sheets	September to June	Weekly	Lead School Social Worker
School Social Worker	Provide written report to administrators regarding home visits and CHINS referrals	Written report	September to June	Monthly	Lead School Social Worker
School Social Worker	Refer students for CHINS (Child in Need of Service)	CHINS application	September to June	Monthly	Lead School Social Worker
School Testing Coordinator/Analyst	Identify students for fall testing	Longitudinal data from Pearson, PowerSchool, SOL assessment spreadsheet, roster of students, and cohort spreadsheets	September to testing window	Quarterly (weekly as testing approaches)	Principal, Division Director of Testing, and Assistant Superintendents
School Testing Coordinator/Analyst	Compile, review, and disseminate list of students with accommodations to appropriate staff	List of students and accommoations, IEP, 504 Plan, and LEP Plan	September to June	Monthly	Principal, Division Director of Testing, and Assistant Superintendents
School Testing Coordinator/Analyst	Review test results and share with school counselors and administrative team and department; schedule remediation and retakes	Pearson, PowerSchool reports, and/or remediation class rosters if applicable	September until first week of December	Quarterly	Principal, Division Director of Testing, and Assistant Superintendents
Senior Sponsor	Convene grade-level parent meetings	Letters, agenda, school website, monthly calendar, sign-in sheet, and ParentLink	August to October	Quarterly	Assistant Principal or Principal
SIS Operator/Office Associate III	Record proper coding for all students enrolled, withdrawn, unconfirmed dropouts, and graduates	Aspen report	August to June	Weekly/daily	Principal or Assistant Principal
SIS Operator/Office Associate III	Update spreadsheet on current cohort to include students who are completers, still enrolled, dropouts, transfers, unconfirmed, and long-term absences	Updated spreadsheet	August to June	Monthly	Principal or Assistant Principal
SIS Operator/Office Associate III	File corrected transcript maintenance	Completed maintenance forms	Beginning in August and ongoing throughout the year	Monthly	Principal/School Counselor

On-Time Graduation Expectations • October

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Teacher	Contact parents/adult students who are in jeopardy of failing a course	Letters, emails, ParentLink message	September to June	Quartlery	Content Department Chairperson
Teacher	Communicate students progress to parents	Log/copy of letter	October at first interim and ongoing quarterly	Quarterly	Assistant Principal or Principal
Teacher	Articulate to parents and students remediation need with a focus on improving attendance	Letters, ParentLink message, after school tutoring schedule, and rosters	September through first week of December	Monthly	Principal and Assistant superintendents
Teacher	Conduct parent conferences	Minutes, parent sign-in sheets, and graduation contracts	September and ongoing throughout the year	Quarterly	Assistant Principal or Principal
Teacher	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Referral form and agenda	Starting mid-August and ongoing	Quarterly	Assistant Principal or Principal
Virgie Binford Detention Center Administrative Assistant	Provide notification of student enrollment to the comprehensive school counselors, principal, and SIS operator	Email notification and enrollment notification letter	September to June (within 24 to 48 hours of court appearance)	Weekly	Virgie Binford Detention Center Principal

On-Time Graduation Expectations • November

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Assistant Principal	Review CIS summary report with OGR/GCI cohort team during planned meetings	Service summary report, meeting minutes, and next steps	September to June	Monthly	Principal
Assistant Principal	Populate cohort spreadsheet with data	Completed spreadsheet and Academic and Career Plan/transcript	Beginning in August and ongoing throughout the year	Quarterly	Principal
Assistant Principal	Review cohort spreadsheet for students on assigned caseload	SSWS spreadsheet and cohort spreadsheet	September to June	Quarterly	Principal
Assistant Principal	Review current and upcoming cohort data using SSWS	SSWS spreadsheet and cohort spreadsheet	September to June	Quarterly	Principal
Assistant Principal	Provide an update to the OGR/GCI team on any senior in the current cohort who is truant to include seniors 18 or older	Attendance letters, parent meetings, and attendance plans	September to June	Quarterly	Principal
Assistant Principal	Identify students for fall testing	Longitudinal data from Pearson, PowerSchool, SOL assessment spreadsheet, roster of students, and cohort spreadsheets	September until testing window	Quarterly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
Assistant Principal	Develop a remediation plan	Tiered scores, remediation class rosters, remediation plan, attendance rosters for students attending remediation, meeting agenda, and meeting minutes	September through the first week of December	Monthly	Principal and Assistant Superintendents of Schools
Assistant Principal	Meet monthly as a cohort team to review reports, make recommendations, complete referrals, and other interventions.	Agenda, meeting minutes, and roster with interventions assigned	November (ongoing quarterly)	Quarterly	Assistant Superintendents of Schools
Assistant Principal	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Referral form and agenda	Starting mid-August and ongoing	Quarterly	Principal
Assistant Principal	Communicate with students (and their parents) exhibiting chronic absences about remediation opportunities	Letters, ParentLink message, after school tutoring schedule, and rosters	September through first week of December	Quarterly	Principal and Assistant Superintendents of Schools
Assistant Principal	Conduct parent conferences	Minutes, parent sign-in sheets, and graduation contracts	September and ongoing throughout the year	Quarterly	Principal
Assistant Principal	Monitor and provide status updates of interventions assigned for students in jeopardy of not graduating or extenuating circumstances	Attendance letters, failure letters, discipline records, report cards, senior credit verification, CIS monthly reports, and intervention reports	September to June	Quarterly	Principal
Assistant Principal	Follow-up with all students placed on an attendance plan by cohort	Notes or form (needs to be created)	September to June	Quarterly	Principal
Assistant Principal	Assist the principal in monitoring responsibilities of cohort team	Meeting minutes and next steps	September to June	Quarterly	Principal

On-Time Graduation Expectations • November

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Assistant Principal	Notify students and parents of test dates	Testing schedules posted throughout building, ParentLink, announcements in school, testing schedules sent home/mailed with students, and testing schedule posted on school/division website	November until the testing window closes	Monthly	Principal and Assistant Superintendents of Schools
Assistant Superintendents of Schools	Establish protocols and procedures for division level cohort meetings	Protocol document and meeting agenda and next steps	November to April	Quarterly	Superintendent
Assistant Superintendents of Schools	Monitor the delivery of professional development for administrators, school counselors, intervention specialist, graduation coach and SIS operator on proper coding for graduates, withdrawals, incarcerated students, dropouts, etc.	PowerPoint, meeting minutes, agenda, sign-in sheets, and next steps	August to July	Annually	Superintendent
Assistant Superintendents of Schools	Attend cohort meetings	Agenda, minutes, sign-in sheets, spreadsheets	November and ongoing quarterly	Quarterly	Assistant Superintendents of Schools
Assistant Superintendents of Schools	Provide next steps to principals and cohort team after division level quarterly meeting	Meeting minutes and next steps	November to April	Quarterly	Superintendent
Assistant Superintendents of Schools	Review reporting errors (i.e. withdrawal reports, cohort, sliders, diploma types) noting mistakes and ensure necessary corrections	Corrections/next steps, meeting minutes	August to July	Quarterly	Superintendent
Assistant Superintendents of Schools	Support each comprehensive high school according to individual school needs for students in jeopardy of not graduating	Support form, meeting minutes, next steps, and email request	November to April	Quarterly	Superintendent
Attendance Team	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Monthly	Principal
Communication Team	Develop building level communication process	Written communication plan	November	Annually	Principal
Department Chairs	Ensure all students have been tested	School wide communication regarding absentee roster, makeup session roster, retest rosters, class rosters and copies of communication sent to parents and students, testing committee meeting agenda, and meeting minutes	Beginning with start of testing window until testing window closes	Quarterly	Principal or Assistant Principal
Detention Administrator	Disseminate report cards to zone school counseling department chair quarterly	Email verification and report card	Within 10 days of the close of the marking period	Within 30 days after the end of the marking period	Director of Exceptional Education

On-Time Graduation Expectations • November

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Director of Curriculum and Instruction	Notify principals and school counselors concerning approval/non-approval for new classes/new program request from cabinet	Principal meeting agenda, minutes, next steps, and list of approved courses	November	Annually	Chief Academic Officer
Division Director of Testing	Upload students into Pearson	Division validation report	October to November	Quarterly	Chief Academic Officer
Division Directors of Testing	Convene a division testing training for STC/analysts and administrator	Sign-in sheet, VDOE EOC/SOL training PowerPoint, agenda/meeting minutes	Four (4) weeks prior to the start of the division testing window	Quarterly	Chief Academic Officer
English as a Second Language Department Chair	Identify students with accommodations and share list with testing coordinator and teachers	List of students and accommoations, IEP, 504 Plan, and LEP Plan	September to June	Quarterly	Principal, Division Director of Testing, and Assistant Superintendents
Exceptional Education Case Manager	Convene an IEP meeting for SWD who are in jeopardy of retention at based on the first semester's grades to determine if any revisions are needed to the IEP	IEP, Prior Written Notice, and/or IEP meeting minutes	September to June	Monthly	Principal /Assistant Principal and Instruction and Compliance Coordinator
Exceptional Education Case Manager	Provide parents/adult students with an update regarding the student's graduation status at least annually	Prior Written Notice/meeting minutes	September to June	Quarterly (IEP meetings held during the quarter)	Principal or Assistant Principal
Exceptional Education Case Manager	Upload student IEP and supporting document (e.g. credit accommodation form, alternate assessment participation form) to Aspen under "documents"	Aspen document listing	Within three (3) school days of parental consent for the IEP	Quarterly	Instruction and Compliance Coordinator
Exceptional Education - IEP Team	Determine accommodations, if any, for students with disabilities (SWD)	IEP	September to June	Monthly	Exceptional Education designee in the IEP meeting
Family and Community Engagement Staff	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	Beginning October until the end of the year	Monthly	Principal or Assistant Principal
Family and Community Engagement Staff	Participate in weekly attendance meetings	Agenda, minutes, sign-in sheets	September to June	Weekly	Director of Student Services
Family and Community Engagement Staff	Conduct home visits of truant students	Home visit log and intervention plan	September to July	Weekly	Director of Student Services
Family and Community Engagement Staff	Conduct home visits to assist each school in locating 12th grade students on the current cohort but not enrolled in the school of record	Home visit log and intervention plan	September to July	Quarterly	Director of Student Services
Family and Community Engagement Staff	Conduct home visits to assist each school in locating students in current cohort but not enrolled in the school of record (grades 9-11)	Home visit log and intervention plan	September to July	Quarterly	Director of Student Services
Instruction and Compliance Coordinator	Submit SOL accommodations to individuals responsible for testing	Accommodations sheets and signature of receipt	30 days prior to SOL testing	Quarterly	Director of Exceptional Educaton

On-Time Graduation Expectations • November

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Instruction and Compliance Coordinator	Conduct graduation audits, with school counselors, for students with disabilities	Graduation audit form	September to December	Annually	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Meet monthly as a cohort team to review reports, make recommendations, complete referrals, and other interventions.	Agenda, meeting minutes, and roster with interventions assigned	November (ongoing quarterly)	Quarterly	Assistant Superintendents
Intervention Counselor, Graduation Coach or Cohort Team	Inspect records to ensure corrections are made in GCI report by the designated dates provided by the division	Aspen report	August to June	Monthly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach, or Assistant Principal	Compare OGR/GCI reports to the enrollment history report	Reconciliation/summary report	August to July	Monthly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach, or Assistant Principal	Submit corrections for OGR and GCI to principal	Aspen report, OGR, and GCI reports	August to July	Monthly	Principal, Executive Director of ICTS
Intervention Counselor, Graduation Coach, or Cohort Team	Submit school corrections to the systems programmer analyst	List of corrections for students in cohort	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or Attendance Team	Contact parents or adult students with attendance issues/chronic absences	Phone log and written notification	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or FACE/School Social Worker	Conduct home visits for truant/chronically absent students to include students 18 years of age or older	Summary report and attendance plan	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or School Counselor at home school and School Counselor at RAS	Track students enrolled at the Performance Learning Center, Aspire, and Richmond Alternative School	Written report	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or School Counselor	Provide administrators with a list of students in jeopardy of not graduating	Meeting minutes with list	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Process paperwork for withdrawal students	Withdrawal form and enrollment notification	August to June	As needed daily	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Record proper coding with proper documentation for withdrawal students	Initialed Aspen report with documentation	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Notify counselors of withdrawal/entry status of students	Written report/email message	August to June	Daily/weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Confirm enrollment of transfer students and maintain documentation on file	Withdrawal form and enrollment notification	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Forward copy of cumulative records to new receiving schools for withdrawn students	Records request form from receiving school	August to June	Daily/weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or Office Associate/SISOP	Provide a written report to administrators and counselors regarding students withdrawn and enrolled in other divisions	Written report	August to June	Quarterly	Principal or Assistant Principal

On-Time Graduation Expectations • November

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Intervention Counselor, Graduation Coach or SISOP	Provide Family and Community Engagement Office with a list of students withdrawn but not enrolled in another school	Incomplete withdrawal form: W-9 Report No Show Unknown	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or FACE/School Social Worker	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Monthly	Principal or Assistant Principal
PLC Academic Coordinator	Administer SOL assessments and CTE certification exams to all PLC students	Testing plan, testing sessions, and score reports	September to July	Quarterly	Chief Academic Officer
PLC Academic Coordinator	Attend quarterly division cohort meetings and provide updates regarding academic status, SOL scores, attendance and behavior. Updates must also include students in jeopardy of not graduating on time	Course completion sheets, SOL score reports, student with chronic absences listing, meeting minutes, and next steps	November to April	Quarterly	Chief Academic Officer
PLC Academic Coordinator	Notify principal, school counselors and intervention counselor/graduation coach of students not attending program and in jeopardy of not completing graduation requirements	Attendance reports, progress reports, jeopardy letter, and shared Google Drive sheet	September to July	Biweekly	Chief Academic Officer
PLC Academic Coordinator	Provide academic and attendance (chronic absenteeism) update on students enrolled/dropout/W-9 and in the PLC program to each comprehensive high school principal and counselor	Course completion sheets, SOL score reports, and student with chronic absences listing	September to June	Monthly	Chief Academic Officer
Principal	Provide school counselors and SIS OP/office associate with due dates received from ICTS for submitting cohort updates or corrections needed for the report	Cohort update and corrections calendar	July to June	Annually	Assistant Superintendents of Schools
Principal	Obtain list from counselors of potential dropouts and students in jeopardy of not graduating each marking period	Aspen F list, cohort spreadsheet, attendance record, and discipline record, list of students identified as potential dropouts or in jeopardy of not graduating on time	November to June	Quarterly	Assistant Superintendents of Schools
Principal	Review cohort spreadsheet for students on assigned caseload	SSWS report, cohort spreadsheet, agenda, minutes, and next steps	July to June	Quarterly	Assistant Superintendents of Schools
Principal	Review and monitor maintenance of cohort data in Aspen for the current school year: update records with verified information- no shows, transfers, repeaters, sliders, unconfirmed	Spreadsheet of corrections and verification evidence, and Aspen snapshot	September to July	Quarterly	Assistant Superintendents of Schools

On-Time Graduation Expectations • November

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Principal	Review CIS monthly summary report of services that has been provided to principal regarding provided services to students and share during cohort team meetings	Service summary report, meeting minutes, and next steps	September to June	Monthly	Assistant Superintendents of Schools
Principal	Distribute invitation for school level OGR/GCI meetings to all members of the team one week prior to the meeting	OGR/GCI meeting invitation	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Provide agenda for school level GCI/OGR meetings	Agenda	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Convene a meeting to monitor the OGR and GCI report	Meeting minutes/agenda, cohort spreadsheet, and documentation of students' whereabouts	August to June	Monthly	Principal or Assistant Principal
Principal	Provide summary report from SSWS with prospective OGR/GCI for the school year to assistant superintendents	OGR/GCI summary document	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Provide next steps after all OGR/GCI meetings with timeline for completion and follow-up	Agenda, meeting minutes, and next steps	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Review OGR/GCI report and submit coding corrections to ICTS within the calendar window established by the school division for submission of data changes	List of submitted corrections	August to July	Annually	Assistant Superintendents of Schools
Principal	Attend cohort meetings	Agenda, minutes, sign-in sheets, spreadsheets	November and ongoing quarterly	Quarterly	Assistant Superintendents for Schools
Principal	Attend quarterly division cohort meetings and provide senior updates regarding academic status, attendance and behavior. Updates must also include students in jeopardy of not graduating on time	List of all student (inactive and active) sorted by comprehensive school with academic status, attendance and behavior - meeting notes, jeopardy letters, and attendance report	Every nine weeks	Quarterly	Assistant Superintendents for Schools
Principal	Assign counselor, ISAEP staff and additional staff persons to participate in division level quarterly cohort meetings	List of students and academic status to include GED credential status, credit status and verified credits, and tutoring log	End of each nine-week period	Quarterly	Assistant Superintendents for Schools
Principals	Request support from assistant superintendent with individual school needs for students in jeopardy of not graduating	Support form, meeting minutes, next steps, and email request	November to April	Quarterly	Assistant Superintendents for Schools

On-Time Graduation Expectations • November

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Private Day Instructional Specialist	Provide each comprehensive school counseling department chair and principal a copy of the student's transcript from their private day placement upon transition from private day back to a comprehensive school setting	Email notification, trascript	Within three (3) school days of the student returning to the comprehensive school	September to June	Exceptional Education Compliance Coordinator
Private Day Instructional Specialist/Designee	Email report cards for private day students to each zoned comprehensive school to the school counselor department chair, and principal	Email with report card	Within 15 days of the end of the marking period within 15 days of the end of the marking period	Within 30 days of the end of the marking period	Exceptional Education Compliance Coordinator
School Counselors	Create spreadsheets for all students on caseload to include: course credits, verified credits, courses needed for graduation, diploma status, disability, cohort year, certifications	Cohort spreadsheet	August to June	Quarterly	Principal
School Counselor	Review all students on caseload	Transcripts, Academic and Career Plan	September to February	Quarterly	Principal or Assistant Principal
School Counselor	Populate cohort spreadsheet with data	Completed spreadsheet and Academic and Career Plan/transcript	Beginning in August and ongoing throughout the year	Quarterly	Principal
School Counselor	Update cohort spreadsheet for graduation requirements	Cohort report, transcript, credit check sheet, Pearson reports, and Aspen reports (attendance)	Starting November 1 and ongoing	Quarterly	Principal or Assistant Principal
School Counselors	Create RPS transcript for new students with courses taken outside of the division to include private day placement students and juvenile detention	Document from previous school record	Beginning in August and ongoing throughout the year	Quarterly	Principal
School Counselors	Conduct a transcript review to ensure all 9-12 students on a caseload are on track for graduation	Senior verification sheet, SOL scores, transcript, and senior agreement	August to June	Each semester	Principal
School Counselors	Correct inaccurate transcripts for all students	Transcript correction form/updated transcript	Within one month of registration	Quarterly	Principal
School Counselor	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Transcript, credit verification, schedule, letter to parent and student, SOL scores, referral forms, and intervention notes	Starting mid-August and ongoing	Quarterly	Principal or Assistant Principal
School Counselor	Conduct parent conferences	Minutes, parent sign-in sheets, and graduation contracts	September and ongoing throughout the year	Quarterly	Principal or Assistant Principal

On-Time Graduation Expectations • November

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Counselor	Provide the administrative and graduation monitoring teams with updated spreadsheets for all students on caseload to include: course credits, verified credits, courses needed for graduation, diploma status, disability, cohort year, certifications	Cohort spreadsheet, IEP, Aspen report, and transcript	August to June	Quarterly	Principal
School Counselor	Compare spreadsheet and Transcript to Graduation Requirements by Cohort Year - 9-12	Transcripts and spreadsheet	September to June	Quarterly	Principal or Assistant Principal
School Counselor	Review student cohort records to include transcript, including verified credits, certifications, identify current cohort. Change grade level, and keep cohort year for any repeaters	Cohort report, transcript, credit check sheet, Pearson reports, and Aspen reports (attendance)	September to June	Quarterly	Principal or Assistant Principal
School Counselor	Provide an update to administrators of students in jeopardy of not graduating on time	Meeting minutes, failure list, D and F list, and SOL scores	August to June	Quarterly	Principal or Assistant Principal
School Counselor	Develop a roster of students needing to be tested and share with the testing coordinator and administrative team.	Longitudinal data from Pearson, PowerSchool, SOL assessment spreadsheet, roster of students, and cohort spreadsheets	September until testing window	Quarterly	Principal, Division Director of Testing, and Assistant Superintendents
School Counselor	Provide roster of students needing SOL remediation, credit recovery/assistance to principal and STC/data analyst	SOL scores and SOL spreadsheet	August to June	Quarterly	Principal or Assistant Principal
School Counselor	Conduct individual/group student meetings	Senior verification/Academic and Career Plan, completed spreadsheet, agenda, noteCounselor	October and ongoing quarterly	Quarterly	Assistant Principal or Principal
School Counselor	Conduct required quarterly scheduled meetings throughout the school year with seniors regarding graduation requirements	Meeting minutes, meeting agenda, invitations, schedules, transcripts, and SOL scores	August to June	Quarterly	Principal or Assistant Principal
School Counselor	Conduct individual, classroom, and group student meetings	Academic and Career Plans, lesson plans, senior credit verification sheet, cohort spreadsheet, and noteCounselor	Beginning in August ongoing throughout the school year with checkpoints during each marking period and at the end of each test administration	Quarterly	Principal or Assistant Principal
School Counselor	Meet with students individually to review graduation requirements and intervention (PLC, Edgenuity, Aspire)	Letters, emails, and phone logs	September to June	Quarterly	Principal or Assistant Principal
School Counselor	Meet with all seniors at the beginning of the year (borderline and at-risk, more frequent)	Senior verification/Academic and Career Plan, completed spreadsheet	November	Quarterly	Principal or Assistant Principal
School Counselor	Facilitate individual/small group	Lesson plans, noteCounselor, monthly calendar, and survey letters	October to June	Quarterly	Principal or Assistant Principal

On-Time Graduation Expectations • November

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Counselor	Collaborate with students on Academic and Career Plans	Completed Academic and Career Plans	October to February	Quarterly	Principal
School Counselor	Review, discuss, complete Academic and Career Plan	Transcripts and SOL scores	October until end of year	Quarterly	Principal
School Counselor	Review and update annual Academic and Career Planning	noteCounselor, Academic and Career Plans	Beginning in August and ongoing throughout the year	Quarterly	Principal or Assistant Principal
School Counselor	Review grades, credits, grade level, GPA	Reports and transcripts	Every nine weeks/semester	Quarterly	Principal or Assistant Principal
School Counselor	Participate in IEP meetings as needed to discuss academic progress, transcripts, and credit accommodations	Invitation to meeting, meeting minutes, transcript, and credit accommodations	August to June	Monthly	Principal or Assistant Principal
School Counselor	Attend quarterly division cohort meetings and provide senior updates regarding academic status, attendance and behavior. Updates must also include students in jeopardy of not graduating on time	List of all student (inactive and active) sorted by comprehensive school with academic status, attendance and behavior - meeting notes, jeopardy letters, and attendance report	End of each nine-week period	Quarterly	Assistant Superintendents of Schools
School Counselor	Meet with assessment analysts or test coordinator to identify students who need to be tested	Cohort report, transcript, credit check sheet, Pearson reports, Aspen reports (attendance), cohort spreadsheet, list of students by subject, and SOL spreadsheets,	October to June	Quarterly	Principal or Assistant Principal
School Counselor	Meet monthly as a cohort team to review reports, make recommendations, complete referrals, and other interventions	Agenda, meeting minutes, and spreadsheets	November (ongoing quarterly)	Quarterly	Assistant Superintendents for Schools
School Counselor	Attend cohort meetings	Agenda, minutes, sign-in sheets, spreadsheets	November and ongoing quarterly	Quarterly	Principal
School Counselor	Senior verification/Academic and Career Plan, completed spreadsheet	Transcripts and SOL scores	October until end of year	Quarterly	Principal or Assistant Principal
School Counselors/RTC Counselors	Students complete course selections by way of program planning	Completed student course request form	October to February	Monthly	Principal or Assistant Principal
School Counselors/RTC Counselors	Enter course requests into Aspen	Course request entry complete (Aspen)	October to February	Monthly	Principal
School Social Worker	Conduct parent and student individual meetings to address attendance issues, home concerns, and social histories, etc.	Home visit log, meeting minutes, and completed social history	September to June	Weekly	Lead School Social Worker
School Social Worker	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Monthly	Principal or Assistant Principal
School Social Worker	Participate in weekly attendance meetings	Agenda, minutes, sign-in sheets	September to June	Weekly	Lead School Social Worker
School Social Worker	Provide written report to administrators regarding home visits and CHINS referrals	Written report	September to June	Monthly	Lead School Social Worker

On-Time Graduation Expectations • November

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Social Worker	Refer students for CHINS (Child in Need of Service)	CHINS application	September to June	Monthly	Lead School Social Worker
School Testing Coordinator/Analyst	Identify students for fall testing	Longitudinal data from Pearson, PowerSchool, SOL assessment spreadsheet, roster of students, and cohort spreadsheets	September to testing window	Quarterly (weekly as testing approaches)	Principal, Division Director of Testing, and Assistant Superintendents
School Testing Coordinator/Analyst	Create test sessions in Pearson	Testing sessions/rosters	November-first week of December	Quarterly	Principal and Division Director of Testing
School Testing Coordinator/Analyst	Notify students and parents of test dates	Testing schedules posted throughout building, ParentLink, announcements in school, testing schedules sent home/mailed with students, and testing schedule posted on school/division website	November until the testing window closes	Monthly	Principal and Assistant Superintendents of Schools
School Testing Coordinator/Analyst	Convene a testing meeting with staff to go over testing plan and procedures, and testing security agreement	Meeting agendas/meeting minutes, list of testing committee members and their roles	30 days prior to testing with a follow up meeting 2 weeks prior	Quarterly	Principal and Assistant Superintendents of Schools
School Testing Coordinator/Analyst	Compile, review, and disseminate list of students with accommodations to appropriate staff	List of students and accommoations, IEP, 504 Plan, and LEP Plan	September to June	Monthly	Principal, Division Director of Testing, and Assistant Superintendents
School Testing Coordinator/Analyst	Review test results and share with school counselors and administrative team and department; schedule remediation and retakes	Pearson, PowerSchool reports, and/or remediation class rosters if applicable	September until first week of December	Quarterly	Principal, Division Director of Testing, and Assistant Superintendents
SIS Operator/Office Associate III	Create a spreadsheet which includes all students	Spreadsheet	Mid-November	Quarterly	Principal or Assistant Principal
SIS Operator/Office Associate III	Update spreadsheet on current cohort to include students who are completers, still enrolled, dropouts, transfers, unconfirmed, and long-term absences	Updated spreadsheet	August to June	Monthly	Principal or Assistant Principal
SIS Operator/Office Associate III	Record proper coding for all students enrolled, withdrawn, unconfirmed dropouts, and graduates	Aspen report	August to June	Weekly, Daily	Principal or Assistant Principal
SIS Operator/Office Associate III	File corrected transcript maintenance	Completed maintenance forms	Beginning in August and ongoing throughout the year	Monthly	Principal/School Counselor
Teacher	Contact parents/adult students who are in jeopardy of failing a course	Letters, emails, ParentLink message	September to June	Quartlery	Content Department Chairperson
Teacher	Conduct parent conferences	Minutes, parent sign-in sheets, and graduation contracts	September and ongoing throughout the year	Quarterly	Principal or Assistant Principal
Teacher	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Referral form and agenda	Starting mid-August and ongoing	Quarterly	Principal or Assistant Principal

On-Time Graduation Expectations • November

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Teacher	Articulate to parents and students remediation need with a focus on improving attendance	Letters, ParentLink message, after school tutoring schedule, and rosters	September through first week of December	Monthly	Principal and Assistant Superintendents of Schools
Teacher	Notify students and parents of test dates	Testing schedules posted throughout building, ParentLink, announcements in school, testing schedules sent home/mailed with students, and testing schedule posted on school/division website	November until the testing window closes	Quarterly	Principal and Assistant Superintendents of Schools
Teacher	Ensure all students have been tested	School wide communication regarding absentee roster, makeup session roster, retest rosters, class rosters and copies of communication sent to parents and students, testing committee meeting agenda, and meeting minutes	Beginning with start of testing window until testing window closes	Daily/weekly	Principal or Assistant Principal
Testing Committee	Ensure all students have been tested	School wide communication regarding absentee roster, makeup session roster, retest rosters, class rosters and copies of communication sent to parents and students, telephone logs, testing committee meeting agenda, and meeting minutes	Beginning with start of testing window until testing window closes	Quarterly	Principal
Virgie Binford Detention Center Administrative Assistant	Provide notification of student enrollment to the comprehensive school counselors, principal, and SIS operator	Email notification and enrollment notification letter	September to June (within 24 to 48 hours of court appearance)	Weekly	Virgie Binford Detention Center Principal

On-Time Graduation Expectations • December

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Assistant Principal	Review CIS summary report with OGR/GCI cohort team during planned meetings	Service summary report, meeting minutes, and next steps	September to June	Monthly	Principal
Assistant Principal	Populate cohort spreadsheet with data	Completed spreadsheet and Academic and Career Plan/transcript	Beginning in August and ongoing throughout the year	Quarterly	Principal
Assistant Principal	Review cohort spreadsheet for students on assigned caseload	SSWS spreadsheet and cohort spreadsheet	September to June	Quarterly	Principal
Assistant Principal	Review current and upcoming cohort data using SSWS	SSWS spreadsheet and cohort spreadsheet	September to June	Quarterly	Principal
Assistant Principal	Provide an update to the OGR/GCI team on any senior in the current cohort who is truant to include seniors 18 or older	Attendance letters, parent meetings, and attendance plans	September to June	Quarterly	Principal
Assistant Principal	Identify students for fall testing	Longitudinal data from Pearson, PowerSchool, SOL assessment spreadsheet, roster of students, and cohort spreadsheets	September until testing window	Quarterly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
Assistant Principal	Develop a remediation plan	Tiered scores, remediation class rosters, remediation plan, attendance rosters for students attending remediation, meeting agenda, and meeting minutes	September through the first week of December	Monthly	Principal and Assistant Superintendents of Schools
Assistant Principal	Meet monthly as a cohort team to review reports, make recommendations, complete referrals, and other interventions.	Agenda, meeting minutes, and roster with interventions assigned	November (ongoing quarterly)	Quarterly	Assistant Superintendents of Schools
Assistant Principal	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Referral form and agenda	Starting mid-August and ongoing	Quarterly	Principal
Assistant Principal	Communicate with students (and their parents) exhibiting chronic absences about remediation opportunities	Letters, ParentLink message, after school tutoring schedule, and rosters	September through first week of December	Quarterly	Principal and Assistant Superintendents of Schools
Assistant Principal	Conduct parent conferences	Minutes, parent sign-in sheets, and graduation contracts	September and ongoing throughout the year	Quarterly	Principal
Assistant Principal	Monitor and provide status updates of interventions assigned for students in jeopardy of not graduating or extenuating circumstances	Attendance letters, failure letters, discipline records, report cards, senior credit verification, CIS monthly reports, and intervention reports	September to June	Quarterly	Principal
Assistant Principal	Follow-up with all students placed on an attendance plan by cohort	Notes or form (needs to be created)	September to June	Quarterly	Principal
Assistant Principal	Assist the principal in monitoring responsibilities of cohort team	Meeting minutes and next steps	September to June	Quarterly	Principal

On-Time Graduation Expectations • December

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Assistant Principal	Notify students and parents of test dates	Testing schedules posted throughout building, ParentLink, announcements in school, testing schedules sent home/mailed with students, and testing schedule posted on school/division website	November until the testing window closes	Monthly	Principal and Assistant Superintendents of Schools
Assistant Superintendents for Schools	Establish protocols and procedures for division level cohort meetings	Protocol document and meeting agenda, and next steps	November to April	Quarterly	Superintendent
Assistant Superintendents for Schools	Monitor the delivery of professional development for administrators, counselors, intervention specialist, graduation coach and SIS operator on proper coding for graduates, withdrawals, incarcerated students, dropouts, etc.	PowerPoint, meeting minutes, agenda, sign-in sheets, and next steps	August to July	Annually	Superintendent
Assistant Superintendents for Schools	Provide next steps to principals and cohort team after division level quarterly meeting	Meeting minutes and next steps	November to April	Quarterly	Superintendent
Assistant Superintendents for Schools	Review reporting errors (i.e. withdrawal reports, cohort, sliders, diploma types) noting mistakes and ensure necessary corrections	Corrections/next steps and meeting minutes	August to July	Quarterly	Superintendent
Assistant Superintendents for Schools	Support each comprehensive high school according to individual school needs for students in jeopardy of not graduating	Support form, meeting minutes, next steps, and email request	November to April	Quarterly	Superintendent
Attendance Team	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Monthly	Principal
Director of Curriculum and Instruction	Seek approval from School Board for new classes	School Board meeting agenda and minutes	December	Annually	Chief Academic Officer
English as a Second Language Department Chair	Identify students with accommodations and share list with testing coordinator and teachers	List of students and accommoations, IEP, 504 Plan, and LEP Plan	September to June	Quarterly	Principal, Division Director of Testing, and Assistant Superintendents
Examiner	Test students	Score reports, absentee reports, session rosters, makeup and retest rosters	First day of testing until window closes	Daily/weekly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
Exceptional Education Case Manager	Convene an IEP meeting for SWD who are in jeopardy of retention at based on the first semester's grades to determine if any revisions are needed to the IEP	IEP, Prior Written Notice, and/or IEP meeting minutes	September to June	Monthly	Principal /Assistant Principal and Instruction and Compliance Coordinator

On-Time Graduation Expectations • December

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Exceptional Education Case Manager	Provide parents/adult students with an update regarding the student's graduation status at least annually	Prior Written Notice/meeting minutes	September to June	Quarterly (IEP meetings held during the quarter)	Principal or Assistant Principal
Exceptional Education Case Manager	Upload student IEP and supporting document (e.g. credit accommodation form, alternate assessment participation form) to Aspen under "documents"	Aspen document listing	Within three (3) school days of parental consent for the IEP	Quarterly	Instruction and Compliance Coordinator
Exceptional Education - IEP Team	Determine accommodations, if any, for students with disabilities (SWD)	IEP	September to June	Monthly	Exceptional Education designee in the IEP meeting
Family and Community Engagement Staff	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Daily/weekly	Principal or Assistant Principal
Family and Community Engagement Staff	Participate in weekly attendance meetings	Agenda, minutes, sign-in sheets	September to June	Weekly	Director of Student Services
Family and Community Engagement Staff	Conduct home visits of truant students	Home visit log and intervention plan	September to July	Weekly	Director of Student Services
Family and Community Engagement Staff	Conduct home visits to assist each school in locating 12th grade students on the current cohort but not enrolled in the school of record	Home visit log and intervention plan	September to July	Quarterly	Director of Student Services
Family and Community Engagement Staff	Conduct home visits to assist each school in locating students in current cohort but not enrolled in the school of record (grades 9-11)	Home visit log and intervention plan	September to July	Quarterly	Director of Student Services
Instruction and Compliance Coordinator	Conduct graduation audits, with school counselors, for students with disabilities	Graduation audit form	September to December	Annually	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or Cohort Team	Inspect records to ensure corrections are made in GCI report by the designated dates provided by the division	Aspen report	August to June	Monthly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach, or Assistant Principal	Compare OGR/GCI reports to the enrollment history report	Reconciliation/summary report	August to July	Monthly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach, or Assistant Principal	Submit corrections for OGR and GCI to principal	Aspen report, OGR, and GCI reports	August to July	Monthly	Principal, Executive Director of ICTS
Intervention Counselor, Graduation Coach, or Cohort Team	Submit school corrections to the systems programmer analyst	List of corrections for students in cohort	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or Attendance Team	Contact parents or adult students with attendance issues/chronic absences	Phone log and written notification	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or FACE/School Social Worker	Conduct home visits for truant/chronically absent students to include students 18 years of age or older	Summary report and attendance plan	August to June	Quarterly	Principal or Assistant Principal

On-Time Graduation Expectations • December

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Intervention Counselor, Graduation Coach or School Counselor at home school and School Counselor at RAS	Track students enrolled at the Performance Learning Center, Aspire, and Richmond Alternative School	Written report	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or School Counselor	Provide administrators with a list of students in jeopardy of not graduating	Meeting minutes with list	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Process paperwork for withdrawal students	Withdrawal form and enrollment notification	August to June	As needed daily	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Record proper coding with proper documentation for withdrawal students	Initialed Aspen report with documentation	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Notify counselors of withdrawal/entry status of students	Written report/email message	August to June	Daily/weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Confirm enrollment of transfer students and maintain documentation on file	Withdrawal form and enrollment notification	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Forward copy of cumulative records to new receiving schools for withdrawn students	Records request form from receiving school	August to June	Daily/weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or Office Associate/SISOP	Provide a written report to administrators and counselors regarding students withdrawn and enrolled in other divisions	Written report	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Provide Family and Community Engagement Office with a list of students withdrawn but not enrolled in another school	Incomplete withdrawal form: W-9 Report No Show Unknown	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or FACE/School Social Worker	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Monthly	Principal or Assistant Principal
PLC Academic Coordinator	Administer SOL assessments and CTE certification exams to all PLC students	Testing plan, testing sessions, and score reports	September to July	Quarterly	Chief Academic Officer
PLC Academic Coordinator	Provide academic and attendance (chronic absenteeism) update on students enrolled/dropout/W-9 and in the PLC program to each comprehensive high school principal and counselor	Course completion sheets, SOL score reports, and student with chronic absences listing	September to June	Monthly	Chief Academic Officer
PLC Academic Coordinator	Notify principal, school counselors and intervention counselor/graduation coach of students not attending program and in jeopardy of not completing graduation requirements	Attendance reports, progress reports, jeopardy letter, and shared Google Drive sheet	September to July	Biweekly	Chief Academic Officer

On-Time Graduation Expectations • December

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Principal	Provide school counselors and SIS OP/office associate with due dates received from ICTS for submitting cohort updates or corrections needed for the report	Cohort update and corrections calendar	July to June	Annually	Assistant Superintendents of Schools
Principal	Obtain list from counselors of potential dropouts and students in jeopardy of not graduating each marking period	Aspen F list, cohort spreadsheet, attendance record, and discipline record, list of students identified as potential dropouts or in jeopardy of not graduating on time	November to June	Quarterly	Assistant Superintendents of Schools
Principal	Review cohort spreadsheet for students on assigned caseload	SSWS report, cohort spreadsheet, agenda, minutes, and next steps	July to June	Quarterly	Assistant Superintendents of Schools
Principal	Review and monitor of cohort data in Aspen for the current school year: update records with verified information- no shows, transfers, repeaters, sliders, unconfirmed	Spreadsheet of corrections and verification evidence, and Aspen snapshot	September to July	Quarterly	Assistant Superintendents of Schools
Principal	Review CIS monthly summary report of services that has been provided to principal regarding provided services to students and share during cohort team meetings	Service summary report, meeting minutes, and next steps	September to June	Monthly	Assistant Superintendents of Schools
Principal	Distribute invitation for school level OGR/GCI meetings to all members of the team one week prior to the meeting	OGR/GCI meeting invitation	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Provide agenda for school level GCI/OGR meetings	Agenda	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Convene a meeting to monitor the OGR and GCI report	Meeting minutes/agenda, cohort spreadsheet, and documentation of students' whereabouts	August to June	Monthly	Principal or Assistant Principal
Principal	Provide summary report from SSWS with prospective OGR/GCI for the school year to assistant superintendents	OGR/GCI summary document	August to June	Quarterly	Assistant Superintendent of Schools
Principal	Provide next steps after all OGR/GCI meetings with timeline for completion and follow-up	Agenda, meeting minutes, and next steps	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Review OGR/GCI report and submit coding corrections to ICTS within the calendar window established by the school division for submission of data changes	List of submitted corrections	August to July	Annually	Assistant Superintendents of Schools

On-Time Graduation Expectations • December

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Principal	Ensure all students have been tested	School wide communication regarding absentee roster, makeup session roster, retest rosters, class rosters and copies of communication sent to parents and students, testing committee meeting agenda, and meeting minutes	Beginning with start of testing window until testing window closes	Daily/weekly	Assistant Superintendents of Schools and Director of Testing
Principal	Request support from assistant superintendent with individual school needs for students in jeopardy of not graduating	Support form, meeting minutes, next steps, and email request	November to April	Quarterly	Assistant Superintendents of Schools
Private Day Instructional Specialist	Provide each comprehensive school counseling department chair and principal a copy of the student's transcript from their private day placement upon transition from private day back to a comprehensive school setting	Email notification, trascript	Within three (3) school days of the student returning to the comprehensive school	September to June	Exceptional Education Compliance Coordinator
Proctor	Test students	Score reports, absentee reports, session rosters, makeup and retest rosters	First day of testing until window closes	Daily/weekly	Principal, Division Director of Testing, and Assistant Superintendents
School Counselors	Create spreadsheets for all students on caseload to include: course credits, verified credits, courses needed for graduation, diploma status, disability, cohort year, certifications	Cohort spreadsheet	August to June	Quarterly	Principal
School Counselor	Review all students on caseload	Transcripts, Academic and Career Plan	September to February	Quarterly	Principal
School Counselor	Populate cohort spreadsheet with data	Completed spreadsheet and Academic and Career Plan/transcript	Beginning in August and ongoing throughout the year	Quarterly	Principal
School Counselor	Update cohort spreadsheet for graduation requirements	Cohort report, transcript, credit check sheet, Pearson reports, Aspen reports (attendance)	Starting November 1 and ongoing	Quarterly	Principal or Assistant Principal
School Counselors	Create RPS transcript for new students with courses taken outside of the division to include private day placement students and juvenile detention	Document from previous school record	Beginning in August and ongoing throughout the year	Quarterly	Principal
School Counselors	Conduct a transcript review to ensure all 9-12 students on a caseload are on track for graduation	Senior verification sheet, SOL scores, transcript, and senior agreement	August to June	Each semester	Principal
School Counselors	Correct inaccurate transcripts for all students	Transcript correction form/updated transcript	Within one month of registration	Quarterly	Principal

On-Time Graduation Expectations • December

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Counselor	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Referral form and agenda	Starting mid-August and ongoing	Quarterly	Principal or Assistant Principal
School Counselor	Provide roster of students needing SOL remediation, credit recovery/assistance to principal and STC/data analyst	SOL scores and SOL spreadsheet	August to June	Quarterly	Principal
School Counselor	Conduct parent conferences to provide updates on the graduation process	Minutes, parent sign-in sheets, and graduation contracts	September and ongoing throughout the year	Quarterly	Assistant Principal or Principal
School Counselor	Provide the administrative and graduation monitoring teams with updated spreadsheets for all students on caseload to include: course credits, verified credits, courses needed for graduation, diploma status, disability, cohort year, certifications	Cohort spreadsheet, IEP, Aspen report, and transcripts	August to June	Quarterly	Principal
School Counselor	Compare spreadsheet and Transcript to Graduation Requirements by Cohort Year - 9-12	Transcripts and spreadsheet	September to June	Quarterly	Principal
School Counselor	Review student cohort records to include transcript, including verified credits, certifications, identify current cohort. Change grade level, keep cohort year for any repeaters	Cohort report, transcript, credit check sheet, Pearson reports, and Aspen reports (attendance)	September to June	Quarterly	Principal or Assistant Principal
School Counselor	Provide an update to administrators of students in jeopardy of not graduating on time	Meeting minutes, failure list, D and F list, and SOL scores	August to June	Every 9 weeks	Principal
School Counselor	Develop a roster of students needing to be tested and share with the testing coordinator and administrative team	Longitudinal data from Pearson, PowerSchool, SOL assessment spreadsheet, roster of students, and cohort spreadsheets	September until testing window	Quarterly	Administrator, Division Director of Testing and Assistant Superintendents
School Counselor	Meet with students individually to review graduation requirements and intervention (PLC, Edgenuity, Aspire)	Senior failure letters, IEP, noteCounselor, senior verification forms, emails, and phone logs	September to June	Monthly	Principal or Assistant Principal
School Counselor	Facilitate individual/small group	Lesson plans, noteCounselor, monthly calendar, and survey letters	October to June	Quarterly	Principal or Assistant Principal
School Counselor	Conduct individual/group student meetings	Senior verification/Academic and Career Plan, completed spreadsheet, agenda, noteCounselor	October and ongoing quarterly	Quarterly	Assistant Principal or Principal
School Counselor	Conduct individual, classroom, and group student meetings	Academic and Career Plans, lesson plans, senior credit verification sheet, cohort spreadsheet, and noteCounselor	Beginning in August ongoing throughout the school year with checkpoints during each marking period and at the end of each test administration	Quarterly	Principal or Assistant Principal

On-Time Graduation Expectations • December

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Counselor	Review, discuss, complete Academic and Career Plan	Transcripts and SOL scores	October until end of year	Quarterly	Principal
School Counselor	Collaborate with students on Academic and Career Plans	Completed Academic and Career Plans	October to February	Quarterly	Principal
School Counselor	Conduct required quarterly scheduled meetings throughout the school year with seniors regarding graduation requirements	Meeting minutes, meeting agenda, invitations, schedules, transcripts, and SOL scores	August to June	Quarterly	Principal
School Counselor	Review and update annual Academic and Career Planning	noteCounselor, Academic and Career Plans	Beginning in August and ongoing throughout the year	Quarterly	Principal or Assistant Principal
School Counselor	Enter courses needed for graduation and SOLs to determine diploma type, certification needs, any credit or SOL accommodations.	Spreadsheet	December	Monthly	Principal or Assistant Principal
School Counselor	Participate in IEP meetings as needed to discuss academic progress, transcripts, and credit accommodations	Invitation to meeting, meeting minutes, transcript, and credit accommodations	August to June	Monthly	Principal
School Counselor	Meet with assessment analysts or test coordinator to identify students who need to be tested	Cohort report, transcript, credit check sheet, Pearson reports, Aspen reports (attendance), cohort spreadsheet, list of students by subject, and SOL spreadsheets	October to June	Quarterly	Principal or Assistant Principal
School Counselor/RTC Counselor	Students complete course selections by way of program planning	Completed student course request form	October to February	Monthly	Principal or Assistant Principal
School Counselor/RTC Counselor	Enter course requests into Aspen	Course request entry complete (Aspen)	October to February	Monthly	Principal or Assistant Principal
School Social Worker	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Weekly	Principal or Assistant Principal
School Social Worker	Participate in weekly attendance meetings	Agenda, minutes, sign-in sheets	September to June	Weekly	Lead School Social Worker
School Social Worker	Refer students for CHINS (Child in Need of Service)	CHINS application	September to June	Monthly	Lead School Social Worker
School Social Worker	Conduct individual parent and student meetings to address attendance issues, home concerns, social histories, etc.	Home visit log, meeting minutes, and completed social history	September to June	Weekly	Lead School Social Worker
School Social Worker	Provide written report to administrators regarding home visits and CHINS referrals	Written report	September to June	Monthly	Lead School Social Worker
School Testing Coordinator/Analyst	Compile, review, and disseminate list of students with accommodations to appropriate staff	List of students and accommoations, IEP, 504 Plan, and LEP Plan	September to June	Monthly	Principal, Division Director of Testing, and Assistant Superintendents

On-Time Graduation Expectations • December

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Testing Coordinator/Analyst	Notify students and parents of test dates	Testing schedules posted throughout building, ParentLink, announcements in school, testing schedules sent home/mailed with students, and testing schedule posted on school/division website	November until the testing window closes	Monthly	Principal and Assistant Superintendents of Schools
School Testing Coordinator/Analyst	Identify students for fall testing	Longitudinal data from Pearson, PowerSchool, SOL assessment spreadsheet, roster of students, and cohort spreadsheets	September to testing window	Quarterly (weekly as testing approaches)	Principal, Division Director of Testing, and Assistant Superintendents
School Testing Coordinator/Analyst	Create test sessions in Pearson	Testing sessions/rosters	November-first week of December	Daily/weekly	Principal and Division Director of Testing
School Testing Coordinator/Analyst	Test students	Score reports, absentee reports, session rosters, makeup and retest rosters	First day of testing until window closes	Daily/weekly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
School Testing Coordinator/Analyst	Review test results and share with school counselors and administrative team and department; schedule remediation and retakes	Pearson, PowerSchool reports, and/or remediation class rosters if applicable	September until first week of December	Daily/weekly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
School Testing Coordinator/Analyst	Dissemination of test results to administrators, school counselor, teachers, students and parents	Makeup and retake rosters as well the absentee rosters	Within 24 hours of score availability	Daily/weekly	Principal and Division Director of Testing
School Testing Coordinator/Analyst	Dissemination of test results to administrators, school counselor, teachers, students and parents	Makeup and retake rosters, absentee rosters, score reports	Within 24 hours of score availability	Daily/weekly	Principal and Division Director of Testing
SIS Operator/Office Associate III	Update spreadsheet on current cohort to include students who are completers, still enrolled, dropouts, transfers, unconfirmed, and long-term absences	Updated spreadsheet	August to June	Monthly	Principal or Assistant Principal
SIS Operator/Office Associate III	Record proper coding for all students enrolled, withdrawn, unconfirmed dropouts, and graduates	Aspen report	August to June	Weekly, Daily	Principal or Assistant Principal
SIS Operator/Office Associate III	File corrected transcript maintenance	Completed maintenance forms	Beginning in August and ongoing throughout the year	Monthly	Principal/School Counselor
Teacher	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Referral form and agenda	Starting mid-August and ongoing	Quarterly	Principal or Assistant Principal
Teacher	Contact parents/adult students who are in jeopardy of failing a course	Letters, emails, ParentLink message	September to June	Quartlery	Content Department Chairperson
Teacher	Articulate to parents and students remediation need with a focus on improving attendance	Letters, ParentLink message, after school tutoring schedule, and rosters	September through first week of December	Daily/weekly	Principal and Assistant superintendents
Teacher	Conduct parent conferences	Minutes, parent sign-in sheets, and graduation contracts	September and ongoing throughout the year	Quarterly	Principal or Assistant Principal

On-Time Graduation Expectations • December

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Teacher	Notify students and parents of test dates	Testing schedules posted throughout building, ParentLink, announcements in school, testing schedules sent home/mailed with students, and testing schedule posted on school/division website	November until the testing window closes	Monthly	Principal and Assistant Superintendents of Schools
Teacher	Ensure all students have been tested	School wide communication regarding absentee roster, makeup session roster, retest rosters, class rosters and copies of communication sent to parents and students, testing committee meeting agenda, meeting minutes	Beginning with start of testing window until testing window closes	Daily/weekly	Principal or Assistant Principal
Testing Committee	Debrief to review student attendance	Aspen attendance, testing absentee roster, retest roster, makeup session roster, meeting agenda, and meeting minutes	Daily	Daily/weekly	Principal
Testing Committee	Ensure all students have been tested	School wide communication regarding absentee roster, makeup session roster, retest rosters, class rosters and copies of communication sent to parents and students, telephone logs, testing committee meeting agenda, and meeting minutes	Beginning with start of testing window until testing window closes	Daily/weekly	Principal
Virgie Binford Detention Center Administrative Assistant	Provide notification of student enrollment to the comprehensive school counselors, principal, and SIS operator	Email notification, enrollment notification letter	September to June (within 24 to 48 hours of court appearance)	Weekly	Virgie Binford Detention Center Principal
Webmaster	Notify students and parents of test dates	Testing schedules posted throughout building, ParentLink, announcements in school, testing schedules sent home/mailed with students, and testing schedule posted on school/division website	November until the testing window closes	Monthly	Principal and Assistant Superintendents of Schools

On-Time Graduation Expectations • January

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Assistant Principal	Review cohort spreadsheet for students on assigned caseload	SSWS spreadsheet and cohort spreadsheet	September to June	Quarterly	Principal
Assistant Principal	Populate cohort spreadsheet with data	Completed spreadsheet and Academic and Career Plan/transcript	Beginning in August and ongoing throughout the year	Quarterly	Principal
Assistant Principal	Communicate with students (and their parents) exhibiting chronic absences about remediation opportunities	Letters, ParentLink message, after school tutoring schedule, and rosters	Late January until testing window	Monthly	Principal and Assistant Superintendents of Schools
Assistant Principal	Identify students for spring testing with a focus on term graduates	Longitudinal data from Pearson, PowerSchool, SOL assessment spreadsheet, cohort spreadsheets, class rosters and master schedule	Late January until testing window	Monthly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
Assistant Principal or Principal	Formulate remediation plan	Tiered scores, remediation class rosters, remediation plan, attendance rosters for students attending remediation, meeting agenda, and meeting minutes	January to June	Monthly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
Assistant Principal	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Referral form and agenda	Starting mid-August and ongoing	Quarterly	Principal
Assistant Principal	Notify students and parents of test dates	Testing schedules posted throughout building, ParentLink, announcements in school, testing schedules sent home/mailed with students, and testing schedule posted on school/division website	Late January until testing window	Monthly	Principal and Assistant Superintendents of Schools
Assistant Principal	Coding of students to include registration, correction of testing alerts, accommodations, and test record	Pearson test record and reports	Late January until testing window	Monthly	Division Director of Testing and Assistant Superintendents of Schools
Assistant Principal	Communicates students' progress to parents	Log/copy of letter	October at first interim and ongoing quarterly	Quarterly	Principal
Assistant Principal	Conduct parent conferences	Minutes, parent sign-in sheets, and graduation contracts	September and ongoing throughout the year	Quarterly	Principal
Assistant Principal	Review CIS summary report with OGR/GCI cohort team during planned meetings	Service summary report, meeting minutes, and next steps	September to June	Monthly	Principal
Assistant Principal	Provide an update to the OGR/GCI team on any senior in the current cohort who is truant to include seniors 18 or older	Attendance letters, parent meetings, and attendance plans	September to June	Quarterly	Principal
Assistant Principal	Provide follow-up for all students placed on an attendance plan by cohort	Attendance meeting minutes, letters, and mediation minutes	September to June	Quarterly	Principal
Assistant Principal	Review current and upcoming cohort data using SSWS	SSWS spreadsheet and cohort spreadsheet	September to June	Quarterly	Principal

On-Time Graduation Expectations • January

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Assistant Principal	Assist the principal in monitoring responsibilities of cohort team	Meeting minutes and next steps	September to June	Quarterly	Principal
Assistant Principal	Monitor and provide status updates of interventions assigned for students in jeopardy of not graduating or extenuating circumstances	Attendance letters, failure letters, discipline records, report cards, senior credit verification, CIS monthly reports, and intervention reports	September to June	Quarterly	Principal
Assistant Principal	Convene a school level meeting with the leadership team to discuss course offerings	Agenda, minutes, sign-in sheets, proposed list	January for the upcoming school year	Annually	Principal
Assistant Principal	Create course listing	Proposed course request	January for the upcoming school year	Annually	Principal
Assistant Principal	Consult with parents and students regarding remediation with a focus on chronic absenteeism	Letters, ParentLink message, after school tutoring schedule, and rosters	Late January until testing window	Monthly	Principal and Assistant Superintendents of Schools
Assistant Superintendents for Schools	Establish protocols and procedures for division level cohort meetings	Protocol document and meeting agenda, and next steps	November to April	Quarterly	Superintendent
Assistant Superintendents for Schools	Monitor the delivery of professional development for administrators, counselors, intervention specialist, graduation coach and SIS operator on proper coding for graduates, withdrawals, incarcerated students, dropouts, etc.	PowerPoint, meeting minutes, agenda, sign-in sheets, and next steps	August to July	Annually	Superintendent
Assistant Superintendents for Schools	Provide next steps to principals and cohort team after division level quarterly meeting	Meeting minutes and next steps	November to April	Quarterly	Superintendent
Assistant Superintendents for Schools	Review reporting errors (i.e. withdrawal reports, cohort, sliders, diploma types) noting mistakes and ensure necessary corrections	Corrections/next steps and meeting minutes	August to July	Quarterly	Superintendent
Assistant Superintendents for Schools	Support each comprehensive high school according to individual school needs for students in jeopardy of not graduating	Support form, meeting minutes, next steps, and email request	November to April	Quarterly	Superintendent
Attendance Team	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Weekly	Principal
Department Chair	Consult with parents and students regarding remediation with a focus on chronic absenteeism	Letters, ParentLink message, after school tutoring schedule, and rosters	Late January until testing window	Monthly	Principal and Assistant Superintendents of Schools

On-Time Graduation Expectations • January

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Department Chair	Ensure all students have been tested	School wide communication regarding absentee roster, makeup session roster, retest rosters, class rosters and copies of communication sent to parents and students, testing committee meeting agenda, meeting minutes	Beginning with start of testing window until testing window closes	Daily/weekly	Principal or Assistant Principal
Department Chair	Convene a school level meeting with the leadership team to discuss course offerings	Agenda, minutes, sign-in sheets, proposed list	January for the upcoming school year	Annually	Principal
Detention Administrator/Jail instructor	Disseminate report cards to zone school counseling department chair quarterly	Email verification and report card	Within 10 days of the close of the marking period	Within 30 days after the end of the marking period	Director of Exceptional Education
Instruction and Compliance Coordinator	Submit SOL accommodations to individuals responsible for testing	Accommodations sheets and signature of receipt	30 days prior to SOL testing	Quarterly	Exceptional Education Designee
Director of Curriculum and Instruction	Acquire Approval of New Course Request	Approved from Curriculum and Instruction, district and school request forms	January	Annually	Chief Academic Officer
Director of Curriculum and Instruction	Develop Program of Studies	Completed Program of Studies	January	Annually	Chief Academic Officer
English as a Second Language Department Chair	Identify students with accommodations and share list with testing coordinator and teachers	List of students and accommoations, IEP, 504 Plan, and LEP Plan	September to June	Quarterly	Principal, Division Director of Testing, and Assistant Superintendents
Exceptional Education Case Manager	Convene an IEP meeting for SWD who are in jeopardy of retention at based on the first semester's grades to determine if any revisions are needed to the IEP	IEP, Prior Written Notice, and/or IEP meeting minutes	September to June	Monthly	Principal /Assistant Principal and Instruction and Compliance Coordinator
Exceptional Education Case Manager	Provide parents/adult students with an update regarding the student's graduation status at least annually	Prior Written Notice/meeting minutes	September to June	Quarterly (IEP meetings held during the quarter)	Principal or Assistant Principal
Exceptional Education Case Manager	Upload student IEP and supporting document (e.g. credit accommodation form, alternate assessment participation form) to Aspen under "documents"	Aspen document listing	Within three (3) school days of parental consent for the IEP	Quarterly	Instruction and Compliance Coordinator
Exceptional Education Case Manager	Review student schedules to ensure compliance with the IEP	Signed copy of student schedule verifying that it is correct	Within the first two weeks of each semester	Semester	Principal or Assistant Principal
Exceptional Education - IEP Team	Determine accommodations, if any, for students with disabilities (SWD)	IEP	September to June	Monthly	Exceptional Education designee in the IEP meeting

On-Time Graduation Expectations • January

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Family and Community Engagement Staff	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Weekly	Principal
Family and Community Engagement Staff	Participate in weekly attendance meetings	Agenda, minutes, sign-in sheets	September to June	Weekly	Director of Student Services
Family and Community Engagement Staff	Conduct home visits of truant students	Home visit log and intervention plan	September to July	Weekly	Director of Student Services
Family and Community Engagement Staff	Conduct home visits to assist each school in locating 12th grade students on the current cohort but not enrolled in the school of record	Home visit log and intervention plan	September to July	Quarterly	Director of Student Services
Family and Community Engagement Staff	Conduct home visits to assist each school in locating students in current cohort but not enrolled in the school of record (grades 9-11)	Home visit log and intervention plan	September to July	Quarterly	Director of Student Services
ICTS	Upload verified credits on transcript	Pearson data and Aspen assessment report following upload	January and June	Biannually	Executive Director ICTS
Intervention Counselor, Graduation Coach or Cohort Team	Inspect records to ensure corrections are made in GCI report by the designated dates provided by the division	Aspen report	August to June	Monthly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach, or Assistant Principal	Compare OGR/GCI reports to the enrollment history report	Reconciliation/summary report	August to July	Monthly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach, or Assistant Principal	Submit corrections for OGR and GCI to principal	Aspen report, OGR, and GCI reports	August to July	Monthly	Principal, Executive Director of ICTS
Intervention Counselor, Graduation Coach, or Cohort Team	Submit school corrections to the systems programmer analyst	List of corrections for students in cohort	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or Attendance Team	Contact parents or adult students with attendance issues/chronic absences	Phone log and written notification	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or FACE/School Social Worker	Conduct home visits for truant/chronically absent students to include students 18 years of age or older	Summary report and attendance plan	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or School Counselor at home school and School Counselor at RAS	Track students enrolled at the Performance Learning Center, Aspire, and Richmond Alternative School	Written report	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or School Counselor	Provide administrators with a list of students in jeopardy of not graduating	Meeting minutes with list	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Process paperwork for withdrawal students	Withdrawal form and enrollment notification	August to June	As needed daily	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Record proper coding with proper documentation for withdrawal students	Initialed Aspen report with documentation	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Notify counselors of withdrawal/entry status of students	Written report/email message	August to June	Daily/weekly	Principal or Assistant Principal

On-Time Graduation Expectations • January

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Intervention Counselor, Graduation Coach or SISOP	Confirm enrollment of transfer students and maintain documentation on file	Withdrawal form and enrollment notification	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Forward copy of cumulative records to new receiving schools for withdrawn students	Records request form from receiving school	August to June	Daily/weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or Office Associate/SISOP	Provide a written report to administrators and counselors regarding students withdrawn and enrolled in other divisions	Written report	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Provide Family and Community Engagement Office with a list of students withdrawn but not enrolled in another school	Incomplete withdrawal form: W-9 Report No Show Unknown	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or FACE/School Social Worker	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Monthly	Principal or Assistant Principal
PLC Academic Coordinator	Administer SOL assessments and CTE certification exams to all PLC students	Testing plan, testing sessions, and score reports	September to July	Quarterly	Chief Academic Officer
PLC Academic Coordinator	Provide academic and attendance (chronic absenteeism) update on students enrolled/dropout/W-9 and in the PLC program to each comprehensive high school principal and counselor	Course completion sheets, SOL score reports, student with chronic absences listing	September to June	Monthly	Chief Academic Officer
PLC Academic Coordinator	Notify principal, school counselors and intervention counselor/graduation coach of students not attending program and in jeopardy of not completing graduation requirements	Attendance reports, progress reports, jeopardy letter, and shared Google Drive sheet	September to July	Biweekly	Chief Academic Officer
Principal	Provide school counselors and SIS OP/office associate with due dates received from ICTS for submitting cohort updates or corrections needed for the report	Cohort update and corrections calendar	July to June	Annually	Assistant Superintendents of Schools
Principal	Obtain list from counselors of potential dropouts and students in jeopardy of not graduating each marking period	Aspen F list, cohort spreadsheet, attendance record, and discipline record, list of students identified as potential dropouts or in jeopardy of not graduating on time	November to June	Quarterly	Assistant Superintendents of Schools
Principal	Review cohort spreadsheet for students on assigned caseload	SSWS report, cohort spreadsheet, agenda, minutes, and next steps	July to June	Quarterly	Assistant Superintendents of Schools

On-Time Graduation Expectations • January

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Principal	Review and monitor maintenance of cohort data in Aspen for the current school year: update records with verified information- no shows, transfers, repeaters, sliders, unconfirmed	Spreadsheet of corrections and verification evidence, Aspen snapshot	September to July	Quarterly	Assistant Superintendents of Schools
Principal	Review CIS monthly summary report of services that has been provided to Principal regarding provided services to students and share during cohort team meetings	Service summary report, meeting minutes, and next steps	September to June	Monthly	Assistant Superintendents of Schools
Principal	Distribute invitation for school level OGR/GCI meetings to all members of the team one week prior to the meeting	OGR/GCI meeting invitation	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Provide agenda for school level GCI/OGR meetings	Agenda	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Convene a meeting to monitor the OGR and GCI report	Meeting minutes/agenda, cohort spreadsheet, and documentation of students' whereabouts	August to June	Monthly	Principal or Assistant Principal
Principal	Provide summary report from SSWS with prospective OGR/GCI for the school year to assistant superintendents of Schools	OGR/GCI summary document	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Provide next steps after all OGR/GCI meetings with timeline for completion and follow-up	Agenda, meeting minutes, and next steps	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Review OGR/GCI report and submit coding corrections to ICTS within the calendar window established by the school division for submission of data changes	List of submitted corrections	August to July	Annually	Assistant Superintendents of Schools
Principal	Attend quarterly division cohort meetings and provide senior updates regarding academic status, attendance and behavior. Updates must also include students in jeopardy of not graduating on time	List of all student (inactive and active) sorted by comprehensive school with academic status, attendance and behavior - meeting notes, jeopardy letters, and attendance report	Every nine weeks	Quarterly	Assistant Superintendents for Schools
Principal (RAS)	Provide academic and attendance update on students enrolled in the Richmond Alternative program to each comprehensive high school Principal and counselor	Membership list of students sorted by comprehensive school, report cards, and attendance report	June 16 and January 31	At the end of each semester	Assistant Superintendents for Schools
Principal	Assign counselor, ISAEP staff and additional staff persons to participate in division level quarterly cohort meetings	List of students and academic status to include GED credential status, credit status and verified credits, tutoring log	End of each nine-week period	End of each nine-week period	Assistant Superintendents of Schools

On-Time Graduation Expectations • January

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Principal	Request support from assistant superintendent with individual school needs for students in jeopardy of not graduating	Support form, meeting minutes, next steps, email request	November to April	Quarterly	Assistant Superintendents of Schools
Private Day Instructional Specialist	Provide each comprehensive school counseling department chair and principal a copy of the student's transcript from their private day placement upon transition from private day back to a comprehensive school setting	Email notification, trascript	Within three (3) school days of the student returning to the comprehensive school	September to June	Exceptional Education Compliance Coordinator
Private Day Instructional Specialist/Designee	Email report cards for private day students to each zoned comprehensive school to the school counselor department chair, and principal	Email with report card	Within 15 days of the end of the marking period within 15 days of the end of the marking period	Within 30 days of the end of the marking period	Exceptional Education Compliance Coordinator
RTC Counselors	Convene a school level meeting with the leadership team to discuss course offerings	Sign-in sheet/minutes/proposed list	January for the upcoming school year	Annually	Principal
School Counselors	Create spreadsheets for all students on caseload to include: course credits, verified credits, courses needed for graduation, diploma status, disability, cohort year, certifications	Cohort spreadsheet	August to June	Quarterly	Principal
School Counselor	Review all students on caseload	Transcripts, Academic and Career Plan	September to February	Quarterly	Principal
School Counselor	Populate cohort spreadsheet with data	Completed spreadsheet and Academic and Career Plan/transcript	Beginning in August and ongoing throughout the year	Quarterly	Principal
School Counselor	Update cohort spreadsheet for graduation requirements	Cohort report, transcript, credit check sheet, Pearson reports, and Aspen reports (attendance)	Starting November 1 and ongoing	Quarterly	Principal or Assistant Principal
School Counselors	Create RPS transcript for new students with courses taken outside of the division to include private day placement students and juvenile detention	Document from previous school record	Beginning in August and ongoing throughout the year	Quarterly	Principal
School Counselor	Provide the administrative and graduation monitoring teams with updated spreadsheets for all students on caseload to include: course credits, verified credits, courses needed for graduation, diploma status, disability, cohort year, certifications	Cohort spreadsheet, IEP, Aspen report, and transcript	August to June	Quarterly	Principal

On-Time Graduation Expectations • January

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Counselors	Conduct a transcript review to ensure all 9-12 students on a caseload are on track for graduation	Senior verification sheet, SOL scores, transcript, and senior agreement	August to June	Each semester	Principal
School Counselors	Correct inaccurate transcripts for all students	Transcript correction form/updated transcript	Within one month of registration	Quarterly	Principal
School Counselor	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Referral form and agenda	Starting mid-August and ongoing	Quarterly	Principal or Assistant Principal
School Counselor	Provide the administrative and graduation monitoring teams with updated spreadsheets for all students on caseload to include: course credits, verified credits, courses needed for graduation, diploma status, disability, cohort year, certifications	Cohort spreadsheet, IEP, Aspen report, and transcripts	August to June	Quarterly	Principal
School Counselor	Compare spreadsheet and Transcript to Graduation Requirements by Cohort Year - 9-12	Transcripts and spreadsheet	September to June	Quarterly	Principal
School Counselor	Review student cohort records to include transcript, including verified credits, certifications, identify current cohort. Change grade level, keep cohort year for any repeaters	Cohort report, transcript, credit check sheet, Pearson reports, and Aspen reports (attendance)	September to June	Quarterly	Principal
School Counselor	Provide an update to administrators of students in jeopardy of not graduating on time	Meeting minutes, failure list, D and F list, and SOL scores	August to June	Quarterly	Principal
School Counselor	Identify students for spring testing with a focus on term graduates	Longitudinal data from Pearson, PowerSchool, SOL assessment spreadsheet, cohort spreadsheets, class rosters and master schedule	Late January until testing window	Monthly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
School Counselor	Provide roster of students needing SOL remediation, credit recovery/assistance to Principal and STC/Data Analyst	SOL scores and SOL spreadsheet	August to June	Quarterly	Principal
School Counselor	Facilitate individual/small group	Lesson plans, noteCounselor, monthly calendar, and survey letters	October to June	Quarterly	Principal or Assistant Principal
School Counselor	Conduct individual/group student meetings	Senior verification/Academic and Career Plan, completed spreadsheet, agenda, noteCounselor,	October and ongoing quarterly	Quarterly	Principal or Assistant Principal
School Counselor	Conduct individual, classroom, and group student meetings	Academic and Career Plans, lesson plans, senior credit verification sheet, cohort spreadsheet, and noteCounselor	Beginning in August ongoing throughout the school year with checkpoints during each marking period and at the end of each test administration	Quarterly	Principal or Assistant Principal

On-Time Graduation Expectations • January

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Counselor	Meet with students individually to review graduation requirements and intervention (PLC, Edgenuity, Aspire)	Senior failure letters, IEP, noteCounselor, senior verification forms, emails, and phone logs	September to June	Monthly	Principal or Assistant Principal
School Counselor	Conduct individual, classroom, and group student meetings	Academic and Career plans, lesson plans, senior credit verification sheet, cohort spreadsheet, and noteCounselor	Beginning in August ongoing throughout the school year with checkpoints during each marking period and at the end of each test administration	Quarterly	Principal or Assistant Principal
School Counselor/RTC Counselor	Conduct individual meetings with students/classroom guidance activities	ACP/notes to document/log forms/noteCounselor, credit check sheet	January to February	Monthly	Principal or Assistant Principal
School Counselor	Review, discuss, complete Academic and Career Plan	Transcripts and SOL scores	October until end of year	Quarterly	Principal
School Counselor	Conduct required quarterly scheduled meetings throughout the school year with seniors regarding graduation requirements	Meeting minutes, meeting agenda, invitations, schedules, transcripts, and SOL scores	August to June	Quarterly	Principal
School Counselor	Collaborate with students on Academic and Career Plans	Completed Academic and Career Plans	October to February	Quarterly	Principal
School Counselor	Review grades, credits, grade level, GPA	Reports and transcripts	Every nine weeks/semester	Quarterly	Principal
School Counselor	Review and update annual Academic and Career Planning	noteCounselor, Academic and Career Plans	Beginning in August and ongoing throughout the year	Quarterly	Principal or Assistant Principal
School Counselor	Attend quarterly division cohort meetings and provide senior updates regarding academic status, attendance and behavior. Updates must also include students in jeopardy of not graduating on time	List of all student (inactive and active) sorted by comprehensive school with academic status, attendance and behavior - meeting notes, jeopardy letters, attendance report	End of each nine-week period	Quarterly	Assistant Superintendent for Schools
School Counselor	Conduct parent conferences to provide updates on the graduation process	Minutes, parent sign-in sheets, and graduation contracts	September and ongoing throughout the year	Quarterly	Assistant Principal or Principal
School Counselor	Tier students based on current status, grades, attendance, SOL needs, certification (1. On track, 2. Borderline, 3. At Risk)	Spreadsheet	September (ongoing quarterly)	Quarterly	Principal or Assistant Principal
School Counselor	Participate in IEP meetings as needed to discuss academic progress, transcripts, and credit accommodations	Invitation to meeting, meeting minutes, transcript, and credit accommodations	August to June	Monthly	Principal
School Counselor	Meet with assessment analysts or test coordinator to identify students who need to be tested	Cohort report, transcript, credit check sheet, Pearson reports, Aspen reports (attendance), cohort spreadsheet, list of students by subject, and SOL spreadsheets,	October to June	Quarterly	Principal or Assistant Principal

On-Time Graduation Expectations • January

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Counselor	Compose and send senior jeopardy letters	Copy of letter	End of 1st Semester, MP3, MP4	Biannually	Principal or Assistant Principal
School Counselor/RTC Counselor	Students complete course selections by way of program planning	Completed student course request form	October to February	Monthly	Principal or Assistant Principal
School Counselor/RTC Counselor	Create course listing	Proposed course request	January for the upcoming school year	Annually	Principal or Assistant Principal
School Counselor/RTC Counselor	Enter course requests into Aspen	Course request entry complete (Aspen)	October to February	Monthly	Principal or Assistant Principal
School Social Worker	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Weekly	Principal or Assistant Principal
School Social Worker	Participate in weekly attendance meetings	Agenda, minutes, sign-in sheets	September to June	Weekly	Lead School Social Worker
School Social Worker	Refer students for CHINS (Child in Need of Service)	CHINS application	September to June	Monthly	Lead School Social Worker
School Social Worker	Conduct individual parent and student meetings to address attendance issues, home concerns, social histories, etc.	Home visit log, meeting minutes, and completed social history	September to June	Weekly	Lead School Social Worker
School Social Worker	Provide written report to administrators regarding home visits and CHINS referrals	Written report	September to June	Monthly	Lead School Social Worker
School Testing Coordinator/Analyst	Identify students for spring testing with a focus on term graduates	Longitudinal data from Pearson, PowerSchool, SOL assessment spreadsheet, cohort spreadsheets, class rosters and master schedule	Late January until testing window	Monthly (weekly as testing approaches)	Principal, Division Director of Testing, and Assistant Superintendents of Schools
School Testing Coordinator/Analyst	Notify students and parents of test dates	Testing schedules posted throughout building, ParentLink, announcements in school, testing schedules sent home/mailed with students, and testing schedule posted on school/division website	Late January until testing window	Daily/weekly	Principal and Assistant Superintendents of Schools
School Testing Coordinator/Analyst	Coding of students to include registration, correction of testing alerts, accommodations, and test record	Pearson test record and reports	Late January until testing window	Monthly	Division Director of Testing and Assistant Superintendents of Schools
School Testing Coordinator/Analyst	Compile, review, and disseminate list of students with accommodations to appropriate staff	List of students and accommoations, IEP, 504 Plan, and LEP Plan	September to June	Monthly	Principal, Division Director of Testing, and Assistant Superintendents
School Testing Coordinator/Analyst	Review test results and share with school counselors and administrative team and department; schedule remediation and retakes	Pearson, PowerSchool reports, and/or remediation class rosters if applicable	Late January until testing window	Daily/weekly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
School Testing Coordinator/Analyst	Dissemination of test results to administrators, school counselor, teachers, students and parents	Makeup and retake rosters as well the absentee rosters	Within 24 hours of score availability	Daily/weekly	Principal, Division Director of Testing, and Assistant Superintendents of Schools

On-Time Graduation Expectations • January

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
SIS Operator/Office Associate III	Reconcile updated spreadsheet on current cohort to include students who are completers, still enrolled, dropouts, transfers, unconfirmed, and long-term absences	Updated spreadsheet	August to June	Monthly	Principal or Assistant Principal
SIS Operator/Office Associate III	Record proper coding for all students enrolled, withdrawn, unconfirmed dropouts, and graduates	Aspen report	August to June	Daily/weekly	Principal or Assistant Principal
SIS Operator/Office Associate III	File corrected transcript maintenance	Completed maintenance forms	Beginning in August and ongoing throughout the year	Monthly	Principal/School Counselor
SIS Operator/Office Associate III	Coding of students to include registration, correction of testing alerts, accommodations, and test record	Pearson test record and reports	Late January until testing window	Monthly	Division Director of Testing and Assistant Superintendents of Schools
Teacher	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Referral form and agenda	Starting mid-August and ongoing	Quarterly	Principal or Assistant Principal
Teacher	Communicates students' progress to parents	Log/copy of letter	October at first interim and ongoing quarterly	Quarterly	Principal or Assistant Principal
Teacher	Conduct parent conferences	Minutes, parent sign-in sheets, and graduation contracts	September and ongoing throughout the year	Quarterly	Principal or Assistant Principal
Teacher	Consult with parents and students regarding remediation with a focus on chronic absenteeism	Letters, ParentLink message, after school tutoring schedule, and rosters	Late January until testing window	Monthly	Principal and Assistant Superintendents of Schools
Teacher	Notify students and parents of test dates	Testing schedules posted throughout building, ParentLink, announcements in school, testing schedules sent home/mailed with students, and testing schedule posted on school/division website	Late January until testing window	Monthly	Principal and Assistant Superintendents of Schools
Teacher	Ensure all students have been tested	School wide communication regarding absentee roster, makeup session roster, retest rosters, class rosters and copies of communication sent to parents and students, testing committee meeting agenda, meeting minutes	Beginning with start of testing window until testing window closes	Daily/weekly	Principal or Assistant Principal
Teacher	Contact parents/adult students who are in jeopardy of failing a course	Letters, emails, ParentLink message	September to June	Quartlery	Content Department Chairperson

On-Time Graduation Expectations • January

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Testing Committee	Ensure all students have been tested	School wide communication regarding absentee roster, makeup session roster, retest rosters, class rosters and copies of communication sent to parents and students, telephone logs, testing committee meeting agenda, and meeting minutes	Beginning with start of testing window until testing window closes	Daily/weekly	Principal
Virgie Binford Detention Center Administrative Assistant	Provide notification of student enrollment to the comprehensive school counselors, principal, and SIS operator	Email notification and enrollment notification letter	September to June (within 24 to 48 hours of court appearance)	Weekly	Virgie Binford Detention Center Principal
Webmaster	Notify students and parents of test dates	Testing schedules posted throughout building, ParentLink, announcements in school, testing schedules sent home/mailed with students, and testing schedule posted on school/division website	Late January until testing window	Monthly	Principal and Assistant Superintendents of Schools

On-Time Graduation Expectations • February

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Assistant Principal	Review cohort spreadsheet for students on assigned caseload	SSWS spreadsheet and cohort spreadsheet	September to June	Quarterly	Principal
Assistant Principal	Populate cohort spreadsheet with data	Completed spreadsheet and Academic and Career Plan/transcript	Beginning in August and ongoing throughout the year	Quarterly	Principal
Assistant Principal	Communicate with students (and their parents) exhibiting chronic absences about remediation opportunities	Letters, ParentLink message, after school tutoring schedule, and rosters	Late January until testing window	Monthly	Principal and Assistant Superintendents of Schools
Assistant Principal	Identify students for spring testing with a focus on term graduates	Longitudinal data from Pearson, PowerSchool, SOL assessment spreadsheet, cohort spreadsheets, class rosters and master schedule	Late January until testing window	Monthly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
Assistant Principal or Principal	Formulate remediation plan	Tiered scores, remediation class rosters, remediation plan, attendance rosters for students attending remediation, meeting agenda, and meeting minutes	January to June	Monthly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
Assistant Principal	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Referral form and agenda	Starting mid-August and ongoing	Quarterly	Principal
Assistant Principal	Notify students and parents of test dates	Testing schedules posted throughout building, ParentLink, announcements in school, testing schedules sent home/mailed with students, and testing schedule posted on school/division website	Late January until testing window	Monthly	Principal and Assistant Superintendents of Schools
Assistant Principal	Coding of students to include registration, correction of testing alerts, accommodations, and test record	Pearson test record and reports	Late January until testing window	Monthly	Division Director of Testing and Assistant Superintendents of Schools
Assistant Principal	Conduct parent conferences	Minutes, parent sign-in sheets, and graduation contracts	September and ongoing throughout the year	Quarterly	Principal
Assistant Principal	Review CIS summary report with OGR/GCI cohort team during planned meetings	Service summary report, meeting minutes, and next steps	September to June	Monthly	Principal
Assistant Principal	Provide an update to the OGR/GCI team on any senior in the current cohort who is truant to include seniors 18 or older	Attendance letters, parent meetings, and attendance plans	September to June	Quarterly	Principal
Assistant Principal	Provide follow-up for all students placed on an attendance plan by cohort	Attendance meeting minutes, letters, and mediation minutes	September to June	Quarterly	Principal
Assistant Principal	Review current and upcoming cohort data using SSWS	SSWS spreadsheet and cohort spreadsheet	September to June	Quarterly	Principal
Assistant Principal	Assist the principal in monitoring responsibilities of cohort team	Meeting minutes and next steps	September to June	Quarterly	Principal

On-Time Graduation Expectations • February

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Assistant Principal	Monitor and provide status updates of interventions assigned for students in jeopardy of not graduating or extenuating circumstances	Attendance letters, failure letters, discipline records, report cards, senior credit verification, CIS monthly reports, and intervention reports	September to June	Quarterly	Principal
Assistant Principal	Consult with parents and students regarding remediation with a focus on chronic absenteeism	Letters, ParentLink message, after school tutoring schedule, and rosters	Late January until testing window	Monthly	Principal and Assistant Superintendents of Schools
Assistant Superintendents of Schools	Establish protocols and procedures for division level cohort meetings	Protocol document and meeting agenda, and next steps	November to April	Quarterly	Superintendent
Assistant Superintendents of Schools	Monitor the delivery of professional development for administrators, counselors, intervention specialist, graduation coach and SIS operator on proper coding for graduates, withdrawals, incarcerated students, dropouts, etc.	PowerPoint, meeting minutes, agenda, sign-in sheets, and next steps	August to July	Annually	Superintendent
Assistant Superintendents of Schools	Provide next steps to principals and cohort team after division level quarterly meeting	Meeting minutes and next steps	November to April	Quarterly	Superintendent
Assistant Superintendents of Schools	Review reporting errors (i.e. withdrawal reports, cohort, sliders, diploma types) noting mistakes and ensure necessary corrections	Corrections/next steps and meeting minutes	August to July	Quarterly	Superintendent
Assistant Superintendents of Schools	Support each comprehensive high school according to individual school needs for students in jeopardy of not graduating	Support form, meeting minutes, next steps, and email request	November to April	Quarterly	Superintendent
Assistant Superintendents of Schools	Attend cohort meetings	Agenda, minutes, sign-in sheets, spreadsheets	November and ongoing quarterly		Superintendent
Attendance Team	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Weekly	Principal or Assistant Principal
Department Chairs	Communicate with students and parents through letters and phone calls at the semester for failing students	Aspen Parent Portal Access for all Parents, Letters and phone logs, Aspen student progress reports, Develop a process for communicating with parents	Beginning in February at the end of the first semester	Weekly/daily	Communication Team
Department Chairs	Consult with parents and students regarding remediation with a focus on chronic absenteeism	Letters, ParentLink message, after school tutoring schedule, and rosters	Late January until testing window	Weekly/daily	Principal and Assistant Superintendents of Schools
Department Chairs	Review of course tally data	Course tally sheets, district tally spreadsheet	February	Weekly/daily	Principal or Assistant Principal
Department Chairs	Convene a school level meeting with the leadership team to discuss course offerings	Sign-in sheet/minutes/proposed list	January for the upcoming school year	Weekly/daily	Principal

On-Time Graduation Expectations • February

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Department Chairs	Ensure all students have been tested	School wide communication regarding absentee roster, makeup session roster, retest rosters, class rosters and copies of communication sent to parents and students, testing committee meeting agenda, and meeting minutes	Beginning with start of testing window until testing window closes	Weekly/daily	Principal or Assistant Principal
Division Director of Testing	Load students into Pearson	Division validation report	February to May	Weekly	Chief Academic Officer
English as a Second Language Department Chair	Identify students with accommodations and share list with testing coordinator and teachers	List of students and accommoations, IEP, 504 Plan, and LEP Plan	September to June	Quarterly	Principal, Division Director of Testing, and Assistant Superintendents
Exceptional Education Case Manager	Convene an IEP meeting for SWD who are in jeopardy of retention at based on the first semester's grades to determine if any revisions are needed to the IEP	IEP, Prior Written Notice, and/or IEP meeting minutes	September to June	Monthly	Principal /Assistant Principal and Instruction and Compliance Coordinator
Exceptional Education Case Manager	Provide parents/adult students with an update regarding the student's graduation status at least annually	Prior Written Notice/meeting minutes	September to June	Quarterly (IEP meetings held during the quarter)	Principal or Assistant Principal
Exceptional Education Case Manager	Upload student IEP and supporting document (e.g. credit accommodation form, alternate assessment participation form) to Aspen under "documents"	Aspen document listing	Within three (3) school days of parental consent for the IEP	Quarterly	Instruction and Compliance Coordinator
Exceptional Education - IEP Team	Determine accommodations, if any, for students with disabilities (SWD)	IEP	September to June	Monthly	Exceptional Education designee in the IEP meeting
Family and Community Engagement Staff	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Weekly	Principal or Assistant Principal
Family and Community Engagement Staff	Participate in weekly attendance meetings	Agenda, minutes, sign-in sheets	September to June	Weekly	Director of Student Services
Family and Community Engagement Staff	Conduct home visits of truant students	Home visit log and intervention plan	September to July	Weekly	Director of Student Services
Family and Community Engagement Staff	Conduct home visits to assist each school in locating 12th grade students on the current cohort but not enrolled in the school of record	Home visit log and intervention plan	September to July	Quarterly	Director of Student Services
Family and Community Engagement Staff	Conduct home visits to assist each school in locating students in current cohort but not enrolled in the school of record (grades 9-11)	Home visit log and intervention plan	September to July	Quarterly	Director of Student Services
Instruction and Compliance Coordinator	Submit SOL accommodations to individuals responsible for testing	IEP Online Accommodation Report (Division and SOL)	30 days prior to SOL testing	Each testing session	Principal

On-Time Graduation Expectations • February

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Intervention Counselor, Graduation Coach or SISOP	Meet monthly as a cohort team to review reports, make recommendations, complete referrals, and other interventions.	Agenda, meeting minutes, and roster with interventions assigned	November (ongoing quarterly)	Quarterly	Assistant Superintendents
Intervention Counselor, Graduation Coach or Cohort Team	Inspect records to ensure corrections are made in GCI report by the designated dates provided by the division	Aspen report	August to June	Monthly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach, or Assistant Principal	Compare OGR/GCI reports to the enrollment history report	Reconciliation/summary report	August to July	Monthly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach, or Assistant Principal	Submit corrections for OGR and GCI to principal	Aspen report, OGR, and GCI reports	August to July	Monthly	Principal, Executive Director of ICTS
Intervention Counselor, Graduation Coach, or Cohort Team	Submit school corrections to the systems programmer analyst	List of corrections for students in cohort	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or Attendance Team	Contact parents or adult students with attendance issues/chronic absences	Phone log and written notification	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or FACE/School Social Worker	Conduct home visits for truant/chronically absent students to include students 18 years of age or older	Summary report and attendance plan	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or School Counselor at home school and School Counselor at RAS	Track students enrolled at the Performance Learning Center, Aspire, and Richmond Alternative School	Written report	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or School Counselor	Provide administrators with a list of students in jeopardy of not graduating	Meeting minutes with list	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Process paperwork for withdrawal students	Withdrawal form and enrollment notification	August to June	As needed daily	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Record proper coding with proper documentation for withdrawal students	Initialed Aspen report with documentation	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Notify counselors of withdrawal/entry status of students	Written report/email message	August to June	Daily/weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Confirm enrollment of transfer students and maintain documentation on file	Withdrawal form and enrollment notification	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Forward copy of cumulative records to new receiving schools for withdrawn students	Records request form from receiving school	August to June	Daily/weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or Office Associate/SISOP	Provide a written report to administrators and counselors regarding students withdrawn and enrolled in other divisions	Written report	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Provide Family and Community Engagement Office with a list of students withdrawn but not enrolled in another school	Incomplete withdrawal form: W-9 Report No Show Unknown	August to June	Weekly	Principal or Assistant Principal

On-Time Graduation Expectations • February

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Intervention Counselor, Graduation Coach or FACE/School Social Worker	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Monthly	Principal or Assistant Principal
Manager of Data and Decision Support Services	Convene Aspen master schedule training	Training sign-in sheets and meeting minutes	February	Annually	Executive Director of ICTS
PLC Academic Coordinator	Administer SOL assessments and CTE certification exams to all PLC students	Testing plan, testing sessions, and score reports	September to July	Quarterly	Chief Academic Officer
PLC Academic Coordinator	Provide academic and attendance (chronic absenteeism) update on students enrolled/dropout/W-9 and in the PLC program to each comprehensive high school principal and counselor	Course completion sheets, SOL score reports, and student with chronic absences listing	September to June	Monthly	Chief Academic Officer
PLC Academic Coordinator	Attend quarterly division cohort meetings and provide updates regarding academic status, SOL scores, attendance and behavior. Updates must also include students in jeopardy of not graduating on time	Course completion sheets, SOL score reports, student with chronic absences listing, meeting minutes, and next steps	November to April	Quarterly	Chief Academic Officer
PLC Academic Coordinator	Notify principal, school counselors and intervention counselor/graduation coach of students not attending program and in jeopardy of not completing graduation requirements	Attendance reports, progress reports, jeopardy letter, and shared Google Drive sheet	September to July	Biweekly	Chief Academic Officer
Principal	Review and monitor maintenance of cohort data in Aspen for the current school year: update records with verified information- no shows, transfers, repeaters, sliders, unconfirmed	Spreadsheet of corrections and verification evidence, and Aspen snapshot	September to July	Quarterly	Assistant Superintendents of Schools
Principal	Review cohort spreadsheet for students on assigned caseload	SSWS report, cohort spreadsheet, agenda, minutes, and next steps	July to June	Quarterly	Assistant Superintendents of Schools
Principal	Review CIS monthly summary report of services that has been provided to principal regarding provided services to students and share during cohort team meetings	Service summary report, meeting minutes, and next steps	September to June	Monthly	Assistant Superintendents of Schools
Principal	Distribute invitation for school level OGR/GCI meetings to all members of the team one week prior to the meeting	OGR/GCI meeting invitation	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Provide agenda for school level GCI/OGR meetings	Agenda	August to June	Quarterly	Assistant Superintendents of Schools

On-Time Graduation Expectations • February

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Principal	Convene a meeting to monitor the OGR and GCI report	Meeting minutes/agenda, cohort spreadsheet, and documentation of students' whereabouts	August to June	Monthly	Principal or Assistant Principal
Principal	Provide summary report from SSWS with prospective OGR/GCI for the school year to assistant superintendents of Schools	OGR/GCI summary document	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Review OGR/GCI report and submit coding corrections to ICTS within the calendar window established by the school division for submission of data changes	List of submitted corrections	August to July	Annually	Assistant Superintendents of Schools
Principal	Provide next steps after all OGR/GCI meetings with timeline for completion and follow-up	Agenda, meeting minutes, and next steps	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Meet monthly as a cohort team to review reports, make recommendations, complete referrals, and other interventions.	Agenda, meeting minutes, and roster with interventions assigned	November (ongoing quarterly)	Quarterly	Assistant Superintendents of Schools
Principal	Attend cohort meetings	Agenda, minutes, sign-in sheets, spreadsheets	November and ongoing quarterly	Quarterly	Assistant Superintendents of Schools
Principal	Review of course tally data	Course tally sheets, district tally spreadsheet	February	Monthly	Assistant Superintendents of Schools
Principal	Request support from assistant superintendent with individual school needs for students in jeopardy of not graduating	Support form, meeting minutes, next steps, email request	November to April	Quarterly	Assistant Superintendents of Schools
Private Day Instructional Specialist	Provide each comprehensive school counseling department chair and principal a copy of the student's transcript from their private day placement upon transition from private day back to a comprehensive school setting	Email notification, trascript	Within three (3) school days of the student returning to the comprehensive school	September to June	Exceptional Education Compliance Coordinator
RTC Counselor	Convene a school level meeting with the leadership team to discuss Program of Studies	Sign-in sheet/minutes/proposed list	January for the upcoming school year	Annually	Principal
School Counselors	Create spreadsheets for all students on caseload to include: course credits, verified credits, courses needed for graduation, diploma status, disability, cohort year, certifications	Cohort spreadsheet	August to June	Quarterly	Principal
School Counselor	Review all students on caseload	Transcripts, Academic and Career Plan	September to February	Quarterly	Principal

On-Time Graduation Expectations • February

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Counselor	Populate cohort spreadsheet with data	Completed spreadsheet and Academic and Career Plan/transcript	Beginning in August and ongoing throughout the year	Quarterly	Principal
School Counselor	Update cohort spreadsheet for graduation requirements	Cohort report, transcript, credit check sheet, Pearson reports, and Aspen reports (attendance)	Starting November 1 and ongoing	Quarterly	Principal or Assistant Principal
School Counselors	Create RPS transcript for new students with courses taken outside of the division to include private day placement students and juvenile detention	Document from previous school record	Beginning in August and ongoing throughout the year	Quarterly	Principal
School Counselor	Provide the administrative and graduation monitoring teams with updated spreadsheets for all students on caseload to include: course credits, verified credits, courses needed for graduation, diploma status, disability, cohort year, certifications	Cohort spreadsheet, IEP, Aspen report, and transcript	August to June	Quarterly	Principal
School Counselors	Conduct a transcript review to ensure all 9-12 students on a caseload are on track for graduation	Senior verification sheet, SOL scores, transcript, and senior agreement	August to June	Each semester	Principal
School Counselors	Correct inaccurate transcripts for all students	Transcript correction form/updated transcript	Within one month of registration	Quarterly	Principal
School Counselor	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Referral form and agenda	Starting mid-August and ongoing	Quarterly	Principal or Assistant Principal
School Counselor	Provide the administrative and graduation monitoring teams with updated spreadsheets for all students on caseload to include: course credits, verified credits, courses needed for graduation, diploma status, disability, cohort year, certifications	Cohort spreadsheet, IEP, Aspen report, and transcripts	August to June	Quarterly	Principal
School Counselor	Compare spreadsheet and Transcript to Graduation Requirements by Cohort Year - 9-12	Transcripts and spreadsheet	September to June	Quarterly	Principal
School Counselor	Review student cohort records to include transcript, including verified credits, certifications, identify current cohort. Change grade level, keep cohort year for any repeaters	Cohort report, transcript, credit check sheet, Pearson reports, and Aspen reports (attendance)	September to June	Quarterly	Principal
School Counselor	Provide an update to administrators of students in jeopardy of not graduating on time	Meeting minutes, failure list, D and F list, and SOL scores	August to June	Quarterly	Principal

On-Time Graduation Expectations • February

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Counselor	Identify students for spring testing with a focus on term graduates	Longitudinal data from Pearson, PowerSchool, SOL assessment spreadsheet, cohort spreadsheets, class rosters and master schedule	Late January until testing window	Monthly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
School Counselor	Provide roster of students needing SOL remediation, credit recovery/assistance to Principal and STC/Data Analyst	SOL scores and SOL spreadsheet	August to June	Quarterly	Principal
School Counselor	Facilitate individual/small group	Lesson plans, noteCounselor, monthly calendar, and survey letters	October to June	Quarterly	Principal or Assistant Principal
School Counselor	Conduct individual, classroom, and group student meetings	Academic and Career Plans, lesson plans, senior credit verification sheet, cohort spreadsheet, and noteCounselor	Beginning in August ongoing throughout the school year with checkpoints during each marking period and at the end of each test administration	Quarterly	Principal or Assistant Principal
School Counselor	Meet with students individually to review graduation requirements and intervention (PLC, Edgenuity, Aspire)	Senior failure letters, IEP, noteCounselor, senior verification forms, emails, and phone logs	September to June	Monthly	Principal or Assistant Principal
School Counselor	Conduct individual, classroom, and group student meetings	Academic and Career plans, lesson plans, senior credit verification sheet, cohort spreadsheet, and noteCounselor	Beginning in August ongoing throughout the school year with checkpoints during each marking period and at the end of each test administration	Quarterly	Principal or Assistant Principal
School Counselor/RTC Counselor	Conduct individual meetings with students/classroom guidance activities	ACP/notes to document/log forms/noteCounselor, credit check sheet	January to February	Monthly	Principal or Assistant Principal
School Counselor	Review, discuss, complete Academic and Career Plan	Transcripts and SOL scores	October until end of year	Quarterly	Principal
School Counselor	Conduct required quarterly scheduled meetings throughout the school year with seniors regarding graduation requirements	Meeting minutes, meeting agenda, invitations, schedules, transcripts, and SOL scores	August to June	Quarterly	Principal
School Counselor	Conduct individual/group student meetings	Senior verification/Academic and Career Plan, completed spreadsheet, agenda, and noteCounselor,	October and ongoing quarterly	Quarterly	Principal or Assistant Principal
School Counselor	Collaborate with students on Academic and Career Plans	Completed Academic and Career Plans	October to February	Quarterly	Principal
School Counselor	Review and update annual Academic and Career Planning	noteCounselor, Academic and Career Plans	Beginning in August and ongoing throughout the year	Quarterly	Principal or Assistant Principal
School Counselor	Conduct parent conferences to provide updates on the graduation process	Minutes, parent sign-in sheets, and graduation contracts	September and ongoing throughout the year	Quarterly	Assistant Principal or Principal

On-Time Graduation Expectations • February

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Counselor	Participate in IEP meetings as needed to discuss academic progress, transcripts, and credit accommodations	Invitation to meeting, meeting minutes, transcript, and credit accommodations	August to June	Monthly	Principal
School Counselor	Meet with assessment analysts or test coordinator to identify students who need to be tested	Cohort report, transcript, credit check sheet, Pearson reports, Aspen reports (attendance), cohort spreadsheet, list of students by subject, and SOL spreadsheets	October to June	Quarterly	Principal or Assistant Principal
School Counselor/RTC Counselor	Students complete course selections by way of program planning	Completed student course request form	October to February	Monthly	Principal or Assistant Principal
School Counselor/RTC Counselor	Enter course requests into Aspen	Course request entry complete (Aspen)	October to February	Monthly	Principal or Assistant Principal
School Counselor/RTC Counselor	Receipt of student course request from middle school counselors	Agenda, minutes, sign-in sheets, completed course requests	February	Annually	Principal or Assistant Principal
School Counselor	Review of course tally data	Course tally sheets, district tally spreadsheet	February to June	Weekly (March through June)	Principal
School Counselor	Review teacher course recommendations on Aspen	Accepted teacher recommendation Aspen data	February	Monthly	Principal or Assistant Principal
School Social Worker	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Monthly	Principal or Assistant Principal
School Social Worker	Participate in weekly attendance meetings	Agenda, minutes, sign-in sheets	September to June	Weekly	Lead School Social Worker
School Social Worker	Refer students for CHINS (Child in Need of Service)	CHINS application	September to June	Monthly	Lead School Social Worker
School Social Worker	Conduct individual parent and student meetings to address attendance issues, home concerns, social histories, etc.	Home visit log, meeting minutes, and completed social history	September to June	Weekly	Lead School Social Worker
School Social Worker	Provide written report to administrators regarding home visits and CHINS referrals	Written report	September to June	Monthly	Lead School Social Worker
School Testing Coordinator/Analyst	Coding of students to include registration, correction of testing alerts, accommodations, and test record	Pearson test record and reports	Late January until testing window	Monthly	Division Director of Testing and Assistant Superintendents of Schools
School Testing Coordinator/Analyst	Compile, review, and disseminate list of students with accommodations to appropriate staff	List of students and accommoations, IEP, 504 Plan, and LEP Plan	September to June	Monthly	Principal, Division Director of Testing, and Assistant Superintendents
School Testing Coordinator/Analyst	Identify students for spring testing with a focus on term graduates	Longitudinal data from Pearson, PowerSchool, SOL assessment spreadsheet, cohort spreadsheets, class rosters and master schedule	Late January until testing window	Monthly (weekly as testing approaches)	Principal, Division Director of Testing, and Assistant Superintendents of Schools

On-Time Graduation Expectations • February

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Testing Coordinator/Analyst	Notify students and parents of test dates	Testing schedules posted throughout building, ParentLink, announcements in school, testing schedules sent home/mailed with students, and testing schedule posted on school/division website	Late January until testing window	Daily/weekly	Principal and Assistant Superintendents of Schools
School Testing Coordinator/Analyst	Create test sessions in Pearson	Testing sessions/rosters	February to June	Monthly	Principal and Division Director of Testing
School Testing Coordinator/Analyst	Coding of students to include registration, correction of testing alerts, accommodations, and test record	Pearson test record and reports	Late January until testing window	Monthly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
School Testing Coordinator/Analyst	Dissemination of test results to administrators, school counselor, teachers, students and parents	Makeup and retake rosters, absentee rosters, score reports	Within 24 hours of score availability	Daily/weekly	Principal and Division Director of Testing
School Testing Coordinator/Analyst	Review test results and share with school counselors and administrative team and department; schedule remediation and retakes	Pearson, PowerSchool reports, and/or remediation class rosters if applicable	Late January until testing window	Monthly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
SIS Operator/Office Associate III	Complete next year school field on Aspen	Aspen report with student listing	February	Annually	Principal
SIS Operator/Office Associate III	Reconcile updated spreadsheet on current cohort to include students who are completers, still enrolled, dropouts, transfers, unconfirmed, and long-term absences	Updated spreadsheet	August to June	Monthly	Principal or Assistant Principal
SIS Operator/Office Associate III	Record proper coding for all students enrolled, withdrawn, unconfirmed dropouts, and graduates	Aspen report	August to June	Daily/weekly	Principal or Assistant Principal
SIS Operator/Office Associate III	Coding of students to include registration, correction of testing alerts, accommodations, and test record	Pearson test record and reports	Late January until testing window	Monthly	Division Director of Testing and Assistant Superintendents of Schools
SIS Operator/Office Associate III	File corrected transcript maintenance	Completed maintenance forms	Beginning in August and ongoing throughout the year	Monthly	Principal/School Counselor
Teacher	Teacher complete course recommendations on Aspen	Accepted teacher recommendation Aspen data	February	Monthly	Principal or Assistant Principal
Teacher	Consult with parents and students regarding remediation with a focus on chronic absenteeism	Letters, ParentLink message, after school tutoring schedule, and rosters	Late January until testing window	Monthly	Principal and Assistant Superintendents of Schools
Teacher	Communicate with students and parents through letters and phone calls at the semester for failing students	Aspen parent portal access for all parents, letters and phone logs, Aspen student progress reports, develop a process for communicating with parents	Beginning in February at the end of the first semester	Quarterly	Principal

On-Time Graduation Expectations • February

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Teacher	Contact parents/adult students who are in jeopardy of failing a course	Letters, emails, ParentLink message	September to June	Quartlery	Content Department Chairperson
Teacher	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Referral form, agenda	Starting mid-August and ongoing	Quarterly	Principal or Assistant Principal
Teacher	Conduct parent conferences	Minutes, parent sign-in sheets, and graduation contracts	September and ongoing throughout the year	Quarterly	Principal or Assistant Principal
Teacher	Notify students and parents of test dates	Testing schedules posted throughout building, ParentLink, announcements in school, testing schedules sent home/mailed with students, and testing schedule posted on school/division website	Late January until testing window	Daily/weekly	Principal and Assistant Superintendents of Schools
Teacher	Ensure all students have been tested	School wide communication regarding absentee roster, makeup session roster, retest rosters, class rosters and copies of communication sent to parents and students, testing committee meeting agenda, and meeting minutes	Beginning with start of testing window until testing window closes	Daily/weekly	Principal or Assistant Principal
Testing Committee	Ensure all students have been tested	School wide communication regarding absentee roster, makeup session roster, retest rosters, class rosters and copies of communication sent to parents and students, telephone logs, testing committee meeting agenda, and meeting minutes	Beginning with start of testing window until testing window closes	Daily/weekly	Principal or Assistant Principal
Transcript Audit Team	Conduct building level audit	Audit log including number reviewed, issues noted, number of corrections and next steps	July and February	Biannually	Director of Curriculum and Instruction
Virgie Binford Detention Center Administrative Assistant	Provide notification of student enrollment to the comprehensive school counselors, principal, and SIS operator	Email notification and enrollment notification letter	September to June (within 24 to 48 hours of court appearance)	Weekly	Virgie Binford Detention Center Principal
Webmaster	Notify students and parents of test dates	Testing schedules posted throughout building, ParentLink, announcements in school, testing schedules sent home/mailed with students, and testing schedule posted on school/division website	Late January until testing window	Monthly	Principal and Assistant Superintendents of Schools

On-Time Graduation Expectations • March

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Assistant Principal	Review cohort spreadsheet for students on assigned caseload	SSWS spreadsheet and cohort spreadsheet	September to June	Quarterly	Principal
Assistant Principal	Populate cohort spreadsheet with data	Completed spreadsheet and Academic and Career Plan/transcript	Beginning in August and ongoing throughout the year	Quarterly	Principal
Assistant Principal	Communicate with students (and their parents) exhibiting chronic absences about remediation opportunities	Letters, ParentLink message, after school tutoring schedule, and rosters	Late January until testing window	Monthly	Principal and Assistant Superintendents of Schools
Assistant Principal	Identify students for spring testing with a focus on term graduates	Longitudinal data from Pearson, PowerSchool, SOL assessment spreadsheet, cohort spreadsheets, class rosters and master schedule	Late January until testing window	Monthly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
Assistant Principal or Principal	Formulate remediation plan	Tiered scores, remediation class rosters, remediation plan, attendance rosters for students attending remediation, meeting agenda, and meeting minutes	January to June	Monthly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
Assistant Principal	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Referral form and agenda	Starting mid-August and ongoing	Quarterly	Principal
Assistant Principal	Notify students and parents of test dates	Testing schedules posted throughout building, ParentLink, announcements in school, testing schedules sent home/mailed with students, and testing schedule posted on school/division website	Late January until testing window	Monthly	Principal and Assistant Superintendents of Schools
Assistant Principal	Coding of students to include registration, correction of testing alerts, accommodations, and test record	Pearson test record and reports	Late January until testing window	Monthly	Division Director of Testing and Assistant Superintendents of Schools
Assistant Principal	Conduct parent conferences	Minutes, parent sign-in sheets, and graduation contracts	September and ongoing throughout the year	Quarterly	Principal
Assistant Principal	Review CIS summary report with OGR/GCI cohort team during planned meetings	Service summary report, meeting minutes, and next steps	September to June	Monthly	Principal
Assistant Principal	Provide an update to the OGR/GCI team on any senior in the current cohort who is truant to include seniors 18 or older	Attendance letters, parent meetings, and attendance plans	September to June	Quarterly	Principal
Assistant Principal	Provide follow-up for all students placed on an attendance plan by cohort	Attendance meeting minutes, letters, and mediation minutes	September to June	Quarterly	Principal
Assistant Principal	Review current and upcoming cohort data using SSWS	SSWS spreadsheet and cohort spreadsheet	September to June	Quarterly	Principal
Assistant Principal	Assist the principal in monitoring responsibilities of cohort team	Meeting minutes and next steps	September to June	Quarterly	Principal

On-Time Graduation Expectations • March

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Assistant Principal	Monitor and provide status updates of interventions assigned for students in jeopardy of not graduating or extenuating circumstances	Attendance letters, failure letters, discipline records, report cards, senior credit verification, CIS monthly reports, and intervention reports	September to June	Quarterly	Principal
Assistant Principal	Consult with parents and students regarding remediation with a focus on chronic absenteeism	Letters, ParentLink message, after school tutoring schedule, and rosters	Late January until testing window	Monthly	Principal and Assistant Superintendents of Schools
Assistant Superintendents for Schools	Establish protocols and procedures for division level cohort meetings	Protocol document and meeting agenda, and next steps	November to April	Quarterly	Superintendent
Assistant Superintendents for Schools	Monitor the delivery of professional development for administrators, counselors, intervention specialist, graduation coach and SIS operator on proper coding for graduates, withdrawals, incarcerated students, dropouts, etc.	PowerPoint, meeting minutes, agenda, sign-in sheets, and next steps	August to July	Annually	Superintendent
Assistant Superintendents for Schools	Provide next steps to principals and cohort team after division level quarterly meeting	Meeting minutes and next steps	November to April	Quarterly	Superintendent
Assistant Superintendents for Schools	Monitor transcripts audits conducted throughout the school year	Audit reports from each school	August, March	Biannually	Superintendent
Assistant Superintendents for Schools	Request support from Asst. Superintendents with individual school needs for students in jeopardy of not graduating	Support form, meeting minutes, next steps, and email request	November to April	Quarterly	Superintendent
Assistant Superintendents for Schools	Review reporting errors (i.e. withdrawal reports, cohort, sliders, diploma types) noting mistakes and ensure necessary corrections	Corrections/next steps, and meeting minutes	August to July	Quarterly	Superintendent
Assistant Superintendents for Schools	Support each comprehensive high school according to individual school needs for students in jeopardy of not graduating	Support form, meeting minutes, next steps, and email request	November to April	Quarterly	Superintendent
Attendance Team	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Daily/weekly	Principal or Assistant Principal
Department Chair	Consult with parents and students regarding remediation with a focus on chronic absenteeism	Letters, ParentLink message, after school tutoring schedule, and rosters	Late January until testing window	Daily/weekly	Principal and Assistant Superintendents of Schools

On-Time Graduation Expectations • March

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Department Chair	Ensure all students have been tested	School wide communication regarding absentee roster, makeup session roster, retest rosters, class rosters and copies of communication sent to parents and students, testing committee meeting agenda, and meeting minutes	Beginning with start of testing window until testing window closes	Daily/weekly	Principal
Division Director of Testing	Convene a division testing training for STC/analysts and administrator	Sign-in sheet, VDOE EOC/SOL training PowerPoint, agenda/meeting minutes	Four (4) weeks prior to the start of the division testing window	Quarterly	Chief Academic Officer
Division Director of Testing	Load students into Pearson	Division validation report	February to May	Quarterly	Chief Academic Officer
English as a Second Language Department Chair	Identify students with accommodations and share list with testing coordinator and teachers	List of students and accommoations, IEP, 504 Plan, and LEP Plan	September to June	Quarterly	Principal, Division Director of Testing, and Assistant Superintendents
Examiner	Test students	Score reports, absentee reports, session rosters, and makeup and retest rosters	First day of testing until window closes	Daily/weekly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
Exceptional Education Case Manager	Convene an IEP meeting for SWD who are in jeopardy of retention at based on the first semester's grades to determine if any revisions are needed to the IEP	IEP, Prior Written Notice, and/or IEP meeting minutes	September to June	Monthly	Principal /Assistant Principal and Instruction and Compliance Coordinator
Exceptional Education Case Manager	Provide parents/adult students with an update regarding the student's graduation status at least annually	Prior Written Notice/meeting minutes	September to June	Quarterly (IEP meetings held during the quarter)	Principal or Assistant Principal
Exceptional Education Case Manager	Upload student IEP and supporting document (e.g. credit accommodation form, alternate assessment participation form) to Aspen under "documents"	Aspen document listing	Within three (3) school days of parental consent for the IEP	Quarterly	Instruction and Compliance Coordinator
Exceptional Education - IEP Team	Determine accommodations, if any, for students with disabilities (SWD)	IEP	September to June	Monthly	Exceptional Education designee in the IEP meeting
Family and Community Engagement Staff	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Weekly	Principal
Family and Community Engagement Staff	Participate in weekly attendance meetings	Agenda, minutes, sign-in sheets	September to June	Weekly	Director of Student Services
Family and Community Engagement Staff	Conduct home visits of truant students	Home visit log and intervention plan	September to July	Weekly	Director of Student Services
Family and Community Engagement Staff	Conduct home visits to assist each school in locating 12th grade students on the current cohort but not enrolled in the school of record	Home visit log and intervention plan	September to July	Quarterly	Director of Student Services

On-Time Graduation Expectations • March

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Family and Community Engagement Staff	Conduct home visits to assist each school in locating students in current cohort but not enrolled in the school of record (grades 9-11)	Home visit log and intervention plan	September to July	Quarterly	Director of Student Services
Instruction and Compliance Coordinator	Submit SOL accommodations to individuals responsible for testing	IEP Online Accommodation Report (Division and SOL)	30 days prior to SOL testing	Each testing session	Principal
Intervention Counselor, Graduation Coach or Cohort Team	Inspect records to ensure corrections are made in GCI report by the designated dates provided by the division	Aspen report	August to June	Monthly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach, or Assistant Principal	Compare OGR/GCI reports to the enrollment history report	Reconciliation/summary report	August to July	Monthly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach, or Assistant Principal	Submit corrections for OGR and GCI to principal	Aspen report, OGR, and GCI reports	August to July	Monthly	Principal, Executive Director of ICTS
Intervention Counselor, Graduation Coach, or Cohort Team	Submit school corrections to the systems programmer analyst	List of corrections for students in cohort	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or Attendance Team	Contact parents or adult students with attendance issues/chronic absences	Phone log and written notification	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or FACE/School Social Worker	Conduct home visits for truant/chronically absent students to include students 18 years of age or older	Summary report and attendance plan	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or School Counselor at home school and School Counselor at RAS	Track students enrolled at the Performance Learning Center, Aspire, and Richmond Alternative School	Written report	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or School Counselor	Provide administrators with a list of students in jeopardy of not graduating	Meeting minutes with list	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Process paperwork for withdrawal students	Withdrawal form and enrollment notification	August to June	As needed daily	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Record proper coding with proper documentation for withdrawal students	Initialed Aspen report with documentation	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Notify counselors of withdrawal/entry status of students	Written report/email message	August to June	Daily/weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Confirm enrollment of transfer students and maintain documentation on file	Withdrawal form and enrollment notification	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Forward copy of cumulative records to new receiving schools for withdrawn students	Records request form from receiving school	August to June	Daily/weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or Office Associate/SISOP	Provide a written report to administrators and counselors regarding students withdrawn and enrolled in other divisions	Written report	August to June	Quarterly	Principal or Assistant Principal

On-Time Graduation Expectations • March

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Intervention Counselor, Graduation Coach or SISOP	Provide Family and Community Engagement Office with a list of students withdrawn but not enrolled in another school	Incomplete withdrawal form: W-9 Report No Show Unknown	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or FACE/School Social Worker	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Monthly	Principal or Assistant Principal
PLC Academic Coordinator	Administer SOL assessments and CTE certification exams to all PLC students	Testing plan, testing sessions, and score reports	September to July	Quarterly	Chief Academic Officer
PLC Academic Coordinator	Notify Principal, School Counselors and intervention counselor/graduation coach of students not attending program and in jeopardy of not completing graduation requirements	Attendance reports, progress reports, jeopardy letter, and shared Google Drive sheet	September to July	Biweekly	Chief Academic Officer
PLC Academic Coordinator	Provide academic and attendance (chronic absenteeism) update on students enrolled/dropout/W-9 and in the PLC program to each comprehensive high school principal and counselor	Course completion sheets, SOL score reports, student with chronic absences listing	September to June	monthly	Chief Academic Officer
Principal	Provide school counselors and SIS OP/office associate with due dates received from ICTS for submitting cohort updates or corrections needed for the report	Cohort update and corrections calendar	July to June	Annually	Assistant Superintendents of Schools
Principal	Obtain list from counselors of potential dropouts and students in jeopardy of not graduating each marking period	Aspen F list, cohort spreadsheet, attendance record, and discipline record, list of students identified as potential dropouts or in jeopardy of not graduating on time	November to June	Quarterly	Assistant Superintendents of Schools
Principal	Review cohort spreadsheet for students on assigned caseload	SSWS report, cohort spreadsheet, agenda, minutes, and next steps	July to June	Quarterly	Assistant Superintendents of Schools
Principal	Review and monitor maintenance of cohort data in Aspen for the current school year: update records with verified information- no shows, transfers, repeaters, sliders, unconfirmed	Spreadsheet of corrections and verification evidence, Aspen snapshot	September to July	Quarterly	Assistant Superintendents of Schools
Principal	Review CIS monthly summary report of services that has been provided to Principal regarding provided services to students and share during cohort team meetings	Service summary report, meeting minutes, and next steps	September to June	Monthly	Assistant Superintendents of Schools

On-Time Graduation Expectations • March

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Principal	Distribute invitation for school level OGR/GCI meetings to all members of the team one week prior to the meeting	OGR/GCI meeting invitation	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Provide agenda for school level GCI/OGR meetings	Agenda	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Convene a meeting to monitor the OGR and GCI report	Meeting minutes/agenda, cohort spreadsheet, and documentation of students' whereabouts	August to June	Monthly	Principal or Assistant Principal
Principal	Provide summary report from SSWS with prospective OGR/GCI for the school year to assistant superintendents of Schools	OGR/GCI summary document	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Provide next steps after all OGR/GCI meetings with timeline for completion and follow-up	Agenda, meeting minutes, and next steps	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Review OGR/GCI report and submit coding corrections to ICTS within the calendar window established by the school division for submission of data changes	List of submitted corrections	August to July	Annually	Assistant Superintendents of Schools
Principals	Request support from assistant superintendent with individual school needs for students in jeopardy of not graduating	Support form, meeting minutes, next steps, and email request	November to April	Quarterly	Assistant Superintendents for Schools
Private Day Instructional Specialist	Provide each comprehensive school counseling department chair and principal a copy of the student's transcript from their private day placement upon transition from private day back to a comprehensive school setting	Email notification, trascript	Within three (3) school days of the student returning to the comprehensive school	September to June	Exceptional Education Compliance Coordinator
School Counselors	Create spreadsheets for all students on caseload to include: course credits, verified credits, courses needed for graduation, diploma status, disability, cohort year, certifications	Cohort spreadsheet	August to June	Quarterly	Principal
School Counselor	Review all students on caseload	Transcripts, Academic and Career Plan	September to February	Quarterly	Principal
School Counselor	Populate cohort spreadsheet with data	Completed spreadsheet and Academic and Career Plan/transcript	Beginning in August and ongoing throughout the year	Quarterly	Principal
School Counselor	Update cohort spreadsheet for graduation requirements	Cohort report, transcript, credit check sheet, Pearson reports, and Aspen reports (attendance)	Starting November 1 and ongoing	Quarterly	Principal or Assistant Principal

On-Time Graduation Expectations • March

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Counselors	Create RPS transcript for new students with courses taken outside of the division to include private day placement students and juvenile detention	Document from previous school record	Beginning in August and ongoing throughout the year	Quarterly	Principal
School Counselor	Provide the administrative and graduation monitoring teams with updated spreadsheets for all students on caseload to include: course credits, verified credits, courses needed for graduation, diploma status, disability, cohort year, certifications	Cohort spreadsheet, IEP, Aspen report, and transcript	August to June	Quarterly	Principal
School Counselors	Conduct a transcript review to ensure all 9-12 students on a caseload are on track for graduation	Senior verification sheet, SOL scores, transcript, and senior agreement	August to June	Each semester	Principal
School Counselors	Correct inaccurate transcripts for all students	Transcript correction form/updated transcript	Within one month of registration	Quarterly	Principal
School Counselor	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Referral form and agenda	Starting mid-August and ongoing	Quarterly	Principal or Assistant Principal
School Counselor	Provide the administrative and graduation monitoring teams with updated spreadsheets for all students on caseload to include: course credits, verified credits, courses needed for graduation, diploma status, disability, cohort year, certifications	Cohort spreadsheet, IEP, Aspen report, and transcripts	August to June	Quarterly	Principal
School Counselor	Compare spreadsheet and Transcript to Graduation Requirements by Cohort Year - 9-12	Transcripts and spreadsheet	September to June	Quarterly	Principal
School Counselor	Review student cohort records to include transcript, including verified credits, certifications, identify current cohort. Change grade level, keep cohort year for any repeaters	Cohort report, transcript, credit check sheet, Pearson reports, and Aspen reports (attendance)	September to June	Quarterly	Principal
School Counselor	Provide an update to administrators of students in jeopardy of not graduating on time	Meeting minutes, failure list, D and F list, and SOL scores	August to June	Quarterly	Principal
School Counselor	Identify students for spring testing with a focus on term graduates	Longitudinal data from Pearson, PowerSchool, SOL assessment spreadsheet, cohort spreadsheets, class rosters and master schedule	Late January until testing window	Monthly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
School Counselor	Provide roster of students needing SOL remediation, credit recovery/assistance to Principal and STC/Data Analyst	SOL scores and SOL spreadsheet	August to June	Quarterly	Principal

On-Time Graduation Expectations • March

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Counselor	Facilitate individual/small group	Lesson plans, noteCounselor, monthly calendar, and survey letters	October to June	Quarterly	Principal or Assistant Principal
School Counselor	Conduct individual, classroom, and group student meetings	Academic and Career Plans, lesson plans, senior credit verification sheet, cohort spreadsheet, and noteCounselor	Beginning in August ongoing throughout the school year with checkpoints during each marking period and at the end of each test administration	Quarterly	Principal or Assistant Principal
School Counselor	Meet with students individually to review graduation requirements and intervention (PLC, Edgenuity, Aspire)	Senior failure letters, IEP, noteCounselor, senior verification forms, emails, and phone logs	September to June	Monthly	Principal or Assistant Principal
School Counselor	Conduct individual, classroom, and group student meetings	Academic and Career plans, lesson plans, senior credit verification sheet, cohort spreadsheet, and noteCounselor	Beginning in August ongoing throughout the school year with checkpoints during each marking period and at the end of each test administration	Quarterly	Principal or Assistant Principal
School Counselor	Review, discuss, complete Academic and Career Plan	Transcripts and SOL scores	October until end of year	Quarterly	Principal
School Counselor	Conduct required quarterly scheduled meetings throughout the school year with seniors regarding graduation requirements	Meeting minutes, meeting agenda, invitations, schedules, transcripts, and SOL scores	August to June	Quarterly	Principal
School Counselor	Conduct individual/group student meetings	Senior verification/Academic and Career Plan, completed spreadsheet, agenda, and noteCounselor,	October and ongoing quarterly	Quarterly	Principal or Assistant Principal
School Counselor	Review and update annual Academic and Career Planning	noteCounselor, Academic and Career Plans	Beginning in August and ongoing throughout the year	Quarterly	Principal or Assistant Principal
School Counselor	Conduct parent conferences to provide updates on the graduation process	Minutes, parent sign-in sheets, and graduation contracts	September and ongoing throughout the year	Quarterly	Assistant Principal or Principal
School Counselor	Participate in IEP meetings as needed to discuss academic progress, transcripts, and credit accommodations	Invitation to meeting, meeting minutes, transcript, and credit accommodations	August to June	Monthly	Principal
School Counselor	Meet with assessment analysts or test coordinator to identify students who need to be tested	Cohort report, transcript, credit check sheet, Pearson reports, Aspen reports (attendance), cohort spreadsheet, list of students by subject, and SOL spreadsheets,	October to June	Quarterly	Principal or Assistant Principal
School Counselor	Review of course tally data	Course tally sheets, district tally spreadsheet	February to June	Weekly (March through June)	Principal

On-Time Graduation Expectations • March

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Counselor/RTC Counselor	Print and review listing of students without course requests/students with fewer than eight course requests and add appropriate courses for students to ensure all students have the requisite number of courses needed	Aspen report with student listing	March (annually)	Monthly	Principal
School Social Worker	Conduct parent and student individual meetings to address attendance issues, home concerns, and social histories, etc.	Home visit log, meeting minutes, and completed social history	September to June	Weekly	Lead School Social Worker
School Social Worker	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Weekly	Principal or Assistant Principal
School Social Worker	Participate in weekly attendance meetings	Agenda, minutes, sign-in sheets	September to June	Weekly	Lead School Social Worker
School Social Worker	Provide written report to administrators regarding home visits and CHINS referrals	Written report	September to June	Monthly	Lead School Social Worker
School Social Worker	Refer students for CHINS (Child in Need of Service)	CHINS application	September to June	Monthly	Lead School Social Worker
School Testing Coordinator/Analyst	Coding of students to include registration, correction of testing alerts, accommodations, and test record	Pearson test record and reports	Late January until testing window	Daily/weekly	Division Director of Testing and Assistant Superintendents of Schools
School Testing Coordinator/Analyst	Create test sessions in Pearson	Testing sessions/rosters	February to June	Monthly	Principal and Division Director of Testing
School Testing Coordinator/Analyst	Coding of students to include registration, correction of testing alerts, accommodations, and test record	Pearson test record and reports	Late January until testing window	Daily/weekly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
School Testing Coordinator/Analyst	Notify students and parents of test dates	Testing schedules posted throughout building, ParentLink, announcements in school, testing schedules sent home/mailed with students, and testing schedule posted on school/division website	Late January until testing window	Daily/weekly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
School Testing Coordinator/Analyst	Consult with parents and students regarding remediation with a focus on chronic absenteeism	Letters, ParentLink message, after school tutoring schedule, and rosters	Late January until testing window	Daily/weekly	Principal
School Testing Coordinator/Analyst	Identify students for spring testing with a focus on term graduates	Longitudinal data from Pearson, PowerSchool, SOL assessment spreadsheet, cohort spreadsheets, class rosters and master schedule	Late January until testing window	Monthly (weekly as testing approaches)	Principal, Division Director of Testing, and Assistant Superintendents of Schools
School Testing Coordinator/Analyst	Compile, review, and disseminate list of students with accommodations to appropriate staff	List of students and accommoations, IEP, 504 Plan, and LEP Plan	September to June	Monthly	Principal, Division Director of Testing, and Assistant Superintendents

On-Time Graduation Expectations • March

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Testing Coordinator/Analyst	Review test results and share with school counselors and administrative team and department; schedule remediation and retakes	Pearson, PowerSchool reports, and/or remediation class rosters if applicable	Late January until testing window	Daily/weekly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
School Testing Coordinator/Analyst	Test students	Score reports, absentee reports, session rosters, makeup and retest rosters	First day of testing until window closes	Daily/weekly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
School Testing Coordinator/Analyst	Dissemination of test results to administrators, school counselor, teachers, students and parents	Makeup and retake rosters, absentee rosters, score reports	Within 24 hours of score availability	Daily/weekly	Principal and Division Director of Testing
SIS Operator/Office Associate III	Reconcile updated spreadsheet on current cohort to include students who are completers, still enrolled, dropouts, transfers, unconfirmed, and long-term absences	Updated spreadsheet	August to June	Monthly	Principal or Assistant Principal
SIS Operator/Office Associate III	Record proper coding for all students enrolled, withdrawn, unconfirmed dropouts, and graduates	Aspen report	August to June	Weekly, Daily	Principal or Assistant Principal
SIS Operator/Office Associate III	Coding of students to include registration, correction of testing alerts, accommodations, and test record	Pearson test record and reports	Late January until testing window	Monthly	Division Director of Testing and Assistant Superintendents of Schools
SIS Operator/Office Associate III	File corrected transcript maintenance	Completed maintenance forms	Beginning in August and ongoing throughout the year	Monthly	Principal/School Counselor
Teacher	Consult with parents and students regarding remediation with a focus on chronic absenteeism	Letters, ParentLink message, after school tutoring schedule, and rosters	Late January until testing window	Monthly	Principal and Assistant Superintendents of Schools
Teacher	Communicate with students and parents through letters and phone calls at the semester for failing students	Aspen parent portal access for all parents, letters and phone logs, Aspen student progress reports, develop a process for communicating with parents	Beginning in February at the end of the first semester	Quarterly	Principal
Teacher	Contact parents/adult students who are in jeopardy of failing a course	Letters, emails, ParentLink message	September to June	Quartlery	Content Department Chairperson
Teacher	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Referral form, agenda	Starting mid-August and ongoing	Quarterly	Principal or Assistant Principal
Teacher	Conduct parent conferences	Minutes, parent sign-in sheets, and graduation contracts	September and ongoing throughout the year	Quarterly	Principal or Assistant Principal
Teacher	Notify students and parents of test dates	Testing schedules posted throughout building, ParentLink, announcements in school, testing schedules sent home/mailed with students, and testing schedule posted on school/division website	Late January until testing window	Daily/weekly	Principal and Assistant Superintendents of Schools

On-Time Graduation Expectations • March

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Teacher	Ensure all students have been tested	School wide communication regarding absentee roster, makeup session roster, retest rosters, class rosters and copies of communication sent to parents and students, testing committee meeting agenda, and meeting minutes	Beginning with start of testing window until testing window closes	Daily/weekly	Principal or Assistant Principal
Testing Committee	Debrief to review student attendance	Aspen attendance, testing absentee roster, retest roster, makeup session roster, meeting agenda, and meeting minutes	Daily	Daily/weekly	Principal
Testing Committee	Ensure all students have been tested	School wide communication regarding absentee roster, makeup session roster, retest rosters, class rosters and copies of communication sent to parents and students, testing committee meeting agenda, and meeting minutes	Beginning with start of testing window until testing window closes	Daily/weekly	Principal or Assistant Principal
Virgie Binford Detention Center Administrative Assistant	Provide notification of student enrollment to the comprehensive school counselors, principal, and SIS operator	Email notification and enrollment notification letter	September to June (within 24 to 48 hours of court appearance)	Weekly	Virgie Binford Detention Center Principal
Webmaster	Notify students and parents of test dates	Testing schedules posted throughout building, ParentLink, announcements in school, testing schedules sent home/mailed with students, and testing schedule posted on school/division website	Late January until testing window	Monthly	Principal and Assistant Superintendents of Schools

On-Time Graduation Expectations • April

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Assistant Principal	Review cohort spreadsheet for students on assigned caseload	SSWS spreadsheet and cohort spreadsheet	September to June	Quarterly	Principal
Assistant Principal	Populate cohort spreadsheet with data	Completed spreadsheet and Academic and Career Plan/transcript	Beginning in August and ongoing throughout the year	Quarterly	Principal
Assistant Principal	Communicate with students (and their parents) exhibiting chronic absences about remediation opportunities	Letters, ParentLink message, after school tutoring schedule, and rosters	Late January until testing window	Monthly	Principal and Assistant Superintendents of Schools
Assistant Principal	Identify students for spring testing with a focus on term graduates	Longitudinal data from Pearson, PowerSchool, SOL assessment spreadsheet, cohort spreadsheets, class rosters and master schedule	Late January until testing window	Monthly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
Assistant Principal or Principal	Formulate remediation plan	Tiered scores, remediation class rosters, remediation plan, attendance rosters for students attending remediation, meeting agenda, and meeting minutes	January to June	Monthly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
Assistant Principal	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Referral form and agenda	Starting mid-August and ongoing	Quarterly	Principal
Assistant Principal	Notify students and parents of test dates	Testing schedules posted throughout building, ParentLink, announcements in school, testing schedules sent home/mailed with students, and testing schedule posted on school/division website	Late January until testing window	Monthly	Principal and Assistant Superintendents of Schools
Assistant Principal	Coding of students to include registration, correction of testing alerts, accommodations, and test record	Pearson test record and reports	Late January until testing window	Monthly	Division Director of Testing and Assistant Superintendents of Schools
Assistant Principal	Conduct parent conferences	Minutes, parent sign-in sheets, and graduation contracts	September and ongoing throughout the year	Quarterly	Principal
Assistant Principal	Review CIS summary report with OGR/GCI cohort team during planned meetings	Service summary report, meeting minutes, and next steps	September to June	Monthly	Principal
Assistant Principal	Provide an update to the OGR/GCI team on any senior in the current cohort who is truant to include seniors 18 or older	Attendance letters, parent meetings, and attendance plans	September to June	Quarterly	Principal
Assistant Principal	Provide follow-up for all students placed on an attendance plan by cohort	Attendance meeting minutes, letters, and mediation minutes	September to June	Quarterly	Principal
Assistant Principal	Review current and upcoming cohort data using SSWS	SSWS spreadsheet and cohort spreadsheet	September to June	Quarterly	Principal
Assistant Principal	Assist the principal in monitoring responsibilities of cohort team	Meeting minutes and next steps	September to June	Quarterly	Principal

On-Time Graduation Expectations • April

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Assistant Principal	Monitor and provide status updates of interventions assigned for students in jeopardy of not graduating or extenuating circumstances	Attendance letters, failure letters, discipline records, report cards, senior credit verification, CIS monthly reports, and intervention reports	September to June	Quarterly	Principal
Assistant Principal	Consult with parents and students regarding remediation with a focus on chronic absenteeism	Letters, ParentLink message, after school tutoring schedule, and rosters	Late January until testing window	Monthly	Principal and Assistant Superintendents of Schools
Assistant Principal	Load the master schedule	Master Schedule	Late April to early May	Annually	Principal
Assistant Principal	Communicates students' progress to parents	Log/copy of letter	October at first interim and ongoing quarterly	Quarterly	Principal
Assistant Superintendents of Schools	Establish protocols and procedures for division level cohort meetings	Protocol document and meeting agenda, and next steps	November to April	Quarterly	Superintendent
Assistant Superintendents of Schools	Monitor the delivery of professional development for administrators, counselors, intervention specialist, graduation coach and SIS operator on proper coding for graduates, withdrawals, incarcerated students, dropouts, etc.	PowerPoint, meeting minutes, agenda, sign-in sheets, and next steps	August to July	Annually	Superintendent
Assistant Superintendents of Schools	Review reporting errors (i.e. withdrawal reports, cohort, sliders, diploma types) noting mistakes and ensure necessary corrections	Corrections/next steps and meeting minutes	August to July	Quarterly	Superintendent
Assistant Superintendents of Schools	Attend cohort meetings	Agenda, minutes, sign-in sheets, spreadsheets	November and ongoing quarterly	Quarterly	Division Leadership
Assistant Superintendents of Schools	Provide next steps to principals and cohort team after division level quarterly meeting	Meeting minutes and next steps	November to April	Quarterly	Superintendent
Assistant Superintendents of Schools	Support each comprehensive high school according to individual school needs for students in jeopardy of not graduating	Support form, meeting minutes, next steps, and email request	November to April	Quarterly	Superintendent
Attendance Team	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Monthly	Principal
Department Chairs	Consult with parents and students regarding remediation with a focus on chronic absenteeism	Letters, ParentLink message, after school tutoring schedule, and rosters	Late January until testing window	Monthly	Principal and Assistant Superintendents of Schools
Department Chairs	Ensure all students have been tested	School wide communication regarding absentee roster, makeup session roster, retest rosters, class rosters and copies of communication sent to parents and students, testing committee meeting agenda, and meeting minutes	Beginning with start of testing window until testing window closes	Daily/weekly	Principal or Assistant Principal

On-Time Graduation Expectations • April

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Detention Administrator/Jail instructor	Disseminate report cards to zone school counseling department chair quarterly	Email verification and report card	Within 10 days of the close of the marking period	Within 30 days after the end of the marking period	Director of Exceptional Education
Division Director of Testing	Load students into Pearson	Division validation report	February to May	Quarterly	Chief Academic Officer
English as a Second Language Department Chair	Identify students with accommodations and share list with testing coordinator and teachers	List of students and accommoations, IEP, 504 Plan, and LEP Plan	September to June	Quarterly	Principal, Division Director of Testing, and Assistant Superintendents
Exceptional Education Case Manager	Convene an IEP meeting for SWD who are in jeopardy of retention at based on the first semester's grades to determine if any revisions are needed to the IEP	IEP, Prior Written Notice, and/or IEP meeting minutes	September to June	Monthly	Principal /Assistant Principal and Instruction and Compliance Coordinator
Exceptional Education Case Manager	Provide parents/adult students with an update regarding the student's graduation status at least annually	Prior Written Notice/meeting minutes	September to June	Quarterly (IEP meetings held during the quarter)	Principal or Assistant Principal
Exceptional Education Case Manager	Upload student IEP and supporting document (e.g. credit accommodation form, alternate assessment participation form) to Aspen under "documents"	Aspen document listing	Within three (3) school days of parental consent for the IEP	Quarterly	Instruction and Compliance Coordinator
Exceptional Education - IEP Team	Determine accommodations, if any, for students with disabilities (SWD)	IEP	September to June	Monthly	Exceptional Education designee in the IEP meeting
Family and Community Engagement Staff	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Monthly	Principal or Assistant Principal
Family and Community Engagement Staff	Participate in weekly attendance meetings	Agenda, minutes, sign-in sheets	September to June	Weekly	Director of Student Services
Family and Community Engagement Staff	Conduct home visits of truant students	Home visit log and intervention plan	September to July	Weekly	Director of Student Services
Family and Community Engagement Staff	Conduct home visits to assist each school in locating 12th grade students on the current cohort but not enrolled in the school of record	Home visit log and intervention plan	September to July	Quarterly	Director of Student Services
Family and Community Engagement Staff	Conduct home visits to assist each school in locating students in current cohort but not enrolled in the school of record (grades 9-11)	Home visit log and intervention plan	September to July	Quarterly	Director of Student Services
Instruction and Compliance Coordinator	Submit SOL accommodations to individuals responsible for testing	Accommodations sheets and signature of receipt	30 days prior to SOL testing	Each testing session	Principal

On-Time Graduation Expectations • April

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Instruction and Compliance Coordinator	Disseminate via email the Special Education Service Delivery Table to the appropriate middle and high school ICC that reflects the LRE for each student with a disability (SWD) enrolled in school for each content area (cc to the sending ICC pricnipal and Exceptional Education Instructional Specialist)	Email with service delivery table	April 1st (or the first school day in April)	April 15 (following school day)	Assistant Principal (Exceptional Education Administrator)
Intervention Counselor, Graduation Coach or SISOP	Meet monthly as a cohort team to review reports, make recommendations, complete referrals, and other interventions.	Agenda, meeting minutes, and roster with interventions assigned	November (ongoing quarterly)	Quarterly	Assistant Superintendents
Intervention Counselor, Graduation Coach or Cohort Team	Inspect records to ensure corrections are made in GCI report by the designated dates provided by the division	Aspen report	August to June	Monthly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach, or Assistant Principal	Compare OGR/GCI reports to the enrollment history report	Reconciliation/summary report	August to July	Monthly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach, or Assistant Principal	Submit corrections for OGR and GCI to principal	Aspen report, OGR, and GCI reports	August to July	Monthly	Principal, Executive Director of ICTS
Intervention Counselor, Graduation Coach, or Cohort Team	Submit school corrections to the systems programmer analyst	List of corrections for students in cohort	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or Attendance Team	Contact parents or adult students with attendance issues/chronic absences	Phone log and written notification	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or FACE/School Social Worker	Conduct home visits for truant/chronically absent students to include students 18 years of age or older	Summary report and attendance plan	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or School Counselor at home school and School Counselor at RAS	Track students enrolled at the Performance Learning Center, Aspire, and Richmond Alternative School	Written report	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or School Counselor	Provide administrators with a list of students in jeopardy of not graduating	Meeting minutes with list	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Process paperwork for withdrawal students	Withdrawal form and enrollment notification	August to June	As needed daily	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Record proper coding with proper documentation for withdrawal students	Initialed Aspen report with documentation	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Notify counselors of withdrawal/entry status of students	Written report/email message	August to June	Daily/weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Confirm enrollment of transfer students and maintain documentation on file	Withdrawal form and enrollment notification	August to June	Weekly	Principal or Assistant Principal

On-Time Graduation Expectations • April

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Intervention Counselor, Graduation Coach or SISOP	Forward copy of cumulative records to new receiving schools for withdrawn students	Records request form from receiving school	August to June	Daily/weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or Office Associate/SISOP	Provide a written report to administrators and counselors regarding students withdrawn and enrolled in other divisions	Written report	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Provide Family and Community Engagement Office with a list of students withdrawn but not enrolled in another school	Incomplete withdrawal form: W-9 Report No Show Unknown	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or FACE/School Social Worker	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Monthly	Principal or Assistant Principal
PLC Academic Coordinator	Provide academic and attendance (chronic absenteeism) update on students enrolled/dropout/W-9 and in the PLC program to each comprehensive high school principal and counselor	Course completion sheets, SOL score reports, and student with chronic absences listing	September to June	monthly	Chief Academic Officer
PLC Academic Coordinator	Attend quarterly division cohort meetings and provide updates regarding academic status, SOL scores, attendance and behavior. Updates must also include students in jeopardy of not graduating on time	Course completion sheets, SOL score reports, student with chronic absences listing, meeting minutes, and next steps	November to April	Quarterly	Chief Academic Officer
PLC Academic Coordinator	Administer SOL assessments and CTE certification exams to all PLC students	Testing plan, testing sessions, score reports	September to July	Quarterly	Chief Academic Officer
PLC Academic Coordinator	Notify principal, school counselors and intervention counselor/graduation coach of students not attending program and in jeopardy of not completing graduation requirements	Attendance reports, progress reports, jeopardy letter, and shared Google Drive sheet	September to July	Biweekly	Chief Academic Officer
Principal	Provide school counselors and SIS OP/office associate with due dates received from ICTS for submitting cohort updates or corrections needed for the report	Cohort update and corrections calendar	July to June	Annually	Assistant Superintendents of Schools
Principal	Obtain list from counselors of potential dropouts and students in jeopardy of not graduating each marking period	Aspen F list, cohort spreadsheet, attendance record, and discipline record, list of students identified as potential dropouts or in jeopardy of not graduating on time	November to June	Quarterly	Assistant Superintendents of Schools

On-Time Graduation Expectations • April

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Principal	Review cohort spreadsheet for students on assigned caseload	SSWS report, cohort spreadsheet, agenda, minutes, and next steps	July to June	Quarterly	Assistant Superintendents of Schools
Principal	Review and monitor maintenance of cohort data in Aspen for the current school year: update records with verified information- no shows, transfers, repeaters, sliders, unconfirmed	Spreadsheet of corrections and verification evidence, Aspen snapshot	September to July	Quarterly	Assistant Superintendents of Schools
Principal	Review CIS monthly summary report of services that has been provided to Principal regarding provided services to students and share during cohort team meetings	Service summary report, meeting minutes, and next steps	September to June	Monthly	Assistant Superintendents of Schools
Principal	Distribute invitation for school level OGR/GCI meetings to all members of the team one week prior to the meeting	OGR/GCI meeting invitation	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Provide agenda for school level GCI/OGR meetings	Agenda	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Convene a meeting to monitor the OGR and GCI report	Meeting minutes/agenda, cohort spreadsheet, and documentation of students' whereabouts	August to June	Monthly	Principal or Assistant Principal
Principal	Provide summary report from SSWS with prospective OGR/GCI for the school year to assistant superintendents of Schools	OGR/GCI summary document	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Provide next steps after all OGR/GCI meetings with timeline for completion and follow-up	Agenda, meeting minutes, and next steps	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Review OGR/GCI report and submit coding corrections to ICTS within the calendar window established by the school division for submission of data changes	List of submitted corrections	August to July	Annually	Assistant Superintendents of Schools
Principal	Assign counselor, ISAEP staff and additional staff persons to participate in division level quarterly cohort meetings	List of students and academic status to include GED credential status, credit status and verified credits, and tutoring log	End of each nine-week period	Quarterly	Assistant Superintendents for Schools
Principal	Attend cohort meetings	Agenda, minutes, sign-in sheets, spreadsheets	November and ongoing quarterly	Quarterly	Assistant Superintendents for Schools

On-Time Graduation Expectations • April

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Principal	Attend quarterly division cohort meetings and provide senior updates regarding academic status, attendance and behavior. Updates must also include students in jeopardy of not graduating on time	List of all student (inactive and active) sorted by comprehensive school with academic status, attendance and behavior - meeting notes, jeopardy letters, attendance report	End of each nine-week period	Quarterly	Assistant Superintendents for Schools
Principals	Request support from assistant superintendent with individual school needs for students in jeopardy of not graduating	Support form, meeting minutes, next steps, and email request	November to April	Quarterly	Assistant Superintendents for Schools
Private Day Instructional Specialist	Provide each comprehensive school counseling department chair and principal a copy of the student's transcript from their private day placement upon transition from private day back to a comprehensive school setting	Email notification, trascript	Within three (3) school days of the student returning to the comprehensive school	September to June	Exceptional Education Compliance Coordinator
Private Day Instructional Specialist/Designee	Email report cards for private day students to each zoned comprehensive school to the school counselor department chair, and principal	Email with report card	Within 15 days of the end of the marking period within 15 days of the end of the marking period	Within 30 days of the end of the marking period	Exceptional Education Compliance Coordinator
School Counselor/RTC Counselor	Load the master schedule	Master schedule	Late April to early May	Annually	Principal
School Counselors	Create spreadsheets for all students on caseload to include: course credits, verified credits, courses needed for graduation, diploma status, disability, cohort year, certifications	Cohort spreadsheet	August to June	Quarterly	Principal
School Counselor	Populate cohort spreadsheet with data	Completed spreadsheet and Academic and Career Plan/transcript	Beginning in August and ongoing throughout the year	Quarterly	Principal
School Counselor	Update cohort spreadsheet for graduation requirements	Cohort report, transcript, credit check sheet, Pearson reports, and Aspen reports (attendance)	Starting November 1 and ongoing	Quarterly	Principal or Assistant Principal
School Counselors	Create RPS transcript for new students with courses taken outside of the division to include private day placement students and juvenile detention	Document from previous school record	Beginning in August and ongoing throughout the year	Quarterly	Principal

On-Time Graduation Expectations • April

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Counselor	Provide the administrative and graduation monitoring teams with updated spreadsheets for all students on caseload to include: course credits, verified credits, courses needed for graduation, diploma status, disability, cohort year, certifications	Cohort spreadsheet, IEP, Aspen report, and transcript	August to June	Quarterly	Principal
School Counselors	Conduct a transcript review to ensure all 9-12 students on a caseload are on track for graduation	Senior verification sheet, SOL scores, transcript, and senior agreement	August to June	Each semester	Principal
School Counselors	Correct inaccurate transcripts for all students	Transcript correction form/updated transcript	Within one month of registration	Quarterly	Principal
School Counselor	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Referral form and agenda	Starting mid-August and ongoing	Quarterly	Principal or Assistant Principal
School Counselor	Provide the administrative and graduation monitoring teams with updated spreadsheets for all students on caseload to include: course credits, verified credits, courses needed for graduation, diploma status, disability, cohort year, certifications	Cohort spreadsheet, IEP, Aspen report, and transcripts	August to June	Quarterly	Principal
School Counselor	Compare spreadsheet and Transcript to Graduation Requirements by Cohort Year - 9-12	Transcripts and spreadsheet	September to June	Quarterly	Principal
School Counselor	Review student cohort records to include transcript, including verified credits, certifications, identify current cohort. Change grade level, keep cohort year for any repeaters	Cohort report, transcript, credit check sheet, Pearson reports, and Aspen reports (attendance)	September to June	Quarterly	Principal
School Counselor	Provide an update to administrators of students in jeopardy of not graduating on time	Meeting minutes, failure list, D and F list, and SOL scores	August to June	Quarterly	Principal
School Counselor	Identify students for spring testing with a focus on term graduates	Longitudinal data from Pearson, PowerSchool, SOL assessment spreadsheet, cohort spreadsheets, class rosters and master schedule	Late January until testing window	Monthly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
School Counselor	Provide roster of students needing SOL remediation, credit recovery/assistance to Principal and STC/Data Analyst	SOL scores and SOL spreadsheet	August to June	Quarterly	Principal
School Counselor	Facilitate individual/small group	Lesson plans, noteCounselor, monthly calendar, and survey letters	October to June	Quarterly	Principal or Assistant Principal

On-Time Graduation Expectations • April

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Counselor	Conduct individual, classroom, and group student meetings	Academic and Career Plans, lesson plans, senior credit verification sheet, cohort spreadsheet, and noteCounselor	Beginning in August ongoing throughout the school year with checkpoints during each marking period and at the end of each test administration	Quarterly	Principal or Assistant Principal
School Counselor	Meet with students individually to review graduation requirements and intervention (PLC, Edgenuity, Aspire)	Senior failure letters, IEP, noteCounselor, senior verification forms, emails, and phone logs	September to June	Monthly	Principal or Assistant Principal
School Counselor	Conduct individual, classroom, and group student meetings	Academic and Career Plans, lesson plans, senior credit verification sheet, cohort spreadsheet, and noteCounselor	Beginning in August ongoing throughout the school year with checkpoints during each marking period and at the end of each test administration	Quarterly	Principal or Assistant Principal
School Counselor	Review, discuss, complete Academic and Career Plan	Transcripts and SOL scores	October until end of year	Quarterly	Principal
School Counselor	Conduct required quarterly scheduled meetings throughout the school year with seniors regarding graduation requirements	Meeting minutes, meeting agenda, invitations, schedules, transcripts, and SOL scores	August to June	Quarterly	Principal
School Counselor	Conduct individual/group student meetings	Senior verification/Academic and Career Plan, completed spreadsheet, agenda, and noteCounselor,	October and ongoing quarterly	Quarterly	Principal or Assistant Principal
School Counselor	Review and update annual Academic and Career Planning	noteCounselor, Academic and Career Plans	Beginning in August and ongoing throughout the year	Quarterly	Principal or Assistant Principal
School Counselor	Conduct parent conferences to provide updates on the graduation process	Minutes, parent sign-in sheets, and graduation contracts	September and ongoing throughout the year	Quarterly	Assistant Principal or Principal
School Counselor	Participate in IEP meetings as needed to discuss academic progress, transcripts, and credit accommodations	Invitation to meeting, meeting minutes, transcript, and credit accommodations	August to June	Monthly	Principal
School Counselor	Meet with assessment analysts or test coordinator to identify students who need to be tested	Cohort report, transcript, credit check sheet, Pearson reports, Aspen reports (attendance), cohort spreadsheet, list of students by subject, and SOL spreadsheets,	October to June	Quarterly	Principal or Assistant Principal
School Counselor	Review of course tally data	Course tally sheets, district tally spreadsheet	February to June	Weekly (March through June)	Principal
School Counselors	Attend quarterly division cohort meetings and provide senior updates regarding academic status, attendance and behavior. Updates must also include students in jeopardy of not graduating on time	List of all student (inactive and active) sorted by comprehensive school with academic status, attendance and behavior - meeting notes, jeopardy letters, attendance report	End of each nine-week period	Quarterly	Assistant Superintendents for Schools

On-Time Graduation Expectations • April

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Counselors	Meet monthly as a cohort team to review reports, make recommendations, complete referrals, and other interventions.	Agenda, meeting minutes, and roster with interventions assigned	November (ongoing quarterly)	Quarterly	Assistant Superintendents of Schools
School Counselors	Compose and send senior jeopardy letters	Copy of letter	End of 1st Semester, MP3, MP4	Quarterly	Principal or Assistant Principal
School Counselors	Attend cohort meetings	Agenda, minutes, sign-in sheets, spreadsheets	November and ongoing quarterly	Quarterly	Assistant Superintendents of Schools
School Counselors	Review grades, credits, grade level, GPA	Reports and transcripts	Every nine weeks/semester	Quarterly	Principal
School Social Worker	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Monthly	Principal or Assistant Principal
School Social Worker	Participate in weekly attendance meetings	Agenda, minutes, sign-in sheets	September to June	Weekly	Lead School Social Worker
School Social Worker	Refer students for CHINS (Child in Need of Service)	CHINS application	September to June	Monthly	Lead School Social Worker
School Social Worker	Conduct individual parent and student meetings to address attendance issues, home concerns, social histories, etc.	Home visit log, meeting minutes, and completed social history	September to June	Weekly	Lead School Social Worker
School Social Worker	Provide written report to administrators regarding home visits and CHINS referrals	Written report	September to June	Monthly	Lead School Social Worker
School Testing Coordinator/Analyst	Coding of students to include registration, correction of testing alerts, accommodations, and test record	Pearson test record and reports	Late January until testing window	Daily/weekly	Division Director of Testing and Assistant Superintendents of Schools
School Testing Coordinator/Analyst	Create test sessions in Pearson	Testing sessions/rosters	February to June	Monthly	Principal and Division Director of Testing
School Testing Coordinator/Analyst	Coding of students to include registration, correction of testing alerts, accommodations, and test record	Pearson test record and reports	Late January until testing window	Daily/weekly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
School Testing Coordinator/Analyst	Convene a testing meeting with staff to go over testing plan and procedures , testing security agreement	Meeting agendas/meeting minutes, list of testing committee members and their roles	30 days prior to testing with a follow up meeting 2 weeks prior	Quarterly	Principal, and Division Director of Testing
School Testing Coordinator/Analyst	Notify students and parents of test dates	Testing schedules posted throughout building, ParentLink, announcements in school, testing schedules sent home/mailed with students, and testing schedule posted on school/division website	Late January until testing window	Daily/weekly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
School Testing Coordinator/Analyst	Consult with parents and students regarding remediation with a focus on chronic absenteeism	Letters, ParentLink message, after school tutoring schedule, and rosters	Late January until testing window	Daily/weekly	Principal

On-Time Graduation Expectations • April

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Testing Coordinator/Analyst	Identify students for spring testing with a focus on term graduates	Longitudinal data from Pearson, PowerSchool, SOL assessment spreadsheet, cohort spreadsheets, class rosters and master schedule	Late January until testing window	Monthly (weekly as testing approaches)	Principal, Division Director of Testing, and Assistant Superintendents of Schools
School Testing Coordinator/Analyst	Compile, review, and disseminate list of students with accommodations to appropriate staff	List of students and accommoations, IEP, 504 Plan, and LEP Plan	September to June	Monthly	Principal, Division Director of Testing, and Assistant Superintendents
School Testing Coordinator/Analyst	Review test results and share with school counselors and administrative team and department; schedule remediation and retakes	Pearson, PowerSchool reports, and/or remediation class rosters if applicable	Late January until testing window	Daily/weekly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
School Testing Coordinator/Analyst	Test students	Score reports, absentee reports, session rosters, makeup and retest rosters	First day of testing until window closes	Daily/weekly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
School Testing Coordinator/Analyst	Dissemination of test results to administrators, school counselor, teachers, students and parents	Makeup and retake rosters, absentee rosters, score reports	Within 24 hours of score availability	Daily/weekly	Principal and Division Director of Testing
SIS Operator/ Office Associate III	Build master schedule	Initial run of master - completed matrix	April	Annually	Principal
SIS Operator/ Office Associate III	Reconcile updated spreadsheet on current cohort to include students who are completers, still enrolled, dropouts, transfers, unconfirmed, and long-term absences	Updated spreadsheet	August to June	Monthly	Principal or Assistant Principal
SIS Operator/ Office Associate III	Record proper coding for all students enrolled, withdrawn, unconfirmed dropouts, and graduates	Aspen report	August to June	Weekly, Daily	Principal or Assistant Principal
SIS Operator/ Office Associate III	File corrected transcript maintenance	Completed maintenance forms	Beginning in August and ongoing throughout the year	Monthly	Principal/School Counselor
SIS Operator/ Office Associate III	Coding of students to include registration, correction of testing alerts, accommodations, and test record	Pearson test record and reports	Late January until testing window	Monthly	Division Director of Testing and Assistant Superintendents of Schools
SIS Operator/Office Associate III	Load the master schedule	Master schedule	Late April to early May	Annually	Principal
Teacher	Consult with parents and students regarding remediation with a focus on chronic absenteeism	Letters, ParentLink message, after school tutoring schedule, and rosters	Late January until testing window	Monthly	Principal and Assistant Superintendents of Schools
Teacher	Communicate with students and parents through letters and phone calls at the semester for failing students	Aspen parent portal access for all parents, letters and phone logs, Aspen student progress reports, develop a process for communicating with parents	Beginning in February at the end of the first semester	Quarterly	Principal
Teacher	Contact parents/adult students who are in jeopardy of failing a course	Letters, emails, ParentLink message	September to June	Quartlery	Content Department Chairperson
Teacher	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Referral form, agenda	Starting mid-August and ongoing	Quarterly	Principal or Assistant Principal

On-Time Graduation Expectations • April

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Teacher	Conduct parent conferences	Minutes, parent sign-in sheets, and graduation contracts	September and ongoing throughout the year	Quarterly	Principal or Assistant Principal
Teacher	Notify students and parents of test dates	Testing schedules posted throughout building, ParentLink, announcements in school, testing schedules sent home/mailed with students, and testing schedule posted on school/division website	Late January until testing window	Daily/weekly	Principal and Assistant Superintendents of Schools
Teacher	Ensure all students have been tested	School wide communication regarding absentee roster, makeup session roster, retest rosters, class rosters and copies of communication sent to parents and students, testing committee meeting agenda, and meeting minutes	Beginning with start of testing window until testing window closes	Daily/weekly	Principal or Assistant Principal
Testing Committee	Ensure all students have been tested	School wide communication regarding absentee roster, makeup session roster, retest rosters, class rosters and copies of communication sent to parents and students, telephone logs, testing committee meeting agenda, and meeting minutes	Beginning with start of testing window until testing window closes	Daily/weekly	Principal or Assistant Principal
Virgie Binford Detention Center Administrative Assistant	Provide notification of student enrollment to the comprehensive school counselors, principal, and SIS operator	Email notification and enrollment notification letter	September to June (within 24 to 48 hours of court appearance)	Weekly	Virgie Binford Detention Center Principal
Webmaster	Notify students and parents of test dates	Testing schedules posted throughout building, ParentLink, announcements in school, testing schedules sent home/mailed with students, and testing schedule posted on school/division website	Late January until testing window	Biweekly (more frequent as testing approaches)	Principal and Assistant Superintendents of Schools

On-Time Graduation Expectations • May

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Assistant Principal	Identify students for spring testing with a focus on term graduates	Longitudinal data from Pearson, PowerSchool, SOL assessment spreadsheet, cohort spreadsheets, class rosters and master schedule	Late January until testing window	Weekly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
Assistant Principal	Conduct parent conferences	Minutes, parent sign-in sheets, and graduation contracts	September and ongoing throughout the year	Quarterly	Principal
Assistant Principal	Follow-up with all students placed on an attendance plan by cohort	Notes or form (needs to be created)	September to June	Quarterly	Principal
Assistant Principal	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Referral form and agenda	Starting mid-August and ongoing	Quarterly	Principal
Assistant Principal	Coding of students to include registration, correction of testing alerts, accommodations, and test record	Pearson test record and reports	Late January until testing window	Quarterly	Division Director of Testing and Assistant Superintendents of Schools
Assistant Principal	Identify students for spring testing with a focus on term graduates	Longitudinal data from Pearson, PowerSchool, SOL assessment spreadsheet, cohort spreadsheets, class rosters and master schedule	Late January until testing window	Quarterly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
Assistant Principal or Principal	Formulate remediation plan	Tiered scores, remediation class rosters, remediation plan, attendance rosters for students attending remediation, meeting agenda, and meeting minutes	January to June	Monthly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
Assistant Principal	Notify students and parents of test dates	Testing schedules posted throughout building, ParentLink, announcements in school, testing schedules sent home/mailed with students, and testing schedule posted on school/division website	Late January until testing window	Quarterly	Principal and Assistant Superintendents of Schools
Assistant Principal	Assist the principal in monitoring responsibilities of cohort team	Meeting minutes and next steps	September to June	Quarterly	Principal
Assistant Principal	Monitor and provide status updates of interventions assigned for students in jeopardy of not graduating or extenuating circumstances	Attendance letters, failure letters, discipline records, report cards, senior credit verification, CIS monthly reports, and intervention reports	September to June	Quarterly	Principal
Assistant Principal	Provide an update to the OGR/GCI team on any senior in the current cohort who is truant to include seniors 18 or older	Attendance letters, parent meetings, and attendance plans	September to June	Quarterly	Principal
Assistant Principal	Provide follow-up for all students placed on an attendance plan by cohort	Attendance meeting minutes, letters, and mediation minutes	September to June	Quarterly	Principal
Assistant Principal	Review CIS summary report with OGR/GCI cohort team during planned meetings	Service summary report, meeting minutes, and next steps	September to June	Monthly	Principal

On-Time Graduation Expectations • May

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Assistant Principal	Populate cohort spreadsheet with data	Completed spreadsheet and Academic and Career Plan/transcript	Beginning in August and ongoing throughout the year	Quarterly	Principal
Assistant Principal	Review cohort spreadsheet for students on assigned caseload	SSWS spreadsheet and cohort spreadsheet	September to June	Quarterly	Principal
Assistant Principal	Review current and upcoming cohort data using SSWS	SSWS spreadsheet and cohort spreadsheet	September to June	Quarterly	Principal
Assistant Superintendents of Schools	Monitor the delivery of professional development for administrators, counselors, intervention specialist, graduation coach and SIS operator on proper coding for graduates, withdrawals, incarcerated students, dropouts, etc.	PowerPoint, meeting minutes, agenda, sign-in sheets, and next steps	August to July	Annually	Superintendent
Assistant Superintendents of Schools	Review reporting errors (i.e. withdrawal reports, cohort, sliders, diploma types) noting mistakes and ensure necessary corrections	Corrections/next steps, meeting minutes	August to July	Quarterly	Superintendent
Attendance Team	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Monthly	Principal or Assistant Principal
Department Chair	Consult with parents and students regarding remediation with a focus on chronic absenteeism	Letters, ParentLink message, after school tutoring schedule, and rosters	Late January until testing window	Monthly	Principal and Assistant Superintendents of Schools
Department Chair	Ensure all students have been tested	School wide communication regarding absentee roster, makeup session roster, retest rosters, class rosters and copies of communication sent to parents and students, testing committee meeting agenda, and meeting minutes	Beginning with start of testing window until testing window closes	Quarterly	Principal or Assistant Principal
Division Director of Testing	Convene a division testing training for STC/analysts and administrator	Sign-in sheet, VDOE EOC/SOL training PowerPoint, agenda/meeting minutes	Four (4) weeks prior to the start of the division testing window	Quarterly	Chief Academic Officer
Division Director of Testing	Load students into Pearson	Division validation report	February to May	Quarterly	Chief Academic Officer
English as a Second Language Department Chair	Identify students with accommodations and share list with testing coordinator and teachers	List of students and accommoations, IEP, 504 Plan, and LEP Plan	September to June	Quarterly	Principal, Division Director of Testing, and Assistant Superintendents
Examiner	Test students	score reports, absentee reports, session rosters, makeup and retest rosters	First day of testing until window closes	Quarterly	Principal, Division Director of Testing, and Assistant Superintendents of Schools

On-Time Graduation Expectations • May

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Examiner	Test students	score reports, absentee reports, session rosters, makeup and retest rosters	First day of testing until window closes	Daily/weekly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
Exceptional Education Case Manager	Provide parents/adult students with an update regarding the student's graduation status at least annually	Prior Written Notice/meeting minutes	September to June	Quarterly (IEP meetings held during the quarter)	Principal or Assistant Principal
Exceptional Education Case Manager	Convene an IEP meeting for SWD who are in jeopardy of retention at based on the first semester's grades to determine if any revisions are needed to the IEP	IEP, Prior Written Notice, and/or IEP meeting minutes	September to June	Monthly	Principal /Assistant Principal and Instruction and Compliance Coordinator
Exceptional Education Case Manager	Upload student IEP and supporting document (e.g. credit accommodation form, alternate assessment participation form) to Aspen under "documents"	Aspen document listing	Within three (3) school days of parental consent for the IEP	Quarterly	Instruction and Compliance Coordinator
Exceptional Education - IEP Team	Determine accommodations, if any, for students with disabilities (SWD)	IEP	September to June	Monthly	Exceptional Education designee in the IEP meeting
Family and Community Engagement Staff	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Monthly	Principal or Assistant Principal
Family and Community Engagement Staff	Conduct home visits of truant students	Home visit log and intervention plan	September to July	Weekly	Director of Student Services
Family and Community Engagement Staff	Conduct home visits to assist each school in locating 12th grade students on the current cohort but not enrolled in the school of record	Home visit log and intervention plan	September to July	Quarterly	Director of Student Services
Family and Community Engagement Staff	Participate in weekly attendance meetings	Agenda, minutes, sign-in sheets	September to June	Weekly	Director of Student Services
Instruction and Compliance Coordinator	Submit SOL accommodations to individuals responsible for testing	Accommodations sheets and signature of receipt	30 days prior to SOL testing	Each testing session	Principal
Intervention Counselor, Graduation Coach, or Assistant Principal	Compare OGR/GCI reports to the enrollment history report	Reconciliation/summary report	August to July	Monthly	Principal
Intervention Counselor, Graduation Coach, or Assistant Principal	Submit corrections for OGR and GCI to principal	Aspen report, OGR, and GCI reports	August to July	Monthly	Principal, Executive Director of ICTS
Intervention Counselor, Graduation Coach or Attendance Team	Contact parents or adult students with attendance issues/chronic absences	Phone log, written notification	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or Cohort Team	Inspect records to ensure corrections are made in GCI report by the designated dates provided by the division	Aspen report	August to June	Monthly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach, or Cohort Team	Submit school corrections to the systems programmer analyst	List of corrections for students in cohort	August to June	Weekly	Principal or Assistant Principal

On-Time Graduation Expectations • May

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Intervention Counselor, Graduation Coach or FACE/School Social Worker	Conduct home visits for truant/chronically absent students to include students 18 years of age or older	Summary report and attendance plan	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or FACE/School Social Worker	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Monthly	Assistant Principal or Principal
Intervention Counselor, Graduation Coach or Office Associate/SISOP	Provide a written report to administrators and counselors regarding students withdrawn and enrolled in other divisions	Written report	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or School Counselor	Provide administrators with a list of students in jeopardy of not graduating	Meeting minutes with list	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or School Counselor at home school and School Counselor at RAS	Track students enrolled at the Performance Learning Center, Aspire, and Richmond Alternative School	Written report	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Provide Family and Community Engagement Office with a list of students withdrawn but not enrolled in another school	Incomplete withdrawal form: W-9 Report No Show Unknown	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Confirm enrollment of transfer students and maintain documentation on file	Withdrawal form and enrollment notification	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Forward copy of cumulative records to new receiving schools for withdrawn students	Records request form from receiving school	August to June	Daily/weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Notify counselors of withdrawal/entry status of students	Written report/email message	August to June	Daily/weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Process paperwork for withdrawal students	Withdrawal form and enrollment notification	August to June	As needed daily	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Record proper coding with proper documentation for withdrawal students	Initialed Aspen report with documentation	August to June	Weekly	Principal or Assistant Principal
PLC Academic Coordinator	Administer SOL assessments and CTE certification exams to all PLC students	Testing plan, testing sessions, and score reports	September to July	Quarterly	Chief Academic Officer
PLC Academic Coordinator	Notify principal, school counselors and intervention counselor/graduation coach of students not attending program and in jeopardy of not completing graduation requirements	Attendance reports, progress reports, jeopardy letter, and shared Google Drive sheet	September to July	Biweekly	Chief Academic Officer
PLC Academic Coordinator	Provide academic and attendance (chronic absenteeism) update on students enrolled/dropout/W-9 and in the PLC program to each comprehensive high school principal and counselor	Course completion sheets, SOL score reports, student with chronic absences listing	September to June	Monthly	Chief Academic Officer

On-Time Graduation Expectations • May

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Principal	Distribute invitation for school level OGR/GCI meetings to all members of the team one week prior to the meeting	OGR/GCI meeting invitation	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Provide agenda for school level GCI/OGR meetings	Agenda	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Provide next steps after all OGR/GCI meetings with timeline for completion and follow-up	Agenda, meeting minutes, and next steps	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Provide school counselors and SIS OP/office associate with due dates received from ICTS for submitting cohort updates or corrections needed for the report	Cohort update and corrections calendar	July to June	Annually	Assistant Superintendents of Schools
Principal	Provide summary report from SSWS with prospective OGR/GCI for the school year to assistant superintendents of Schools	OGR/GCI summary document	August to June	Quarterly	Assistant Superintendents of Schools
Principal	Review and monitor maintenance of cohort data in Aspen for the current school year: update records with verified information- no shows, transfers, repeaters, sliders, unconfirmed	Spreadsheet of corrections and verification evidence, Aspen snapshot	September to July	Quarterly	Assistant Superintendents of Schools
Principal	Obtain list from counselors of potential dropouts and students in jeopardy of not graduating each marking period	Aspen F list, cohort spreadsheet, attendance record, and discipline record, list of students identified as potential dropouts or in jeopardy of not graduating on time	November to June	Quarterly	Assistant Superintendents of Schools
Principal	Review and monitor of cohort data in Aspen for the current school year: update records with verified information- no shows, transfers, repeaters, sliders, unconfirmed	Spreadsheet of corrections and verification evidence, and Aspen snapshot	September to July	Quarterly	Assistant Superintendents of Schools
Principal	Review CIS monthly summary report of services that has been provided to principal regarding provided services to students and share during cohort team meetings	Service summary report, meeting minutes, and next steps	September to June	Monthly	Assistant Superintendents of Schools
Principal	Review cohort spreadsheet for students on assigned caseload	SSWS report, cohort spreadsheet, agenda, minutes, and next steps	July to June	Quarterly	Assistant Superintendents of Schools
Principal	Convene a meeting to monitor the OGR and GCI report	Meeting minutes/agenda, cohort spreadsheet, and documentation of students' whereabouts	August to June	Monthly	Principal or Assistant Principal

On-Time Graduation Expectations • May

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Principal	Review OGR/GCI report and submit coding corrections to ICTS within the calendar window established by the school division for submission of data changes	List of submitted corrections	August to July	Annually	Assistant Superintendents of Schools
Private Day Instructional Specialist	Provide each comprehensive school counseling department chair and principal a copy of the student's transcript from their private day placement upon transition from private day back to a comprehensive school setting	Email notification, trascript	Within three (3) school days of the student returning to the comprehensive school	September to June	Exceptional Education Compliance Coordinator
School Counselors	Create spreadsheets for all students on caseload to include: course credits, verified credits, courses needed for graduation, diploma status, disability, cohort year, certifications	Cohort spreadsheet	August to June	Quarterly	Principal
School Counselor	Populate cohort spreadsheet with data	Completed spreadsheet and Academic and Career Plan/transcript	Beginning in August and ongoing throughout the year	Quarterly	Principal
School Counselor	Update cohort spreadsheet for graduation requirements	Cohort report, transcript, credit check sheet, Pearson reports, and Aspen reports (attendance)	Starting November 1 and ongoing	Quarterly	Principal or Assistant Principal
School Counselors	Create RPS transcript for new students with courses taken outside of the division to include private day placement students and juvenile detention	Document from previous school record	Beginning in August and ongoing throughout the year	Quarterly	Principal
School Counselor	Provide the administrative and graduation monitoring teams with updated spreadsheets for all students on caseload to include: course credits, verified credits, courses needed for graduation, diploma status, disability, cohort year, certifications	Cohort spreadsheet, IEP, Aspen report, and transcript	August to June	Quarterly	Principal
School Counselors	Conduct a transcript review to ensure all 9-12 students on a caseload are on track for graduation	Senior verification sheet, SOL scores, transcript, and senior agreement	August to June	Each semester	Principal
School Counselors	Correct inaccurate transcripts for all students	Transcript correction form/updated transcript	Within one month of registration	Quarterly	Principal
School Counselor	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Referral form and agenda	Starting mid-August and ongoing	Quarterly	Principal or Assistant Principal

On-Time Graduation Expectations • May

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Counselor	Provide the administrative and graduation monitoring teams with updated spreadsheets for all students on caseload to include: course credits, verified credits, courses needed for graduation, diploma status, disability, cohort year, certifications	Cohort spreadsheet, IEP, Aspen report, and transcripts	August to June	Quarterly	Principal
School Counselor	Compare spreadsheet and Transcript to Graduation Requirements by Cohort Year - 9-12	Transcripts and spreadsheet	September to June	Quarterly	Principal
School Counselor	Review student cohort records to include transcript, including verified credits, certifications, identify current cohort. Change grade level, keep cohort year for any repeaters	Cohort report, transcript, credit check sheet, Pearson reports, and Aspen reports (attendance)	September to June	Quarterly	Principal
School Counselor	Provide an update to administrators of students in jeopardy of not graduating on time	Meeting minutes, failure list, D and F list, and SOL scores	August to June	Quarterly	Principal
School Counselor	Identify students for spring testing with a focus on term graduates	Longitudinal data from Pearson, PowerSchool, SOL assessment spreadsheet, cohort spreadsheets, class rosters and master schedule	Late January until testing window	Monthly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
School Counselor	Provide roster of students needing SOL remediation, credit recovery/assistance to Principal and STC/Data Analyst	SOL scores and SOL spreadsheet	August to June	Quarterly	Principal
School Counselor	Facilitate individual/small group	Lesson plans, noteCounselor, monthly calendar, and survey letters	October to June	Quarterly	Principal or Assistant Principal
School Counselor	Conduct individual, classroom, and group student meetings	Academic and Career Plans, lesson plans, senior credit verification sheet, cohort spreadsheet, and noteCounselor	Beginning in August ongoing throughout the school year with checkpoints during each marking period and at the end of each test administration	Quarterly	Principal or Assistant Principal
School Counselor	Meet with students individually to review graduation requirements and intervention (PLC, Edgenuity, Aspire)	Senior failure letters, IEP, noteCounselor, senior verification forms, emails, and phone logs	September to June	Monthly	Principal or Assistant Principal
School Counselor	Conduct individual, classroom, and group student meetings	Academic and Career plans, lesson plans, senior credit verification sheet, cohort spreadsheet, and noteCounselor	Beginning in August ongoing throughout the school year with checkpoints during each marking period and at the end of each test administration	Quarterly	Principal or Assistant Principal
School Counselor	Review, discuss, complete Academic and Career Plan	Transcripts and SOL scores	October until end of year	Quarterly	Principal

On-Time Graduation Expectations • May

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Counselor	Conduct required quarterly scheduled meetings throughout the school year with seniors regarding graduation requirements	Meeting minutes, meeting agenda, invitations, schedules, transcripts, and SOL scores	August to June	Quarterly	Principal
School Counselor	Review and update annual Academic and Career Planning	noteCounselor, Academic and Career Plans	Beginning in August and ongoing throughout the year	Quarterly	Principal or Assistant Principal
School Counselor	Conduct parent conferences to provide updates on the graduation process	Minutes, parent sign-in sheets, and graduation contracts	September and ongoing throughout the year	Quarterly	Assistant Principal or Principal
School Counselor	Participate in IEP meetings as needed to discuss academic progress, transcripts, and credit accommodations	Invitation to meeting, meeting minutes, transcript, and credit accommodations	August to June	Monthly	Principal
School Counselor	Meet with assessment analysts or test coordinator to identify students who need to be tested	Cohort report, transcript, credit check sheet, Pearson reports, Aspen reports (attendance), cohort spreadsheet, list of students by subject, and SOL spreadsheets,	October to June	Quarterly	Principal or Assistant Principal
School Counselor	Review of course tally data	Course tally sheets, district tally spreadsheet	February to June	Weekly (March through June)	Principal
School Counselors	Attend quarterly division cohort meetings and provide senior updates regarding academic status, attendance and behavior. Updates must also include students in jeopardy of not graduating on time	List of all student (inactive and active) sorted by comprehensive school with academic status, attendance and behavior - meeting notes, jeopardy letters, attendance report	End of each nine-week period	Quarterly	Assistant Superintendents for Schools
School Counselor/RTC Counselor	Resolve edits, conflicts, balance student academic class load, and level all classes	Schedule	May to June	Monthly	Principal
School Social Worker	Conduct individual parent and student meetings to address attendance issues, home concerns, social histories, etc.	Home visit log, meeting minutes, completed social history	September to June	Weekly	Lead School Social Worker
School Social Worker	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Monthly	Principal or Assistant Principal
School Social Worker	Provide written report to administrators regarding home visits and CHINS referrals	Written report	September to June	Monthly	Lead School Social Worker
School Social Worker	Refer students for CHINS (Child in Need of Service)	CHINS application	September to June	Monthly	Lead School Social Worker
School Testing Coordinator/Analyst	Create test sessions in Pearson	Testing sessions/rosters	February to June	Monthly	Principal and Division Director of Testing

On-Time Graduation Expectations • May

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Testing Coordinator/Analyst	Coding of students to include registration, correction of testing alerts, accommodations, and test record	Pearson test record and reports	Late January until testing window	Daily/weekly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
School Testing Coordinator/Analyst	Notify students and parents of test dates	Testing schedules posted throughout building, ParentLink, announcements in school, testing schedules sent home/mailed with students, and testing schedule posted on school/division website	Late January until testing window	Daily/weekly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
School Testing Coordinator/Analyst	Consult with parents and students regarding remediation with a focus on chronic absenteeism	Letters, ParentLink message, after school tutoring schedule, and rosters	Late January until testing window	Daily/weekly	Principal
School Testing Coordinator/Analyst	Compile, review, and disseminate list of students with accommodations to appropriate staff	List of students and accommoations, IEP, 504 Plan, and LEP Plan	September to June	Monthly	Principal, Division Director of Testing, and Assistant Superintendents
School Testing Coordinator/Analyst	Review test results and share with school counselors and administrative team and department; schedule remediation and retakes	Pearson, PowerSchool reports, and/or remediation class rosters if applicable	Late January until testing window	Daily/weekly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
School Testing Coordinator/Analyst	Test students	Score reports, absentee reports, session rosters, makeup and retest rosters	First day of testing until window closes	Daily/weekly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
School Testing Coordinator/Analyst	Dissemination of test results to administrators, school counselor, teachers, students and parents	Makeup and retake rosters, absentee rosters, score reports	Within 24 hours of score availability	Daily/weekly	Principal and Division Director of Testing
SISOP/Office Associate III	Load the master schedule and principal reviews for hard conflicts/any required adjustments	Master schedule	Late April to early May	Annually	Principal
SISOP/Office Associate III	Reconcile updated spreadsheet on current cohort to include students who are completers, still enrolled, dropouts, transfers, unconfirmed, and long-term absences	Updated spreadsheet	August to June	Monthly	Principal or Assistant Principal
SIS Operator/ Office Associate III	Coding of students to include registration, correction of testing alerts, accommodations, and test record	Pearson test record and reports	Late January until testing window	Monthly	Division Director of Testing and Assistant Superintendents of Schools
SISOP/Office Associate III	Record proper coding for all students enrolled, withdrawn, unconfirmed dropouts, and graduates	Aspen report	August to June	Weekly, Daily	Principal or Assistant Principal
SISOP/Office Associate III	File corrected transcript maintenance	Completed maintenance forms	Beginning in August and ongoing throughout the year	Quarterly	Principal/School Counselor

On-Time Graduation Expectations • May

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
SOL Testing Committee	Debrief to review student attendance	Aspen attendance, testing absentee roster, retest roster, makeup session roster, meeting agenda, and meeting minutes	Daily	Weekly	Principal
Teacher	Contact parents/adult students who are in jeopardy of failing a course	Letters, emails, ParentLink message	September to June	Quartlery	Content Department Chairperson
Teacher	Conduct parent conferences	Minutes, parent sign-in sheets, and graduation contracts	September and ongoing throughout the year	Quarterly	Principal or Assistant Principal
Teacher	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Referral form and agenda	Starting mid-August and ongoing	Quarterly	Principal or Assistant Principal
Teacher	Notify students and parents of test dates	Testing schedules posted throughout building, ParentLink, announcements in school, testing schedules sent home/mailed with students, and testing schedule posted on school/division website	Late January until testing window	Monthly	Principal and Assistant Superintendents of Schools
Teacher	Consult with parents and students regarding remediation with a focus on chronic absenteeism	Letters, ParentLink message, after school tutoring schedule, and rosters	Late January until testing window	Quarterly	Principal and Assistant Superintendents of Schools
Teacher	Ensure all students have been tested	School wide communication (through leadership team meeting and department meetings) regarding absentee roster, makeup session roster, retest rosters, class rosters and copies of communication sent to parents and students, testing committee meeting agenda, and meeting minutes	Beginning with start of testing window until testing window closes	Quarterly	Principal or Assistant Principal
Test Coordinator	Notify students and parents of test dates	Testing schedules posted throughout building, ParentLink, announcements in school, testing schedules sent home/mailed with students, telephone logs, and testing schedule posted on school/division website	Late January until testing window	Monthly	Principal and Assistant Superintendents of Schools
Testing Committee	Ensure all students have been tested	School wide communication regarding absentee roster, makeup session roster, retest rosters, class rosters and copies of communication sent to parents and students, telephone logs, testing committee meeting agenda, and meeting minutes	Beginning with start of testing window until testing window closes	Weekly	Principal or Assistant Principal

On-Time Graduation Expectations • May

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Virgie Binford Detention Center Administrative Assistant	Provide notification of student enrollment to the comprehensive school counselors, principal, and SIS operator	Email notification and enrollment notification letter	September to June (within 24 to 48 hours of court appearance)	Weekly	Virgie Binford Detention Center Principal
Webmaster	Notify students and parents of test dates	Testing schedules posted throughout building, ParentLink, announcements in school, testing schedules sent home/mailed with students, and testing schedule posted on school/division website	Late January until testing window	Quarterly	Principal and Assistant Superintendents of Schools

On-Time Graduation Expectations • June

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
12 Month School Counselor	Verify summer school enrollment, monitor summer school progress, and monitor student attendance	Phone logs, emails, attendance reports, and noteCounselor	June to July	Weekly	Principal or Assistant Principal
12 Month School Counselor	Contact Family And Community Engagement (F.A.C.E) to assist with summer school attendance	Contact log and student attendance	June to July	Weekly	Principal or Assistant Principal
12 Month School Counselor	Collaborate with summer school counselor	Meeting agenda, meeting notes, transcripts, industry certification scores, SOL reports, and CPR certification	June to August	Weekly	Principal or Assistant Principal
8th Grade School Counselor	Disseminate 8th grade cohort spreadsheet to the receiving high schools from 8th grade middle school counselor	Spreadsheet	June	Annually	Principal
Assistant Principal	Review cohort spreadsheet for students on assigned caseload	SSWS spreadsheet and cohort spreadsheet	September to June	Quarterly	Principal
Assistant Principal	Populate cohort spreadsheet with data	Completed spreadsheet and Academic and Career Plan/transcript	Beginning in August and ongoing throughout the year	Quarterly	Principal
Assistant Principal	Review current and upcoming cohort data using SSWS	SSWS spreadsheet and cohort spreadsheet	September to June	Quarterly	Principal
Assistant Principal	Follow-up with all students placed on an attendance plan by cohort	Notes or form (needs to be created)	September to June	Quarterly	Principal
Assistant Principal	Review CIS summary report with OGR/GCI cohort team during planned meetings	Service summary report, meeting minutes, and next steps	September to June	Monthly	Principal
Assistant Principal	Notify students and parents of test dates	Testing schedules posted throughout building, ParentLink, announcements in school, testing schedules sent home/mailed with students, and testing schedule posted on school/division website	Late January until testing window	Quarterly	Principal and Assistant Superintendents of Schools
Assistant Principal	Provide an update to the OGR/GCI team on any senior in the current cohort who is truant to include seniors 18 or older	Attendance letters, parent meetings, and attendance plans	September to June	Quarterly	Principal
Assistant Principal	Provide follow-up for all students placed on an attendance plan by cohort	Attendance, agenda, meeting minutes, letters, and mediation minutes	September to June	Quarterly	Principal
Assistant Principal or Principal	Formulate remediation plan	Tiered scores, remediation class rosters, remediation plan, attendance rosters for students attending remediation, meeting agenda, and meeting minutes	January to June	Monthly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
Assistant Principal	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Referral form and agenda	Starting mid-August and ongoing	Quarterly	Principal

On-Time Graduation Expectations • June

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Assistant Principal	Coding of students to include registration, correction of testing alerts, accommodations, and test record	Pearson test record and reports	Late January until testing window	Monthly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
Assistant Principal	Monitor and provide status updates of interventions assigned for students in jeopardy of not graduating or extenuating circumstances	Attendance letters, failure letters, discipline records, report cards, senior credit verification, CIS monthly reports, and intervention reports	September to June	Quarterly	Principal
Assistant Principal	Convene meeting to review end of year data for graduation	Agenda, meeting minutes, cohort report, transcript, credit check sheet, Pearson reports, and Aspen reports (attendance)	June	Annually	Principal
Assistant Principal	Ensure all students have been tested	School wide communication regarding absentee roster, makeup session roster, retest rosters, class rosters and copies of communication sent to parents and students, testing committee meeting agenda, and meeting minutes	Beginning with start of testing window until testing window closes	Quarterly	Principal
Assistant Principal	Assist the principal in monitoring responsibilities of cohort team	Meeting minutes and next steps	September to June	Quarterly	Principal
Assistant Principal	Contact parents and students not meeting graduation requirements	Phone log and copy of letter	June	Annually	Principal
Assistant Principal	Conduct parent conferences	Minutes, parent sign-in sheets, and graduation contracts	September and ongoing throughout the year	Quarterly	Principal
Assistant Superintendents for Schools	Monitor the delivery of professional development for administrators, counselors, intervention specialist, graduation coach and SIS operator on proper coding for graduates, withdrawals, incarcerated students, dropouts, etc.	PowerPoint, meeting minutes, agenda, sign-in sheets, and next steps	August to July	Annually	Superintendent
Assistant Superintendents for Schools	Review reporting errors (i.e. withdrawal reports, cohort, sliders, diploma types) noting mistakes and ensure necessary corrections	Corrections/next steps, meeting minutes	August to July	Quarterly	Superintendent
Attendance Team	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Monthly	Principal and Assistant Superintendents of Schools

On-Time Graduation Expectations • June

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Department Chair	Ensure all students have been tested	School wide communication regarding absentee roster, makeup session roster, retest rosters, class rosters and copies of communication sent to parents and students, testing committee meeting agenda, and meeting minutes	Beginning with start of testing window until testing window closes	Quarterly	Principal or Assistant Principal
Detention Administrator/Jail instructor	Disseminate SOL scores to zone school counseling department chair annually	Email verification and SOL scores	Within 30 days after the end of the regular school year	Within 30 days after the end of the regular school year	Director of Exceptional Education
English as a Second Language Department Chair	Identify students with accommodations and share list with testing coordinator and teachers	List of students and accommoations, IEP, 504 Plan, and LEP Plan	September to June	Quarterly	Principal, Division Director of Testing, and Assistant Superintendents
English as a Second Language Department Chair	Identify students with accommodations and share list with summer school testing coordinator and summer school teachers	List of students and accommoations, IEP, 504 Plan, and LEP Plan	June	June	Principal, Division Director of Testing, and Assistant Superintendents of Schools
Exceptional Education Case Manager	Convene an IEP meeting for SWD who are in jeopardy of retention at based on the first semester's grades to determine if any revisions are needed to the IEP	IEP, Prior Written Notice, and/or IEP meeting minutes	September to June	Monthly	Principal /Assistant Principal and Instruction and Compliance Coordinator
Exceptional Education Case Manager	Provide parents/adult students with an update regarding the student's graduation status at least annually	Prior Written Notice/meeting minutes	September to June	Quarterly (IEP meetings held during the quarter)	Principal or Assistant Principal
ICTS	Upload verified credits on transcript	Pearson data and Aspen assessment report following upload	January and June	Biannually	Executive Director ICTS
Instruction and Compliance Coordinator	Submit SOL accommodations to individuals responsible for testing	Accommodations sheets and signature of receipt	30 days prior to SOL testing	Each testing session	Principal
Instructional Specialist for School Counseling	Develop a list of requirements needed on/for report cards from private day schools	Requirement List	Annually (by July 1st or the first business day thereafter)	Annually	Director of Curriculum and Instruction
Instructional Specialist for School Counseling	Develop a list of requirements needed on/for transcripts from private day schools	Requirement List	Annually (by July 1st or the first business day thereafter)	Annually	Director of Curriculum and Instruction
Intervention Counselor, Graduation Coach or SISOP	Meet monthly as a cohort team to review reports, make recommendations, complete referrals, and other interventions.	Agenda, meeting minutes, and roster with interventions assigned	November (ongoing quarterly)	Quarterly	Assistant Superintendents

On-Time Graduation Expectations • June

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Intervention Counselor, Graduation Coach or Cohort Team	Inspect records to ensure corrections are made in GCI report by the designated dates provided by the division	Aspen report	August to June	Monthly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach, or Assistant Principal	Compare OGR/GCI reports to the enrollment history report	Reconciliation/summary report	August to July	Monthly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach, or Assistant Principal	Submit corrections for OGR and GCI to principal	Aspen report, OGR, and GCI reports	August to July	Monthly	Principal, Executive Director of ICTS
Intervention Counselor, Graduation Coach, or Cohort Team	Submit school corrections to the systems programmer analyst	List of corrections for students in cohort	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or Attendance Team	Contact parents or adult students with attendance issues/chronic absences	Phone log and written notification	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or FACE/School Social Worker	Conduct home visits for truant/chronically absent students to include students 18 years of age or older	Summary report and attendance plan	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or School Counselor at home school and School Counselor at RAS	Track students enrolled at the Performance Learning Center, Aspire, and Richmond Alternative School	Written report	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or School Counselor	Provide administrators with a list of students in jeopardy of not graduating	Meeting minutes with list	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Process paperwork for withdrawal students	Withdrawal form and enrollment notification	August to June	As needed daily	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Record proper coding with proper documentation for withdrawal students	Initialed Aspen report with documentation	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Notify counselors of withdrawal/entry status of students	Written report/email message	August to June	Daily/weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Confirm enrollment of transfer students and maintain documentation on file	Withdrawal form and enrollment notification	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Forward copy of cumulative records to new receiving schools for withdrawn students	Records request form from receiving school	August to June	Daily/weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or Office Associate/SISOP	Provide a written report to administrators and counselors regarding students withdrawn and enrolled in other divisions	Written report	August to June	Quarterly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or SISOP	Provide Family and Community Engagement Office with a list of students withdrawn but not enrolled in another school	Incomplete withdrawal form: W-9 Report No Show Unknown	August to June	Weekly	Principal or Assistant Principal
Intervention Counselor, Graduation Coach or FACE/School Social Worker	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Monthly	Principal or Assistant Principal

On-Time Graduation Expectations • June

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Master Schedule Team	Audit completed master schedule	Completed master schedule report, agenda, meeting minutes	June	Annually	Principal or Assistant Principal
PLC Academic Coordinator	Provide academic and attendance (chronic absenteeism) update on students enrolled/dropout/W-9 and in the PLC program to each comprehensive high school principal and counselor	Course completion sheets, SOL score reports, and student with chronic absences listing	September to June	Monthly	Chief Academic Officer
PLC Academic Coordinator	Administer SOL assessments and CTE certification exams to all PLC students	Testing plan, testing sessions, and score reports	September to July	Quarterly	Chief Academic Officer
PLC Academic Coordinator	Notify principal, school counselors and intervention counselor/graduation coach of students not attending program and in jeopardy of not completing graduation requirements	Attendance reports, progress reports, jeopardy letter, and shared Google Drive sheet	September to July	Biweekly	Chief Academic Officer
Principal	Provide school counselors and SIS OP/office associate with due dates received from ICTS for submitting cohort updates or corrections needed for the report	Cohort update and corrections calendar	July to June	Annually	Assistant Superintendents for Schools
Principal (RAS)	Provide academic and attendance update on students enrolled in the Richmond Alternative program to each comprehensive high school principal and counselor	Membership list of students sorted by comprehensive school, report cards, and attendance report	June 16 and January 31	At the end of each semester	Assistant Superintendents for Schools
Principal (RAS)	Assign counselor, ISAEP staff and additional staff persons to participate in division level quarterly cohort meetings	List of students and academic status to include GED credential status, credit status and verified credits, and tutoring log	End of each nine-week period	Quarterly	Assistant Superintendents for Schools
Principal	Testing close out	Authorization to proceed document	June/July	Quarterly	Division Director of Testing and Assistant Superintendents of Schools
Principal	Review cohort spreadsheet for students on assigned caseload	SSWS report, cohort spreadsheet, agenda, minutes, and next steps	July to June	Quarterly	Assistant Superintendents for Schools
Principal	Review CIS monthly summary report of services that has been provided to principal regarding provided services to students and share during cohort team meetings	Service summary report, meeting minutes, and next steps	September to June	Monthly	Assistant Superintendents for Schools

On-Time Graduation Expectations • June

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Principal	Review and monitor maintenance of cohort data in Aspen for the current school year: update records with verified information - no shows, transfers, repeaters, sliders, unconfirmed	Spreadsheet of corrections and verification evidence, and Aspen snapshot	September to July	Quarterly	Assistant Superintendents for Schools
Principal	Distribute invitation for school level OGR/GCI meetings to all members of the team one week prior to the meeting	OGR/GCI meeting invitation	August to June	Quarterly	Assistant Superintendents for Schools
Principal	Provide agenda for school level GCI/OGR meetings	Agenda	August to June	Quarterly	Assistant Superintendents for Schools
Principal	Convene a meeting to monitor the OGR and GCI report	Meeting minutes/agenda, cohort spreadsheet, and documentation of students' whereabouts	August to June	Monthly	Principal or Assistant Principal
Principal	Provide summary report from SSWS with prospective OGR/GCI for the school year to assistant superintendents of schools	OGR/GCI summary document	August to June	Quarterly	Assistant Superintendents for Schools
Principal	Provide next steps after all OGR/GCI meetings with timeline for completion and follow-up	Agenda, meeting minutes, and next steps	August to June	Quarterly	Assistant Superintendents for Schools
Principal	Review OGR/GCI report and submit coding corrections to ICTS within the calendar window established by the school division for submission of data changes	List of submitted corrections	August to July	Annually	Assistant Superintendents for Schools
Principal	Obtain list from counselors of potential dropouts and students in jeopardy of not graduating each marking period	Aspen F list, cohort spreadsheet, attendance record, and discipline record, list of students identified as potential dropouts or in jeopardy of not graduating on time	November to June	Quarterly	Assistant Superintendents for Schools
Principal	Certify that all prospective students have met requirements for graduation	Student listing, senior verification sheet, and cohort spreadsheet	June and July	Annually	Assistant Superintendents for Schools
Principal	Attend quarterly division cohort meetings and provide senior updates regarding academic status, attendance and behavior. Updates must also include students in jeopardy of not graduating on time	List of all student (inactive and active) sorted by comprehensive school with academic status, attendance and behavior - meeting notes, jeopardy letters, and attendance report	End of each nine-week period	End of each nine-week period	Assistant Superintendents for Schools

On-Time Graduation Expectations • June

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Private Day Instructional Specialist	Provide each comprehensive school counseling department chair and principal a copy of the student's transcript from their private day placement upon transition from private day back to a comprehensive school setting	Email notification, trascript	Within three (3) school days of the student returning to the comprehensive school	September to June	Exceptional Education Compliance Coordinator
Private Day Instructional Specialist/Designee	Email report cards for private day students to each zoned comprehensive school to the school counselor department chair, and principal	Email with report card	Within 15 days of the end of the marking period within 15 days of the end of the marking period	Within 30 days of the end of the marking period	Exceptional Education Compliance Coordinator
School Counselors	Create spreadsheets for all students on caseload to include: course credits, verified credits, courses needed for graduation, diploma status, disability, cohort year, certifications	Cohort spreadsheet	August to June	Quarterly	Principal
School Counselor	Populate cohort spreadsheet with data	Completed spreadsheet and Academic and Career Plan/transcript	Beginning in August and ongoing throughout the year	Quarterly	Principal
School Counselor	Update cohort spreadsheet for graduation requirements	Cohort report, transcript, credit check sheet, Pearson reports, and Aspen reports (attendance)	Starting November 1 and ongoing	Quarterly	Principal or Assistant Principal
School Counselors	Create RPS transcript for new students with courses taken outside of the division to include private day placement students and juvenile detention	Document from previous school record	Beginning in August and ongoing throughout the year	Quarterly	Principal
School Counselor	Provide the administrative and graduation monitoring teams with updated spreadsheets for all students on caseload to include: course credits, verified credits, courses needed for graduation, diploma status, disability, cohort year, certifications	Cohort spreadsheet, IEP, Aspen report, and transcript	August to June	Quarterly	Principal
School Counselors	Conduct a transcript review to ensure all 9-12 students on a caseload are on track for graduation	Senior verification sheet, SOL scores, transcript, and senior agreement	August to June	Each semester	Principal
School Counselors	Correct inaccurate transcripts for all students	Transcript correction form/updated transcript	Within one month of registration	Quarterly	Principal
School Counselor	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Referral form and agenda	Starting mid-August and ongoing	Quarterly	Principal or Assistant Principal

On-Time Graduation Expectations • June

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Counselor	Provide the administrative and graduation monitoring teams with updated spreadsheets for all students on caseload to include: course credits, verified credits, courses needed for graduation, diploma status, disability, cohort year, certifications	Cohort spreadsheet, IEP, Aspen report, and transcripts	August to June	Quarterly	Principal
School Counselor	Compare spreadsheet and Transcript to Graduation Requirements by Cohort Year - 9-12	Transcripts and spreadsheet	September to June	Quarterly	Principal
School Counselor	Review student cohort records to include transcript, including verified credits, certifications, identify current cohort. Change grade level, keep cohort year for any repeaters	Cohort report, transcript, credit check sheet, Pearson reports, and Aspen reports (attendance)	September to June	Quarterly	Principal
School Counselor	Provide an update to administrators of students in jeopardy of not graduating on time	Meeting minutes, failure list, D and F list, and SOL scores	August to June	Quarterly	Principal
School Counselor	Identify students for spring testing with a focus on term graduates	Longitudinal data from Pearson, PowerSchool, SOL assessment spreadsheet, cohort spreadsheets, class rosters and master schedule	Late January until testing window	Monthly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
School Counselor	Provide roster of students needing SOL remediation, credit recovery/assistance to Principal and STC/Data Analyst	SOL scores and SOL spreadsheet	August to June	Quarterly	Principal
School Counselor	Facilitate individual/small group	Lesson plans, noteCounselor, monthly calendar, and survey letters	October to June	Quarterly	Principal or Assistant Principal
School Counselor	Conduct individual, classroom, and group student meetings	Academic and Career Plans, lesson plans, senior credit verification sheet, cohort spreadsheet, and noteCounselor	Beginning in August ongoing throughout the school year with checkpoints during each marking period and at the end of each test administration	Quarterly	Principal or Assistant Principal
School Counselor	Meet with students individually to review graduation requirements and intervention (PLC, Edgenuity, Aspire)	Senior failure letters, IEP, noteCounselor, senior verification forms, emails, and phone logs	September to June	Monthly	Principal or Assistant Principal
School Counselor	Conduct individual, classroom, and group student meetings	Academic and Career Plans, lesson plans, senior credit verification sheet, cohort spreadsheet, and noteCounselor	Beginning in August ongoing throughout the school year with checkpoints during each marking period and at the end of each test administration	Quarterly	Principal or Assistant Principal
School Counselor	Review, discuss, complete Academic and Career Plan	Transcripts and SOL scores	October until end of year	Quarterly	Principal

On-Time Graduation Expectations • June

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Counselor	Conduct required quarterly scheduled meetings throughout the school year with seniors regarding graduation requirements	Meeting minutes, meeting agenda, invitations, schedules, transcripts, and SOL scores	August to June	Quarterly	Principal
School Counselor	Review and update annual Academic and Career Planning	noteCounselor, Academic and Career Plans	Beginning in August and ongoing throughout the year	Quarterly	Principal or Assistant Principal
School Counselor	Conduct parent conferences to provide updates on the graduation process	Minutes, parent sign-in sheets, and graduation contracts	September and ongoing throughout the year	Quarterly	Assistant Principal or Principal
School Counselor	Participate in IEP meetings as needed to discuss academic progress, transcripts, and credit accommodations	Invitation to meeting, meeting minutes, transcript, and credit accommodations	August to June	Monthly	Principal
School Counselor	Meet with assessment analysts or test coordinator to identify students who need to be tested	Cohort report, transcript, credit check sheet, Pearson reports, Aspen reports (attendance), cohort spreadsheet, list of students by subject, and SOL spreadsheets,	October to June	Quarterly	Principal or Assistant Principal
School Counselor	Review of course tally data	Course tally sheets, district tally spreadsheet	February to June	Weekly (March through June)	Principal
School Counselors	Attend quarterly division cohort meetings and provide senior updates regarding academic status, attendance and behavior. Updates must also include students in jeopardy of not graduating on time	List of all student (inactive and active) sorted by comprehensive school with academic status, attendance and behavior - meeting notes, jeopardy letters, attendance report	End of each nine-week period	Quarterly	Assistant Superintendents for Schools
School Counselor/RTC Counselor	Resolve edits, conflicts, balance student academic class load, and level all classes	Schedule	May to June	Monthly	Principal
School Counselor	Inspect cumulative folders for end-of-year transcripts	Transcript review form (needed), transcript, and access log	June	Annually	Principal
School Counselor	Compose and send senior jeopardy letters	Copy of letter	End of 1st Semester, MP3, MP4	Quarterly	Principal or Assistant Principal
School Counselor	Provide administrators with the list of failing seniors	Student listing, senior verification sheet, and cohort spreadsheet	June	Quarterly	Principal or Assistant Principal
School Counselor	Review report cards and retain students not meeting grade level promotion requirements for 7th through 12th grade	Report cards/failure list/Aspen retention report	June	Annually	Principal
School Counselor	Review grades, credits, grade level, GPA	Reports and transcripts	Every nine weeks/semester	Quarterly	Principal
School Counselor	Conference with 11-month counselors regarding summer school enrollment	Transcripts, SOL scores, industry certification results, summer school letters, and contact logs	June	Annually	Principal

On-Time Graduation Expectations • June

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Counselor	Confirm diploma type	Transcripts, SOL scores, IEP, and Aspen report	June/August (summer school)	Annually	Principal
School Counselors/RTC Counselor	Analyze report cards and make necessary changes to schedules/course requests	Report cards/failure list	June	Monthly	Principal or Assistant Principal
School Counselors/RTC Counselor	Provide students with course requests	Course request	June	Monthly	Principal or Assistant Principal
School Social Worker	Participate in school attendance meetings regarding 6-Day absences	Letter, minutes, and home visit document	September to June	Monthly	Principal or Assistant Principal
School Social Worker	Participate in weekly attendance meetings	Agenda, minutes, sign-in sheets	September to June	Weekly	Lead School Social Worker
School Social Worker	Refer students for CHINS (Child in Need of Service)	CHINS application	September to June	Monthly	Lead School Social Worker
School Social Worker	Conduct individual parent and student meetings to address attendance issues, home concerns, social histories, etc.	Home visit log, meeting minutes, and completed social history	September to June	Weekly	Lead School Social Worker
School Social Worker	Provide written report to administrators regarding home visits and CHINS referrals	Written report	September to June	Monthly	Lead School Social Worker
School Testing Coordinator/Analyst	Coding of students to include registration, correction of testing alerts, accommodations, and test record	Pearson test record and reports	Late January until testing window closes	Quarterly	Division Director of Testing and Assistant Superintendents of Schools
School Testing Coordinators	Notify students and parents of test dates	Testing schedules posted throughout building, ParentLink, announcements in school, testing schedules sent home/mailed with students, and testing schedule posted on school/division website	Late January until testing window	Quarterly	Principal and Assistant Superintendents of Schools
School Testing Coordinator/Analyst	Testing close out	Authorization to proceed	June/July	Quarterly	Division Director of Testing and Assistant Superintendents of Schools
School Testing Coordinator	Compile, review, and disseminate list of students with accommodations to appropriate staff	List of students and accommoations, IEP, 504 Plan, and LEP Plan	September to June	Monthly	Principal, Division Director of Testing, and Assistant Superintendents
School Testing Coordinator/Analyst	Review test results and share with school counselors and administrative team and department; schedule remediation and retakes	Pearson, PowerSchool reports, and/or remediation class rosters if applicable	Late January until testing window	Quarterly	Principal, Director of Testing and Assistant Superintendents of Schools
School Testing Coordinator/Analyst	Create test sessions in Pearson	Testing sessions/rosters	February to June	Quarterly	Principal, Director of Testing and Assistant Superintendents of Schools
School Testing Coordinator/Analyst	Dissemination of test results to administrators, school counselor, teachers, students and parents	Makeup and retake rosters as well the absentee rosters	Within 24 hours of score availability	Quarterly	Principal and Division Director of Testing

On-Time Graduation Expectations • June

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Testing Coordinator/Analyst	Dissemination of test results to administrators, school counselor, teachers, students and parents	Makeup and retake rosters, absentee rosters, score reports	Within 24 hours of score availability	Daily/weekly	Principal and Division Director of Testing
SISOP/Office Associate III	Reconcile updated spreadsheet on current cohort to include students who are completers, still enrolled, dropouts, transfers, unconfirmed, and long-term absences	Updated spreadsheet	August to June	Monthly	Principal or Assistant Principal
SISOP/Office Associate III	Record proper coding for all students enrolled, withdrawn, unconfirmed dropouts, and graduates	Aspen report	August to June	Weekly, Daily	Principal or Assistant Principal
SISOP/Office Associate III	File transcripts in cumulative folder	Transcript in cumulative record	June	Annually in July	Principal or Assistant Principal
SIS Operator/ Office Associate III	Coding of students to include registration, correction of testing alerts, accommodations, and test record	Pearson test record and reports	Late January until testing window	Monthly	Division Director of Testing and Assistant Superintendents of Schools
SISOP/Office Associate III	File corrected transcript maintenance	Completed maintenance forms	Beginning in August and ongoing throughout the year	Monthly	Principal/School Counselor
SISOP/Office Associate III	File all transcripts	Transcripts/cumulative record	June 30th	Biannually	Principal
Teacher	Contact parents/adult students who are in jeopardy of failing a course	Letters, emails, ParentLink message	September to June	Quartlery	Content Department Chairperson
Teacher	Notify students and parents of test dates	Testing schedules posted throughout building, ParentLink, announcements in school, testing schedules sent home/mailed with students, and testing schedule posted on school/division website	Late January until testing window	Quarterly	Principal and Assistant Superintendents
Teacher	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Referral form and agenda	Starting mid-August and ongoing	Quarterly	Principal or Assistant Principal
Teacher	Conduct parent conferences	Minutes, parent sign-in sheets, and graduation contracts	September and ongoing throughout the year	Quarterly	Principal or Assistant Principal
Teacher	Provide administrators with the list of failing seniors	Student listing, senior verification sheet, and cohort spreadsheet	June	Quarterly	Principal or Assistant Principal
Teacher	Assist with mailing failure letters at the end of the year with report cards for summer school and SOL testing	Letters	June	Annually	Principal or Assistant Principal
Teacher	Ensure all students have been tested	School wide communication regarding absentee roster, makeup session roster, retest rosters, class rosters and copies of communication sent to parents and students, testing committee meeting agenda, and meeting minutes	Beginning with start of testing window until testing window closes	Quarterly	Principal or Assistant Principal

On-Time Graduation Expectations • June

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Testing Committee	Ensure all students have been tested	School wide communication regarding absentee roster, makeup session roster, retest rosters, class rosters and copies of communication sent to parents and students, telephone logs, testing committee meeting agenda, and meeting minutes	Beginning with start of testing window until testing window closes	Quarterly	Principal or Assistant Principal
Virgie Binford Detention Center Administrative Assistant	Provide notification of student enrollment to the comprehensive school counselors, principal, and SIS operator	Email notification and enrollment notification letter	September to June (within 24 to 48 hours of court appearance)	Weekly	Virgie Binford Detention Center Principal
Webmaster	Notify students and parents of test dates	Testing schedules posted throughout building, ParentLink, announcements in school, testing schedules sent home/mailed with students, and testing schedule posted on school/division website	Late January until testing window	Quarterly	Principal and Assistant Superintendents

On-Time Graduation Expectations • July

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
12 Month School Counselors	Verify summer school enrollment, monitor summer school progress, monitor attendance	Phone logs, emails, attendance reports, and noteCounselor	June to July	Weekly	Principal or Assistant Principal
12 Month School Counselors	Contact Family And Community Engagement (F.A.C.E) to assist with summer school attendance	Contact log and student attendance	June to July	Weekly	Principal or Assistant Principal
12 Month School Counselors	Collaborate with summer school counselor	Meeting agenda, meeting notes, transcripts, industry certification scores, SOL reports, and CPR certification	June to August	Weekly	Principal or Assistant Principal
12 Month School Counselors	Provide administrators the list of failing seniors for summer school	Student failure list, senior verification, cohort spreadsheet, graduation requirements needed for next school year	July	Annually	Principal or Assistant Principal
Administration	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Referral form and agenda	Starting mid-August and ongoing	Quarterly	Principal or Assistant Principal
Administration	Testing close out	Authorization to proceed	June/July	Monthly	Division Director of Testing and Assistant Superintendents of Schools
Assistant Principal and School Counselor	Contact parents and students not meeting graduation requirements	Phone log and copy of letter	July	Weekly	Principal or Assistant Principal
Assistant Superintendents of Schools	Monitor the delivery of professional development for administrators, counselors, intervention specialist, graduation coach and SIS operator on proper coding for graduates, withdrawals, incarcerated students, dropouts, etc.	PowerPoint, meeting minutes, agenda, sign-in sheets, and next steps	August to July	Annually	Superintendent
Assistant Superintendents of Schools	Review reporting errors (i.e. withdrawal reports, cohort, sliders, diploma types) noting mistakes and ensure necessary corrections	Corrections/next steps, meeting minutes	August to July	Quarterly	Superintendent
Assistant Superintendents of Schools	Convene a division master schedule review team to ensure master schedules meet of SOQs and other requirements (licensure, special education, etc)	Master schedule feedback	August 15th (first business day thereafter)	Annually	Superintendent
DDOT	Convene a division testing training for STC/analysts and administrator	Sign-in sheet, VDOE EOC/SOL training PowerPoint, agenda/meeting minutes	Four (4) weeks prior to the start of the division testing window	Quarterly	Chief Academic Officer
Director of Curriculum and Instruction	Receive new course requests from principals, school counselors, department chairs, and instructional specialists	Course request forms	July to September	Annually	Chief Academic Officer

On-Time Graduation Expectations • July

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Examiner	Test students	Score reports, absentee reports, session rosters, and makeup and retest rosters	First day of testing until window closes	Daily/weekly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
Executive Administrative Assistant, Exceptional Education and Student Services	Provide jails with the RPS Program of Study	Email notification with Program of Study	By August 1st of or the first business day after August 1st	Annually (by August 15th or the first business day after August 15th)	Assistant Superintendent of Exceptional Education and Student Services
Executive Administrative Assistant, Exceptional Education and Student Services	Provide Virginia detention centers with RPS Program of Study	Email notification with Program of Study	By August 1st of or the first business day after August 1st	Annually (by August 15th or the first business day after August 15th)	Assistant Superintendent of Exceptional Education and Student Services
Family and Community Engagement Staff	Conduct home visits of truant students	Home visit log and intervention plan	September to July	Monthly	Director of Student Services
Family and Community Engagement Staff	Conduct home visits to assist each school in locating 12th grade students on the current cohort but not enrolled in the school of record	Home visit log and intervention plan	September to July	Quarterly	Director of Student Services
Family and Community Engagement Staff	Conduct home visits to assist each school in locating students in current cohort but not enrolled in the school of record (grades 9-11)	Home visit log and intervention plan	September to July	Quarterly	Director of Student Services
ICTS	Student rollover for new calendar school year	Current school year active students listing	July 31st	Annually	Executive Director of ICTS/Chief Academic Officer
Intervention Counselor, Graduation Coach, or Assistant Principal	Submit corrections for OGR and GCI to principal	Aspen report, OGR, and GCI reports	August to July	Monthly	Principal, Executive Director of ICTS
Intervention Counselor, Graduation Coach, or Assistant Principal	Compare OGR/GCI reports to the enrollment history report	Reconciliation/summary report	August to July	Monthly	Principal
PLC Academic Coordinator	Administer SOL assessments and CTE certification exams to all PLC students	Testing plan, testing sessions, and score reports	September to July	Quarterly	Chief Academic Officer
PLC Academic Coordinator	Notify principal, school counselors and intervention counselor/graduation coach of students not attending program and in jeopardy of not completing graduation requirements	Attendance reports, progress reports, jeopardy letter, and shared Google Drive sheet	September to July	Biweekly	Chief Academic Officer
Principal	Review and monitor of cohort data in Aspen for the current school year: update records with verified information- no shows, transfers, repeaters, sliders, unconfirmed	Spreadsheet of corrections and verification evidence, and Aspen snapshot	September to July	Quarterly	Assistant Superintendents of Schools

On-Time Graduation Expectations • July

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
Principal	Provide school counselors and SIS OP/office associate with due dates received from ICTS for submitting cohort updates or corrections needed for the report	Cohort update and corrections calendar	July to June	Annually	Assistant Superintendents of Schools
Principal	Review cohort spreadsheet for students on assigned caseload	SSWS report, cohort spreadsheet, agenda, minutes, and next steps	July to June	Quarterly	Assistant Superintendents of Schools
Principal	Review OGR/GCI report and submit coding corrections to ICTS within the calendar window established by the school division for submission of data changes	List of submitted corrections	August to July	Annually	Assistant Superintendents of Schools
Principal	Certify that all prospective students have met requirements for graduation	Student listing, senior verification sheet, and cohort spreadsheet	June and July	Annually	Assistant Superintendents of Schools
Principal	Review and monitor maintenance of cohort data in Aspen for the current school year: update records with verified information- no shows, transfers, repeaters, sliders, unconfirmed	Spreadsheet of corrections and verification evidence, and Aspen snapshot	September to July	Quarterly	Assistant Superintendents of Schools
Private Day Instructional Specialist	Provide each private day school with an RPS enrolled student an RPS Program of Study	Email notification with Program of Study	Annually (by August 1st or the first business day after August 1st)	Annually (by August 15th or the first business day after August 15th)	Exceptional Education Compliance Coordinator
Private Day Instructional Specialist	Provide each private day school with the list of requirements (as provided by the Intructional Specialist for School Counseling) for the format of report cards to include having numerical grades for each class to assist when the student transitions from private day back to a comprehensive school setting	Email notification	Annually (by August 1st of or the first business after August 1st)	Annually (by August 15th or the first business day after August 15th)	Exceptional Education Compliance Coordinator
Private Day Instructional Specialist/Designee	Disseminate SOL scores to zoned schools annually	Email verification	Within 30 business days of receipt of scores	Within 45 business days of receipt of scores	Exceptional Education Compliance Coordinator
School Administrators	Populate cohort spreadsheet with data	Completed spreadsheet and Academic and Career Plan/transcript	Beginning in August and ongoing throughout the year	Quarterly	Principal
School Social Worker	Participate in weekly attendance meetings	Agenda, minutes, sign-in sheets	September to June	Weekly	Lead School Social Worker
School Testing Coordinator/Analyst	Testing close out	Authorization to proceed	June/July	Monthly	Division Director of Testing and Assistant Superintendents of Schools

On-Time Graduation Expectations • July

Person Responsible	Task	Artifacts/Evidence	Time Frame	Monitoring Frequency	Who Monitors
School Testing Coordinator/Analyst	Test students	Score reports, absentee reports, session rosters, makeup and retest rosters	First day of testing until window closes	Weekly	Principal, Division Director of Testing, and Assistant Superintendents of Schools
School Testing Coordinator/Analyst	Dissemination of test results to administrators, school counselor, teachers, students and parents	Makeup and retake rosters, absentee rosters, score reports	Within 24 hours of score availability	Daily/weekly	Principal and Division Director of Testing
SIS Operators	File corrected transcript maintenance	Completed maintenance forms	Beginning in August and ongoing throughout the year	Monthly	Principal/School Counselor
SOL Testing Committee	Debrief to review student attendance	Aspen attendance, testing absentee roster, retest roster, makeup session roster, meeting agenda, next steps, and meeting minutes	Daily	Monthly	Principal
Summer School Office Associate	Mail letters at the end of summer school with options to complete graduation requirements	Letters to parents and students, roster of summer graduates who failed and courses/SOL tests needed for graduation	July	Annually	Principal and Assistant Principal
Summer School Counselors	Convene meeting to review summer school data for graduation	Agenda, meeting minutes, and spreadsheet graduates	July	Weekly	Instructional Specialist for School Counseling
Summer School Counselors	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Referral form and agenda	July	Weekly	Principal or Assistant Principal
Summer School Teachers	Dissemination of test results to students and parents	Makeup and retake rosters, absentee rosters, score reports	Within 24 hours of score availability	Weekly	Principals and Assistant Principals
Summer School Teachers	Refer students to district interventions (PLC, Edgenuity, GED, tutoring)	Referral form and agenda	July	Weekly	Principal or Assistant Principal
Transcript Audit Team	Conduct building level audit	Audit log including number reviewed, issues noted, number of corrections and next steps	July and February	Biannually	Director of Curriculum and Instruction

On-Time Graduation Expectations • Scheduling

Task	Artifacts/Evidence	Time Frame	Who Is Responsible	Who Monitors
Student rollover for new calendar school year	Current school year active students listing	July 31st	ICTS	Executive Director of ICTS/Chief Academic Officer
Verify completed schedules	Completed schedules, Aspen Students Without Schedules report, compare student schedules to current school year roster	First week of August	Counselors/RTC Counselors	Principal
Review transcripts for accuracy and compare to student schedules	Transcript (matrix view of master)	August	Counselors/RTC Counselors	School Administrator
Print and distribute student schedules	Completed schedules	Third Friday of August	Counselors	Principal
Create a master schedule team	School level master schedule team roster	September for upcoming school year	Building Principal	Assistant Superintendents
Acquire approval of new course request	Approved from Curriculum and Instruction, district, and school request forms	January for the upcoming school year	Curriculum and Instruction	Chief Academic Officer
Develop Program of Studies	Completed Program of Studies	January for the upcoming school year	Curriculum and Instruction	Principal, Chief Academic Officer
Convene a school level meeting with the leadership team to discuss course offerings	Sign-in sheet/minutes/proposed list	January for the upcoming school year	School Administration/Deptartment Chairs/Counselors/RTC Counselors	Principal
Create course listing	Proposed course request	January for the upcoming school year	School Administrator/Counselors/RTC Counselors	Principal
Request Aspen build file for next school year	Email from Academic Services to ICTS	September of current year	Director of Instruction	Chief Academic Officer
Create Aspen build file for next school year	Open portal	October of current year	ICTS	Executive Director of ICTS
Students complete course selections by way of program planning	Completed student course request form	October to February	Counselors/RTC Counselors	Building Administrator
Conduct individual meetings with students/classroom guidance activities	ACP/notes to document/log forms/noteCounselor/credit check sheet	January to February for the upcoming school year	Counselors/RTC Counselors	School Administrator/Counselor
Collaborate with students on Academic and Career Plans	Completed Academic and Career Plans	January to February for the upcoming school year	Counselors	Principal
Enter course requests into Aspen	Course request entry complete (Aspen)	October to February	Counselors/RTC Counselors	Principal
Teacher complete course recommendations on Aspen	Accepted teacher recommendation Aspen Data	February	Counselors/Teacher	School Administrator
Review of course tally data	Course tally sheets, district tally spreadsheet	February	School Administration/Counseling/Department Chair	District Administrator
Convene a school level meeting with the leadership teams to discuss course offerings	Sign-in sheet/minutes/proposed list	February	School Administration/Department Chairs/Counselors/RTC Counselors	Principal
Convene Aspen master schedule training	Training sign-in sheets and meeting minutes	February	Aspen Follett/ITCS	Executive Director of ICTS/Director of Instruction
Complete next year school field on Aspen	Completed next year school field on Aspen	February	SIS Operator	Principal
Receipt of student course request from middle school counselors	Completed course requests	February	Counselors/RTC Counselors	Principal
Print listing of students without course requests/students with fewer than eight course requests	Aspen report with student listing	March	Counselors/RTC Counselors	Principal
Receipt of completed service delivery Excel table from the current consented for IEP	Completed service delivery table	April 1st	Instruction and Compliance Coordinator	Exceptional Education School Administrator

On-Time Graduation Expectations • Scheduling

Task	Artifacts/Evidence	Time Frame	Who Is Responsible	Who Monitors
Build master schedule	Initial run of master- completed matrix	April	SIS Operator	Principal
Load the master schedule	Master schedule	Late April to early May	School Administration/School Counselors/RTC School Counselors/Office Associate/SIS Operator/Exceptional Education	Principal
Resolve edits, conflicts, balance student academic class load, and level all classes	Schedule	May to June	Counselors/RTC Counselors	District Administrator
Analyze report cards and make necessary changes	Report cards/failure list	June	Counselors/RTC Counselors	School Administrator
Audit completed master schedule	Completed master- report, meeting minutes from master schedule meeting	June	Master Schedule Team	Principal
Provide students with course requests	Course request	June	Counselors/RTC Counselors	Principal

On-Time Graduation Expectations • Professional Development

Who is Responsible	Professional Development Needed for Current School Year	Who Attends	Artifacts	Time Frame	Next Steps	Monitoring of Staff
Assistant Superintendent	Training for principals and assistant principals on master schedule development to include scheduling special populations	All building administrators to include assistant principals	Agenda, sign-in sheet, minutes, next steps	November	Creation and scheduling of professional development regarding master schedule development	Superintendent
Assistant Superintendent	Coordinate and facilitate training on the interpretation of SSWS data and reports for administrators to access and download OGR reports, at risk student report, GCI reports	All building administrators to include assistant principals and school counselors	Agenda, sign-in sheet, minutes, next steps	July	Contact VDOE for schedule training	Superintendent
DDOT	Coordinate and facilitate division-wide state assessment meeting/training to review best practices	School Testing Committee, division instructional specialists	Agenda, minutes, PowerPoint, sign-in sheet, next steps	October and Quarterly throughout the year	Review division best practices to ensure that all students participate in SOL Testing	Asst. Supts,
Director of Exceptional Education and School Board attorney	Coordinate and facilitate professional development on all aspects of 504 plans	All school counselors and all administrators to include assistant principals	Agenda, sign-in sheet, minutes, next steps	October	Creation and scheduling of professional development regarding 504 Plans.	Chief Academic Officer, Assistant Superintendent of Exceptional Education and Student Services
Exceptional Education Instructional Specialist	Coordinate and facilitate professional development on process and forms for credit accommodations	Instruction and compliance coordinators and case managers for IEPs, school counselors for 504 Plans, principal designee for Exceptional Education	Agenda, minutes, PowerPoint, handout, sign-in sheet, next steps	October/Novemb er	Schedule credit accommodation professional development for ICCs, counselors, and administrators	Coordinators for Exceptional Education - Instruction
Instructional Specialist for School Counseling for all school counselors. School Counselors will provide training at building level.	Coordinate and facilitate professional development on student graduation requirements (transcripts, credit verification forms)	All high school counselors and administrators attend district training as well as designated middle school counselors and administrators. Teachers will attend building level training	Agenda, minutes, PowerPoint, handouts, sign-in sheet, next steps	October/Novemb er	Creation of a division and building level graduation requirements training and invitation of VDOE instructional specialists	Chief Academic Officer, Director of Curriculum and Instruction, Assistant Superintendents, Administrators
Instructional Specialist for School Counseling state and division for School Counselors.	Coordinate and facilitate professional development on completion and components of the Academic and Career Plan	All administrators, middle and high school counselors	Agenda, sign-in sheet, minutes, next steps	October	Creation and scheduling of professional development regarding the Academic and Career Plan	Chief Academic Officer, Director of Curriculum and Instruction, Assistant Superintendents, Administrators

On-Time Graduation Expectations • Professional Development

Who is Responsible	Professional Development Needed for Current School Year	Who Attends	Artifacts	Time Frame	Next Steps	Monitoring of Staff
Instructional Specialist for School Counselors	Conduct and facilitate professional development on how to complete the noteCounselor	All school counselors	Sign-in sheet, monthly noteCounselor logs from school	August 29	Instructional Specialist for School Counseling schedules training	Director of Curriculum and Instruction
Instructional Specialist for School Counselors	Create professional development calendar for school counselor	All school counselors	Professional development calendar	August to October	Instructional Specialist for School Counseling creates a professional development calendar for school counselors	Director of Curriculum and Instruction
Instructional Specialist for School Counselors	Coordinate and facilitate professional development on Google Drive and how to use it	All school counselors	Agenda, minutes, sign-in sheet, next steps, Quick Tip Reference	August to June	Instructional Specialist for School Counseling schedules training	Director of Curriculum and Instruction
ITCS and Aspen	Coordinate and facilitate Aspen training - transcript maintenance	All secondary counselors	Agenda, sign-in sheet, minutes, next steps	November	ITCS coordinates training for school counselors	Building Administrator and Instructional Specialist for School Counselor
ITCS and Aspen	Coordinate and facilitate Aspen training for SIS operators - registration, coding, withdrawal process, creating and printing reports	All SIS operators and back up SIS operators/office associates	Agenda, sign-in sheet, minutes, next steps	August	ITCS coordinates training for SISOPs	Chief Academic Officer, Director of Curriculum and Instruction, Assistant Superintendents, Building Administrators, Executive Director of ITCS
ITCS and Aspen	Coordinate and facilitate Aspen training- VDOE tab in Aspen	All high school counselors and SIS operators	Agenda, sign-in sheet, minutes, next steps	June	ITCS coordinates training for school counselors	Chief Academic Officer, Director of Curriculum and Instruction, Assistant Superintendents, Administrators, Assistant Superintendent of Exceptional Education and Student Services, Executive Director of ITCS
Professional organizations and other agencies i.e. ASCA, VSCA, Virginia CAN, VDOE	Attend school counseling professional development/training related to on-time graduation	All secondary counselors	Agenda, registration confirmation, attendance certification, next steps	September to July	Assistance or training on completion of professional development conference attendance packet to include recertification.	Building Administrator and Instructional Specialist for School Counseling
School administrators	Coordinate and facilitate professional development for all building level staff on school accreditation status to include on-time graduation	Faculty and staff	Agenda, minutes, PowerPoint, sign-in sheet, next steps	August and before spring testing begins	Analyze school data	Executive Director, Assistant Superintendents

On-Time Graduation Expectations • Grade-Level Responsibilities

9th Grade	10th Grade	11th Grade	12th Grade
Review 8th grade report card, ARDT and SOL scores, IEP to assist with determining student course placement	Meet with case managers, parents and students to review IEP, services and LRE	Review 10th grade transcripts, SOL scores, certifications, IEP to assist with determining student course placement	Verify SOL Testing Roster for students in need of SOL assessments to meet graduation requirements
Review Academic and Career Plan to determine availability	Facilitate small group counseling and classroom guidance lessons to address academic, career, and social needs	Conduct individual counseling sessions to create, update, modify Academic and Career Plan and change schedule if necessary.	Review 11th grade transcript, SOL, CTE, Economics and Personal Finance review, IEP, 504, dual enrollment, ESL
Conduct individual counseling sessions to create, update, modify Academic and Career Plan, change schedule if necessary, and discuss diploma type.	Review 9th grade transcript, assessments, IEP, certifications, credits to assist with determining student course placement	Review current graduation status with students and parents	Facilitate individual and Group Counseling regarding Senior credit verification (October, January, April)
Facilitate program planning through classroom guidance to include RTC programs and Career Cruising	Conduct classroom guidance lessons focusing on academics, career, social, graduation requirements, standard and verified credits, certifications.	Refer students for academic interventions and credit recovery programs necessary (Aspire, PLC, twilight school, double up in courses, tutoring)	Register and administer college board exams and ASVAB, refer to Future Center for Career Planning
Determine promotion/retention and summer school needs. Recommend interventions.	Meet individually with students and parents to discuss academic, career, and social needs.	Register and administer college board exams and ASVAB, refer to Future Center for Career Planning	Coordinate college visit/on-site admission
Facilitate small group counseling and classroom guidance lessons to address academic, career and social needs	Discuss college and career - college admission and college testing (PSAT and ASVAB) Career Cruising	Facilitate program planning and discussion of current academic progress to include diploma type with students and parents	Assist students with the college application process, including VA College Application Week and Super FAFSA project
Meet with case managers, parents, and students to review IEP and services	Discuss school and community extracurricular activities, internship - ECA, RTC, Upward Bound	Determine promotion/retention and summer school needs	Write college admission and scholarship recommendation letters
Refer students to credit recovery programs (PLC, Twilight, GED)	Administer PSAT	Administer PSAT and School Day SAT	Assist GRASP representative in FAFSA completions
Complete private day, detention center, transfer student transcript maintenance	Credit recovery programs (Twilight and GED)	Facilitate small group counseling and classroom guidance lessons to address academic, career and social needs	Plan college fair/senior parent night
Re-enrollment of drop out students	Program planning and discussion of current academic progress	Meet with case managers, parents and students to review IEP and services	Refer credit recovery programs (PLC, Twilight, GED)
Verify SOL testing roster for students in need of SOL assessments to meet graduation requirements	Determine promotion/retention and summer school needs	Credit recovery programs (PLC, Twilight, GED)	Complete senior credit verification: What you still need to graduate review (post-graduation plans/graduation reports)
Refer students to summer programs and enrichment opportunities i.e. Upward Bound, Partnership for the Future, Mayor's Youth Academy, MSI, VCU Pipeline	Complete private day, detention center, transfer student transcript maintenance	Complete private day, detention center, transfer student transcript maintenance	Determine VA diploma seals for graduation
Inform students of the open enrollment application and process for specialty schools and out of zone school enrollment	Re-enrollment of dropout students	Re-enrollment of drop out students	Complete GCI spreadsheet
Complete GCI spreadsheet	Refer students to credit recovery programs (PLC, Twilight, GED)	Verify SOL testing roster for students in need of SOL assessments to meet graduation requirements	Compose jeopardy letters
Conduct graduation/transcript audits with instruction and complaince coordinators for students with disabilities	Verify SOL testing roster for students in need of SOL assessments to meet graduation requirements	Coordinate VACRAO college fair student attendance	Assist in communication with parents (senior failure letters and calls)
	Administer advanced placement exams	Administer advanced placement exams	Coordinate ASVAB testing with Military Science Department
	Consult with students regarding ECA and its requirements and help students to apply	Monitor academic progress of students who are enrolled in ECA	Facilitate small group counseling and classroom guidance lessons to address academic, career and social needs
	Discuss with students about additional credit opportunities through dual enrollment	Discuss with students about additional credit opportunities through dual enrollment	Meet with case managers, parents and students to review IEP and service
	Refer students to summer programs and enrichment opportunities i.e. Upward Bound, Partnership for the Future, Mayor's Youth Academy, MSI, VCU Pipeline	Refer students to summer programs and enrichment opportunities i.e. Upward Bound, Partnership for the Future, Mayor's Youth Academy, MSI, VCU Pipeline	Program planning and discussion of current academic progress
	Inform students of the open enrollment application and process for specialty schools and out of zone school enrollment	Inform students of the open enrollment application and process for specialty schools and out of zone school enrollment	Determine retention and summer school needs

On-Time Graduation Expectations • Grade-Level Responsibilities

9th Grade	10th Grade	11th Grade	12th Grade
	Complete GCI spreadsheet	Complete GCI spreadsheet	Complete private day, detention center, transfer student transcript maintenance
	Conduct graduation/transcript audits with instruction and complaince coordinators for students with disabilities	Conduct graduation/transcript audits with instruction and complaince coordinators for students with disabilities	Re-enrollment of drop out students
			Monitor academic progress of students who are enrolled in ECA
			Administer advanced placement exams
			Discuss with students about additional credit opportunities through dual enrollment
			Refer students to summer programs and enrichment opportunities i.e. Upward Bound, Partnership for the Future, Mayor's Youth Academy, MSI, VCU Pipeline
			Inform students of the open enrollment application and process for specialty schools and out of zone school enrollment
			Conduct graduation/transcript audits with instruction and complaince coordinators for students with disabilities

On-Time Graduation Expectations • Current Student Transcripts

New Students - Out of District	Responsible Person	New Students - RPS	Responsible Person	Current Students	Responsible Person
Review transcript to ensure they are on track for graduation, and there are no errors.	Counselors - during registration	Review transcript to ensure they are on track for graduation, and there are no errors.	Counselors - during registration	Review and check for accuracy (based on what transferred from report cards)	Counselor - every 9 weeks
Complete maintenance form (add courses and grades)	Counselors - after registration	Provide teachers with withdrawal grades	Counselors - during enrollment	File senior transcripts at the end of the school year.	SIS Operator
Provide teachers with transfer grades - input grades if 9 weeks has ended (evidence - email, report cards)	Counselors - when students register	During report card review (remove duplicate courses) input grades when necessary	Counselors - end of 9 weeks	Mail a copy to prospective colleges and universities.	SIS Operator
File maintenance form with transcript in cumulative folder and submit to coordinator of records to input.	SISOP/Counselors - when completed				

On-Time Graduation Expectations • Roles-Responsibilities

Assistant Superintendents of Schools/Principals	School Counselors	ICC	Implementation	Training
Coaching and support	Coaching and support (PLC)	Coaching and support	Meetings with students, parents, special education, administration of central office	Aspen training - November and February - ITCS, Follett
Regular monitoring	Monitor all cohorts	Monitoring cohorts specific to SWD	Course offering	
Liaison to other central office departments	Constant conversations on master schedule and course requirements	Ongoing dialogue (at least once weekly)	Process of course selection	
Resource	Collaborate with instructional specialist to ensure counselors have newest updated information	Collaborate with instructional specialist to ensure special education department has current information	LRE	
Evaluative	Evaluative	Professional development and training	Academic and Career Plan	
Organize/seek professional development and training	Seek professional development and training	Auditing graduation status and IEP	E1	
	Auditing graduation status of all students	Ensure ICC and school-based staff actively participate in audits/reviews led/facilitated by central office departments.	Transient	
	Review graduation requirements	Support school-based staff's participation in audits/reviews led/facilitated by central office departments		
	Meet with case managers, parents and students to review IEP			
	Participate in IEP meetings - graduation requirements, community resources, etc.) for designated portion on transition graduation. If counselors are unable to attend they will provide a written summary or graduation status.			
	Cohort spreadsheet			
	Transcript maintenance			

Department of Curriculum and Instruction
Richmond Public Schools
301 North Ninth Street
Richmond, Virginia 23119
RVASchools.net

Armstrong High School Next Steps
July 25, 2017

On July 25, 2017, VDOE conducted a second course schedule audit on-site at Armstrong High School as part of scheduled follow-up from the June 2016 Armstrong course audit. Participating in the audit were building and division leaders and selected VDOE staff. Listed below are the next steps resulting from the July 25, 2017, course schedule audit.

- There was not sufficient evidence to determine that problems identified in August 2016 have been resolved. OSI suggests a period of on-the-ground technical assistance daily for no more than two weeks in August (or, at the latest, early September). At the end of this technical assistance period, Richmond must have a defined monitoring system to track student graduation requirements including transcripts. The monitoring system must include counselors, appropriate building level administrators, division staff from exceptional education, the division level staff person in charge of guidance, division-level person supervising principals, and the division level person supervising that person as well as selected Armstrong building administrators. The monitoring system will specify annual professional development, who monitors graduation requirements including transcripts, how often, and what will be the written evidence of that monitoring. Completed by *September 1/revised to October 20.*
- Develop procedures to ensure that all students seated in EOC courses are SOL tested. Completed by *October 1.*
- IT issues related to verified credits on transcripts especially must be resolved by *September 15.* Other IT issues related to transcripts resolved by *September 15.*
- Develop a written process/structure for how student scheduling and course offerings will be supervised at the division level and at the building level. The process should specify who will do what by when (staff roles/responsibilities). Completed by *November 1.* (Note: This item and item 1 overlap.)
- Establish an annual plan for professional development for all relevant school and division staff on graduation requirements, internal cohort tracking methodology, etc. Completed by *October 31.*
- OSI/VDOE will conduct an on-site review of transcripts and academic and career plans during the 2017-2018 school year.
- Continued lack of action in addressing the issues identified above will result in formal communication from the Virginia Department of Education and other consequences outlined in the Armstrong High School Memorandum of Understanding.

RICHMOND
PUBLIC SCHOOLS

September 24, 2018

Dear Dr. Lane,

An audit of transcripts at RPS comprehensive high schools revealed four distinct and egregious errors from school years 2015-2016 through 2017-2018. These errors surface broader questions around the RPS Program of Studies, the actual courses offered at RPS schools, counseling practices, and coding issues within Aspen (our student information system). As a result of these findings, VDOE informed RPS that they would require that RPS rescind any ineligible credit from students earned under these conditions unless waivers and documentation that root cause issues have been resolved. Were credit to be rescinded from students, 1,709.5 credit hours would be lost for 1,220 students, 304 of whom are current 12th graders.

The four issues identified are:

1. Courses were miscoded as worth two credit hours
2. Credit was incorrectly given for courses taken multiple times
3. Credit was incorrectly given for unapproved local courses
4. Credit was incorrectly given for HS courses taken by MS students

As a result of the audit process, we also surfaced issues related to high school bell schedules (high school bell schedules were not designed so that courses could to meet the 140-hour Carnegie Unit requirement for a credit hour) and the RPS Program of Studies. While not reflected directly in the student transcript findings, their connection to student transcripts warrants mention. Additionally, in Spring 2018, significant errors in the calculation of student GPAs and concerns with accuracy of student transcripts, was brought to light. In sum, these issues will (and have to date) require significant time and effort to address permanently. It is within this context that we considered how to approach waiver requests.

In addition, it was the fact that students did nothing wrong – they were merely following the directions of the adults that were entrusted with their care – that was ultimately persuasive to me. It was not the fault of RPS students that they received incorrect guidance or that their school system failed to adhere to state and local policies for scheduling, time and time again. Therefore, as you will see in the accompanying waiver memos, I am requesting waivers for all students affected by these issues.

Each of the attached waiver memos contains a data summary of students affected and an outline of our solutions, which will evolve as we partner with VDOE to ensure these issues are rectified once and for all.

We are working aggressively to mitigate future errors, and identify and eliminate the root causes that brought us here. We have already addressed some of these issues by ensuring that high school courses and master schedules offered in school year 2018-19 are accurate. Furthermore, I believe RPS has demonstrated its willingness to act as quickly, as our response to the high school bell schedule demonstrates.

At the same time, as you well understand, fixing these problems will require a systemic redesign how RPS thinks about student scheduling. This is going to take significant time and effort. We also must improve support and training for counselors and school leaders, better communicate policies to families and the communities, and create systems and processes to proactively monitor scheduling and transcripts for any inaccuracies or instances of non-compliance. All of this work must be done in collaboration with our partners at VDOE.

At the same time, as you well understand, fixing these problems will require a systemic redesign how RPS thinks about student scheduling. This is going to take significant time and effort. We also must improve support and training for counselors and school leaders, better communicate policies to families and the communities, and create systems and processes to proactively monitor scheduling and transcripts for any inaccuracies or instances of non-compliance. All of this work must be done in collaboration with our partners at VDOE.

To that end, I am requesting additional capacity (either funds or personnel) from the VDOE to build a small team dedicated solely to this work. Reviewing the transcripts for every single RPS student, supporting counselors and principals with new guidance, and building and monitoring scheduling process, to name only a few of the critical tasks, will require additional resources.

Thank you for your consideration of our requests, and for your team's continued partnership to create the school system that the children of Richmond deserve.

With appreciation,

Jason Kamras
Superintendent
Richmond Public Schools

RICHMOND
PUBLIC SCHOOLS

Transcript Waiver – Courses Miscoded as Worth Two Credit Hours

Description and Context

From SY15-16 through SY17-18, a number of RPS courses were coded incorrectly as worth two credit hours instead of the correct one credit hour, resulting in students receiving additional credit inappropriately. A line-item audit with the Virginia Department of Education (VDOE) of courses that awarded more than one credit hour since SY15-16 identified 28 courses that were incorrectly coded. The majority of these courses were in Career and Technical Education (CTE) subjects.

Potential Root Causes

Many of the courses miscoded as two-hour courses were taken at Richmond Technical Center, which requires students travel to and from that location to receive instruction. The amount of time students spent at RTC (and therefore length of courses) was misunderstood as a business rule for the number of credits a course can earn (e.g. it was understood that a student who spent 3 hours in a course was in a 2-credit course). Further, the course sequence and unique two or three year options for some CTE clusters led to a misunderstanding that the course title (rather than the code and sequence it was on) determined number of credits.

Students Potentially Affected

In total, 389 students would experience reduced credit because of this issue were all credit hours rescinded, for a total of 421 credit hours. The table below summarizes how students would be affected.

Table I – Students Potentially Affected by Current Grade and Number of Hours Potentially Lost

- The majority of those students, 93% (n=361), would lose one credit hour, most of these students are rising eleventh and twelfth graders.
- 99% (n=385) of students would lose 1 or 2 credit hours.
- 22 seniors would lose 2 credit hours; 4 seniors would lose 3 credit hours.

	Count of Students with Credit Hours Lost	1 Credit Hour	2 Credit Hours	3 Credit Hours	Total Students
Current Grade	9th Grade	1	0	0	1
	10th Grade	22	0	0	22
	11th Grade	166	2	0	168
	12th Grade	172	22	4	198
	Total Students	**361**	**24**	**4**	**389**

Solutions

To rectify this issue for SY18-19 and ensure it does not occur in future school years, RPS will take the following actions:

1. We will conduct an annual audit of courses before each school year, and while transcripts are generated, to ensure that appropriate credit hours are awarded for each course. We will create an automatic report in our student information system that flags any course awarding two credit hours to trigger case-by-case investigations. **We already corrected all courses miscoded as worth two credit hours in our student information system for SY18-19.**

2. We will also work with school counselors to improve and augment training on creating and maintaining student transcripts, incorporating representatives from our CTE department, our Information Communication & Technology Services team (the team responsible for maintaining our student information system) and any other relevant stakeholders, to clarify how to identify and assign the appropriate credit hour value for a given course.

3. Finally, we will alert principals and counselors of this issue and outline the aforementioned solutions for SY18-19 onward, both to solicit feedback on additional solutions and to ensure they consider the related policy changes as they advise students on their path to graduation.

Waiver Request

Given the additional credit awarded was the result of administrative processes and was no fault of RPS students, **we are requesting a waiver such that all students who received additional credit hours due to this error be held harmless on their official transcript in all instances from SY15-16 through SY17-18.**

RICHMOND
PUBLIC SCHOOLS

Transcript Waiver – Credit Awarded for Courses Taken Multiple Times

Description and Context

From SY15-16 through SY17-18, a number of students received credit erroneously for taking the same course multiple times. Some of these instances were a reporting error (the student did not actually take the same course twice though the counselor incorrectly reported it twice), while some of these instances were permissible per VDOE guidance as they occurred for students on diploma tracks that are not credit-dependent, and where multiple instances of the same course are permissible (e.g., a student on an Applied Studies Diploma track who takes Individual Development in multiple years).

Potential Root Causes

Conversations with RPS counselors revealed that guidance, support, and course offerings for students with special needs was lacking such that students are often scheduled for the same course (e.g., Individual Development) in the same year or over the course of their academic career.

Similarly, English Language Learner students were often scheduled for multiple sections of content support and general ESL courses, which had the additional adverse effect of delaying student progress towards graduation. There is clearly significant work to be done to provide guidance to schools and counseling staff around rigorous and supportive course scheduling for students with IEPs and students who are learning English.

Students Potentially Affected

In total, 376 students would experience reduced credit because of this issue were all credit hours rescinded, for a total 585.5 credit hours. The table below summarizes how students would be affected.

Table II – Students Potentially Affected by Current Grade and Number of Hours Potentially Lost

- The majority of students (87% [n=329]) would stand to lose 1.0 or 2.0 credit hours.
- Over half of students (54% [n=202]) who received credit for the same course took the courses in middle school (current 8th and 9th grade students).

	Count of Students with Credit Hours Lost	1 Credit Hour	2 Credit Hours	3 Credit Hours	4 or 4.5 Credit Hours	5 Credit Hours	6+ Credit Hours	Total Students
Current Grade	8th Grade	45	2	0	0	0	0	47
	9th Grade	91	51	13	0	0	0	155
	10th Grade	73	3	1	0	0	0	77
	11th Grade	18	4	9	7	1	2	41
	12th Grade	28	12	3	4	3	3	53
	Grade 14[1]	0	2	1	0	0	0	3
	Total Students	**255**	**74**	**27**	**11**	**4**	**5**	**376**

Solutions

To rectify this issue moving forward and ensure it does not occur in future school years, RPS will take the following actions:

1. We requested an audit by counselors of all students with this issue to ensure that multiple credits for the same course will not affect a student's path to graduation and that any clerical errors on transcripts are identified.

2. Moving forward, our transcript review process will explicitly check this issue for every student, both at the school and central office level.

[1] Grade 14 code is used to denote over-age students still eligible to attend RPS; these students are enrolled at Richmond Career Education & Employment Academy

3. We will examine scheduling practices for Exceptional Education students and English Language Learners. We will provide training and support for counselors to ensure students are scheduled for courses that move them forward on their path to graduation and also ensure they are not inappropriately enrolled in the same course multiple times.

4. Finally, we will alert principals and counselors of this issue and outline the aforementioned solutions for SY2018-2019 onward, both to solicit feedback on additional solutions and to ensure they consider the related policy changes as they advise students on their path to graduation.

Waiver Request

Given the additional credit awarded was the result of administrative processes and was no fault of RPS students, **we are requesting a waiver such that all students who received additional credit hours due to this error be held harmless on their official transcript in all instances from SY15-16 through SY17-18.**

RICHMOND
PUBLIC SCHOOLS

Transcript Waiver – Credit Awarded for Unapproved Local Courses

Description and Context

RPS School Board policy requires that new local courses undergo a review process by RPS Central Office before they are submitted to the School Board for approval, prior to being offered to pupils prior to enrollment. From SY2015-2016 through SY2017-2018, there is no documentation of RPS bringing such local courses to the School Board for approval, and so local courses identified in the transcript audit with VDOE were deemed impermissible for credit.

Additionally, some courses appeared to have been coded in RPS's scheduling system (also the student information system) with incorrect SCED codes (School Courses for the Exchange of Data) used by the state of Virginia. These courses were identified as impermissible for credit because the incorrect SCED code implied the course was local, and so was assumed to not have undergone the appropriate approval process. In total, 29 courses were identified during the three-year period audited that were presumed to be unapproved local-courses impermissible for credit.

Students Potentially Affected

In total, 339 students would experience reduced credit because of this issue were all credit hours rescinded, for a total 392.5 credit hours. The table below summarizes how students would be affected.

Table I – Students Potentially Affected by Current Grade and Number of Hours Potentially Lost

- The majority of students (88% [n=299]) would stand to lose 0.5 or 1.0 credit hours. Of those students, 19 would lose 0.5 credit hours for an 18-week course; 280 would lose 1.0 credit hours.
- 25% (n=84) of students who would lose credit are current seniors.

	Count of Students with Credit Hours Lost	0.5 or 1 Credit Hour	1.5 or 2 Credit Hours	3 Credit Hours	4 Credit Hours	5 Credit Hours	Total Students
Current Grade	7th Grade	1	0	0	0	0	**1**
	8th Grade	38	0	0	0	0	**38**
	9th Grade	12	0	0	0	0	**12**
	10th Grade	77	1	1	0	0	**79**
	11th Grade	106	10	3	0	0	**119**
	12th Grade	60	15	3	3	3	**84**
	Grade 13[1]	1	0	0	0	0	**1**
	Grade 14[2]	4	0	0	0	1	**5**
	Total Students	**299**	**26**	**7**	**3**	**4**	**339**

Solutions

To rectify this issue for SY18-19 and ensure it does not occur in future school years, RPS will take the following actions:

1. We conducted a complete review of all comprehensive high school schedules to ensure no unapproved courses are scheduled for SY18-19 (with a small number of rigorous courses slated for retroactive School Board approval, per agreement between VDOE and RPS). This review will not only ensure that every course scheduled meets the requirements for state and / or local approval, but also that selected courses meet RPS's standards of academic rigor,

[1] Grade 13 code is used to denote over age students still eligible to attend RPS; this student is enrolled at the Richmond Local Jail in RPS' SIS

[2] Grade 14 code is used to denote over-age students still eligible to attend RPS; these students are enrolled at Richmond Career Education and Employment Academy or Richmond Alternative School

are aligned to the curriculum, and support students on their path to graduation. We will complete this review process every year prior to student enrollments.

2. We will design and execute a vetting process for any proposed new courses and take all non-state approved courses to School Board for approval. This process will occur before any new course is entered in the official course catalog and the Program of Studies, RPS's course offering and scheduling guidebook.

3. The process by which the Program of Studies is created will include representatives from all relevant divisions in Central Office; incorporate feedback from counselors, teachers, school leaders, and community members; be verified and approved by representatives from VDOE before publication; and be completely aligned with the course offerings available in our course catalog and scheduling system.

4. Finally, we will alert principals and counselors of this issue and outline the aforementioned solutions for SY2018-2019 onward, both to solicit feedback on additional solutions and to ensure they consider the related policy changes as they advise students on their path to graduation.

Waiver Request

Given the additional credit awarded was the result of administrative processes and was no fault of RPS students, **we are requesting a waiver such that all students who received additional credit hours due to this error be held harmless on their official transcript in all instances from SY15-16 through SY17-18.**

RICHMOND
PUBLIC SCHOOLS

Transcript Waiver – Credit Awarded for High School Courses Taken in Middle School

Description and Context

From SY15-16 through SY17-18, RPS awarded high school credit to students for courses taken in middle school. A data-pull from RPS's student information system identified 28 courses taken in middle grades that resulted in high school credit. Some of these courses were unapproved local courses (e.g., Midi Lab, Space Interdisciplinary Studies, Individual Development, etc.), while others were courses for which middle school students cannot receive credit (e.g., English Grade 8, English Grade 9, English Grade 10, etc.). A much larger number of high school courses were taken for permissible credit by middle schoolers.

Additionally, data anomalies in some transcripts suggested that while the transcript stated a course was taken in grades 6, 7, or 8, based on the student's current grade, birthday, and analysis of their academic career, that data may be inaccurate, and the student was actually in high school for the course. It is likely that this occurred due to human error when manually updating transcripts.

Potential Root Causes

There is little evidence of consistent and effective training and support to counselors in both high school and middle school around earning high school credit in middle school. Specifically, guidance on when a middle school student may take a course for high school credit, which courses may be taken but not for credit, and how to review transcripts to check for human error leading to falsely identifying a student as carrying a high school credit from middle school.

Students Potentially Affected

In total, 259 students would experience reduced credit because of this issue were all credit hours rescinded, for a total 303.5 credit hours. The table below summarizes how students would be affected.

Table II – Students Potentially Affected by Current Grade and Number of Hours Potentially Lost

- The majority of students (93% [n=242]) of students would stand to lose 1.0 credit hour.
- Over half (n=150) of the students who took HS courses for MS credit received it for ESL I, II, or III.

	Count of Students with Credit Hours Lost	1 or 1.5 Credit Hours	2 Credit Hours	3 Credit Hours	4 Credit Hours	5 Credit Hours	6 Credit Hours	Total Students
Current Grade	6th Grade	1	0	0	0	0	0	**1**
	7th Grade	42	0	0	0	0	0	**42**
	8th Grade	51	1	0	0	0	0	**52**
	9th Grade	65	1	0	0	0	0	**66**
	10th Grade	31	0	1	2	0	0	**34**
	11th Grade	50	3	1	1	1	3	**59**
	12th Grade	3	0	1	0	0	1	**5**
	Total Students	**243**	**5**	**3**	**3**	**1**	**4**	**259**

Solutions

To rectify this issue moving forward and ensure it does not occur in future school years, RPS will take the following actions:

1. We will add a review of this issue to the transcript review process that happens at both the school level (both at middle schools and high schools) and in central office.

2. We will add an addendum to the SY18-19 Program of Studies and incorporate in all Programs of Study moving forward a section outlining policy around awarding high school credit in middle school. Guidance will include the definitive list of permissible courses for high school credit at the middle school level and support on how to review this aspect of transcripts to ensure accuracy.

3. Finally, we will alert principals and counselors of this issue and outline the aforementioned solutions for SY18-19 onward, both to solicit feedback on additional solutions and to ensure they consider the related policy changes as they advise students on their path to graduation.

Waiver Request

Given the additional credit awarded was the result of administrative processes and was no fault of RPS students, **we are requesting a waiver such that all students who received additional credit hours due to this error be held harmless on their official transcript in all instances from SY15-16 through SY17-18.**

COMMONWEALTH of VIRGINIA

James F. Lane, Ed.D.
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION
P.O. BOX 2120
Richmond, Virginia 23218-2120

Office: (804) 225-2023
Fax: (804) 371-2099

November 9, 2018

Mr. Jason Kamras
Division Superintendent
Richmond City Public Schools
301 N. Ninth Street
Richmond, Virginia 23219

Dear Mr. Kamras:

Thank you for the detailed information and data contained in the waiver requests from Richmond City Public Schools (RPS). The Virginia Department of Education (VDOE) acknowledges the tremendous amount of work that has been completed and the work that will continue as RPS staff members endeavor to ensure student scheduling, course transcripts, and student Grade Point Averages (GPAs) are accurate and adhere to the Standards of Quality, Standards of Accreditation, and RPS policies.

As the transcript work evolved, one key consideration for VDOE was to determine the impact on a student's ability to graduate on-time with the desired diploma without having to take any additional classes. It is important to note that, to date, there is no evidence that any student identified as having received additional, inappropriate credits cannot graduate on-time, with the desired diploma and without taking additional courses, unless said student is at risk to not graduate for other reasons.

Another key consideration for VDOE during the review process was the impact of your request that we "hold harmless" any student given inappropriate credits. While this practice would not be a detriment for the students for whom the requests are made, it would affect students whose transcripts are accurate and reflect bona fide credits earned. Class rank and GPAs are two of the ways these students are negatively impacted by a "hold harmless" approach for their classmates. The final key consideration in the review was that the failure to remove unearned credits would result in RPS transcripts continuing to be flawed and class ranks and GPAs continuing to be inaccurate through the 2021-2022 school year. Virginia diplomas represent a set of rigorous expectations, and it is important that transcripts reflecting the course work completed for those diplomas are accurate. Waiver requests were made by RPS for issues in four major categories:

1. Courses were miscoded as worth two credit hours;
2. Credit was incorrectly given for courses taken multiple times;
3. Credit was incorrectly given for unapproved local courses; and,
4. Credit incorrectly given for middle school courses ineligible for high school credit.

Virginia Department of Education staff consulted with the Office of the Attorney General to determine the basis on which such waivers may be requested by a school division and/or granted by the Superintendent of Public Instruction. The Office of the Attorney General found no basis in *Va. Code § 22.1-253.13:4(D)(13)* on which such waivers may be requested by a school division or, further, any authority for the Superintendent of Public Instruction to act on the waivers sought in these circumstances, or other provisions for waivers that would be applicable in this situation. Based on this guidance, no waivers may be granted and RPS must comply with the requirements of the Standards of Quality, the Standards of Accreditation and other pertinent regulations. However, we have provided recommendations as to how RPS might resolve the identified transcript issues below each of the waiver requests. Additionally we have identified additional personnel who will support you in addressing the transcript issues with the goal of building the capacity of existing RPS staff.

Courses Miscoded as Worth Two Credit Hours

RPS Waiver Request
Given the additional credit awarded was the result of administrative processes and no fault of RPS students, **we are requesting a waiver such that all students who received additional credit hours due to this error be held harmless on their official transcript in all instances from SY 2015-2016 through SY 2017-2018.**

Required Action
In cases where a one-credit course was counted as a two-credit course, the second credit may be reflected as Pass/Fail but may not count as a standard credit for graduation. The student's transcript must be adjusted to reflect one credit in the GPA calculation and a Pass/Fail course that is not part of the student's GPA.

Credit Awarded for Courses Taken Multiple Times

RPS Waiver Request
Given the additional credit awarded was the result of administrative processes and no fault of RPS students, **we are requesting a waiver such that all students who received additional credit hours due to this error be held harmless on their official transcript in all instances from SY 2015-2016 through SY 2017-2018.**

Required Action
In cases where a course was taken and passed multiple times, only one standard credit may be awarded for the course. The highest grade achieved for the course must be the grade reflected on the student transcript. Student transcripts must be adjusted to reflect one course and GPAs calculated using the highest course grade for the given course

Credit Awarded for Unapproved Local Courses

RPS Waiver Request
Given the additional credit awarded was the result of administrative processes and no fault of RPS students, **we are requesting a waiver such that all students who received additional credit hours due to this error be held harmless on their official transcript in all instances from SY 2015-2016 through SY 2017-2018.**

Required Action

The following policy documents provide guidance regarding the approval of local electives:

- *Virginia Administrative Code 8VAC20-131-130.* Elective Courses. Locally developed elective courses offered for credit toward high school graduation shall be approved by the division superintendent and local school board.
- Superintendent's Memo 271-15, Guidelines for Graduation Requirements: Local Alternative Paths to Standard Units of Credit (Alternatives to the 140-Clock-hour Requirement) provides further details about local elective courses.
- Richmond City Public Schools (RPS) policy 5-2.2 Curriculum Development and Evaluation describes the RPS process for local elective development and approval.

According to these policies, credit bearing local elective courses must be approved by the RPS Board. RPS Board approval of any locally-developed course appearing on a student transcript in a prior school year must be based upon review of the syllabus and course materials from the year the course was taken. The VDOE recommends that within two weeks of receipt of this response, RPS leadership will develop a timeline for securing RPS board approval for local elective courses. Please send the timeline to the Office of School Improvement (OSI) director. By February 1, 2019, local elective courses not approved by the RPS board must be removed from student transcripts with student GPAs adjusted accordingly.

Credit Awarded for High School Courses Taken in Middle School

Waiver Request

Given the additional credit awarded was the result of administrative processes and no fault of RPS students, **we are requesting a waiver such that all students who received additional credit hours due to this error be held harmless on their official transcript in all instances from SY 2015-2016 through SY 2017-2018.**

Required Action

In cases where a high school standard credit was awarded for a middle school course not eligible for high school credit, the course must be removed from the student's transcript and the GPA adjusted accordingly.

Considerations for Completing Required Actions

As the actions/next steps resulting from the transcript audits involve adjustments to some students' transcripts and GPAs, the timeline for completing this work is crucial. All work related to removing courses and/or course credits from transcripts and all work related to GPA calculations must be completed by April 1, 2019. While it is our understanding that in some cases work can be automated to remove credits on multiple transcripts at one time, we recognize the care and attention this type of work takes to ensure accuracy of transcripts and GPAs for all impacted students. With that in mind, VDOE recommends beginning this work with seniors with a goal of completion by January 1, 2019.

The VDOE is sensitive to the work required by the results of the transcript audits; per your request, we have identified a team to support RPS staff as they complete this work. The team is composed of recently retired Virginia educators with high school experience. This team will support RPS staff involved in the transcript and GPA work but will not directly adjust any student transcripts. They will be trained by the Office of School Quality (OSQ) in the same way the original team was trained. The Director of OSQ will meet with appropriate RPS staff on November 13 and 20, 2018, to determine work schedules and locations and to examine ways for RPS leaders to reprioritize other requirements. Beginning the week of December 3, 2018, the support team will be available to begin on-site work three days a week for five hours a day through the end of January 2019. The availability of the support team may be extended pending available funds.

The waiver requests and decisions will become a part of the *VDOE Audits of Transcripts, Cohort Graduation Process, Academic and Career Plans, Bell Schedules, and Course Offering Guide at Five Richmond City Public Schools Comprehensive High Schools Final Report.* The report will contain required next steps and timelines for completing them in order to ensure progress is made. As a reminder, the signed Memorandum of Understanding (MOU) between RPS and VDOE, states (page 4, #8): "The Division Superintendent will ensure that appropriate division staff implement with fidelity actions/next steps resulting from all technical assistance provided as a result of the MOU."

In closing, we acknowledge and appreciate that your request to include all five comprehensive high schools in the July 2018 transcript audits reflects RPS's desire to do what is best for all students. The VDOE looks forward to partnering with and supporting RPS as the work resulting from the transcript audit is completed. Once this work is completed, RPS will have accomplished a significant step in creating and maintaining systems that ensure all students are truly first in Richmond City Public Schools.

Sincerely,

James F. Lane, Ed. D.
Superintendent of Public Instruction

JFL/SLR/pl

Attachment F

Armstrong High School
Richmond City Public Schools
July 17, 2018

Transcript Audit Finding Guidance
45 Transcripts and Course Requests Reviewed
Note: The numbers in each column indicate the number of findings present.
Additional comments and questions appear below this table.

Transcript Finding	**Rising 9th grade (11 course requests and middle school transcripts reviewed)**	**Rising 10th grade (11 transcripts reviewed)**	**Rising 11th grade (11 transcripts reviewed)**	**Rising 12th grade (12 transcripts reviewed)**
Heading of the transcript is not complete (exclusive of graduation date)				
Diploma type is not indicated		1	5	5
Class rank is not provided		6	1	5
Cumulative and earned credits are not noted and are not appropriately aligned		7	5-Courses given credit and course credit summaries do not match	12-Cumulative credits are not aligned to course credit summary
Yearly and cumulative GPA are not noted				
Appropriate course credit is not awarded for the given course		7	5	5
Verified credits aligned to specific courses are not notated on vertical transcript column		9	10	12
State course codes are incorrect				
Attendance data is not notated accurately		9	10	12
Test record for SAT/ACT is not noted	SAT/ACT data was not found on any of the transcripts reviewed			
Transfer information from feeder middle school and/or out of district high school does not include school name, address, email, and phone number		4	5	11

Armstrong High School
Richmond City Public Schools
July 17, 2018

Transcript Finding	**Rising 9th grade (11 course requests and middle school transcripts reviewed)**	**Rising 10th grade (11 transcripts reviewed)**	**Rising 11th grade (11 transcripts reviewed)**	**Rising 12th grade (12 transcripts reviewed)**
Course sequences are not appropriate		1	3	9
Course titles are not aligned with approved state titles	1	2	4	1
Virtual course or tracking system for virtual course is not notated	Virtual coursework data was not found on any of the transcripts reviewed			
CPR course or tracking system for CPR course is not notated	No information regarding student completion of the CPR graduation requirement was found on the reviewed transcripts			
CTE credential is not noted where appropriate	No transcript reviewed provided information about student achievement of any type of CTE credential			
Economics and Personal Finance is not noted				
Sequential elective: Computer math required CTE sequential electives are not noted				1
A world language sequence is not noted for students attempting an advanced studies diploma				
The projected graduation date is not identified		11	10	12

Schoolwide Comments and Questions:

- There is a pattern of students coming from one middle school being scheduled for ninth grade Environmental Science, while students from another middle school are not. VDOE has provided guidance documents as to the profile of a student who should be enrolled in ninth grade Environmental Science. How has RPS used the provided guidance to assist students in making appropriate course selections? It is important to note that Environmental Science cannot be used to earn a verified credit in science.
- Many Armstrong transcripts showed that students were awarded elective credits for a course entitled "Standardized Test Preparation." This is not a state approved course. When was this course and its

content approved by the Richmond Public Schools (RPS) Board? Why are so many Armstrong students taking this course while the other RPS comprehensive high schools do not offer it?

- When was the High School Developmental Reading course and course content for rising ninth grade students approved by the RPS Board? What is the purpose and intended audience for this course?
- The course entitled "Spanish I – Regular Course" does not match the state course title, Spanish I.
- Attendance data are inconsistent. The number of days present and absent should add to 180. All transcripts reviewed showed more than 180 days with the maximum recorded as 204 days.
- Transcripts are missing notations for honors courses and virtual courses.
- How are course sequences and selections determined? What is the role of the teacher, counselor, parent and student in the process? How do counselors help students set and achieve rigorous and realistic goals when determining course selections and diploma types?
- Credits earned in summer school are not recorded on any transcript reviewed.

Comments and Questions for Rising 9th Grade:

1. One hundred percent of the 11 rising ninth grade course request documents reviewed showed students enrolled in the Standardized Test Prep course discussed above.
2. Four course request documents reviewed showed students slated to take seven courses rather than eight.
3. One course request document showed a student slated to take Honors English, World History, Biology I, and *Algebra I Part 1* (of a 2-year sequence?). The Algebra Part 1 course appears incongruent with the level/rigor of the remainder of this student's course load.
4. One rising grade nine student earned high school credits in middle school for Earth Science I and /Algebra I credit for grade 8 – why is this student enrolled in Algebra I Part I as a ninth grade student?
5. Two transcripts showed that students who are taking honors courses were also slated to take the Standardized Test Prep class. What data shows that this is the appropriate course selection of these two students?
6. Six of the 11 course request documents reviewed showed students slated to take ninth grade Environmental Science. What criteria were used to place students in this course?

Comments and Questions for Rising 10th Grade:

1. One transcript shows a high school credit awarded for completion of a Dance II middle school course. What makes this middle school course a high school credit-bearing course?
2. Seven transcripts indicated that students took the Standardized Test Prep course for credit. Please see the schoolwide comments above.
3. One transcript shows a student taking Geometry without taking Algebra I first.
4. One transcript reviewed showed a student taking Algebra I and Foundations of Algebra in the same year. What is the content of the Foundations of Algebra course? Has the RPS Board approved the course and its content?
5. Three transcripts were incomplete: two were blank and one only recorded credits that were transferred from another school.

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6. Two transcripts show science verified credits awarded for Environmental Science. There is no SOL test for this course, so there can be no verified credits awarded.
7. One transcript showed that a student repeated ninth grade. During the second ninth grade year, the student took only six classes.

Comments and Questions for Rising 11th Grade:

1. One transcript showed that the student attempted seven courses during SY2017-18 rather than eight.
2. One transcript noted a course entitled Midi Lab (3881). What is the content of this course and was it approved by the RPS Board?
3. One transcript noted that the student earned one verified credit in the "other" category. What was the course that was connected to this verified credit?
4. One transcript indicated that the student was enrolled in a Study Hall class. What is the purpose of this course and how is credit awarded for this non-credit bearing assignment?
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6. One transcript recorded Daily Living 9 (5015) and Daily Living 10 (5016) as three separate courses. Are these courses part of an Individualized Education Plan (IEP)?
7. Of the transcripts reviewed for this cohort, there was 1 student who was 18 years old and one student who was 17 years old in September of the 2017-2018 school year.
8. Two transcripts showed incorrect verified credit summaries.
9. Two transcripts showed science courses out of sequence; one transcript showed inappropriate course sequencing in Career and Technical Education (CTE) coursework.
10. Four transcripts included high school credits for middle school coursework without identifying the middle school in which the student completed the work. One transcript of a transfer student shows ninth grade courses/credits transferred, but no 2017-2018 courses taken. The high school at which the credits were earned was not identified.

Comments and Questions for Rising 12th Grade:

1. Five students had no diploma type noted on their transcripts.
2. Four transcripts showed no class rank data for grade 9. One transcript reported class rank as a percentage rather than a ratio.
3. One student earned a D in Honors English 10, and subsequently failed AP Language and Composition. What is the rationale for scheduling a student into an AP course after struggling in an honors course at a lower level?
4. Multiple transcripts showed students who are working towards standard diplomas taking honors courses and earning D's and F's.
5. Six transcripts showed students achieving solid grades in courses that would make them eligible for advanced diplomas, but the designated diploma type is standard. What is the process for ensuring that students are counseled to work towards their highest potential?
6. One transcript was blank except for credits earned in middle school. There were no courses/credits listed for grades 9, 10, or 11.

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7. Ten transcripts included high school credits for middle school coursework without identifying the feeder middle school at which the student completed the work. One transcript noted a transfer student as "out of district high-unknown." None of the required transfer information concerning the sending school was provided as required by Virginia standards.
8. Two transcripts showed students failing English 9 as ninth grade students, taking and passing English 9 in tenth grade; taking and failing English 10 and taking and passing English 11 in eleventh grade. These two students will need to take and pass both English 10 and English 12 in twelfth grade.
9. Five transcripts show students taking Ecology before taking Biology I. Ecology is Biology II – Ecology; Biology I is a prerequisite for Biology II-Ecology.
10. None of the transcripts reviewed noted a student completing any type of CTE certification.
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Notes from Cohort Graduation Process Interview:

Topic: Interventions in place for students who are not on track to graduate
RPS Response:

- Counselors meet with students individually to develop a plan that focuses on career planning and graduation pathways and status. Parents participate in the planning meeting by phone.
- Students can be referred to Performance Learning Center (PLC) due to student age.
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a student, but the counselor is not aware of the student data that is collected and maintained by the Coordinator and counselors do not take part in FA Academy meetings. The FA Coordinator checks on students and reports names of students who are not passing to Dr. Ward.

- Of the 270 freshmen in the 2017-2018 school year, 210 are not in the FA program. Of these 210 students, the counselor interviewed estimated that 25-30 students are not on track for graduation. Some of these students may be taking summer school courses, but the counselor did not know how many are actually taking summer courses.
- A summer school program is conducted at Armstrong High School. The counselor interviewed reported that 23 seniors from the 2016-2017 cohort did not graduate last year and that a greater number of grade 12 students did not graduate this past June. Many of these students are in this year's summer school program and the counselor reported that the school expected to have 25-30 students as summer school graduates. The Edgenuity program is used in summer school. The counselor interviewed speaks favorably about Edgenuity, saying that it helped Armstrong HS "save" quite a few seniors.
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- Counselors meet with club members and athletes (who cannot play on a team if their GPA is below 2.0) to remind them not to "ruin their grades."
- Armstrong High School offers some field trips to selected colleges and arranges for meetings with representatives from technical schools and colleges.

Topic: Communication processes and evidence of communication with students and parents regarding graduation requirements.

RPS Response:

- Armstrong High School conducts several parent meetings and sends parent letters and mailers about graduation requirements.
- The school sent a mailing on November 28, 2017 that informed parents of graduation requirements and expectations, tutoring opportunities, and told parents exactly what students need to graduate.
- Armstrong High School sends three mailings to seniors throughout the year as well as mailings to underclassmen.
- Report cards are mailed home.
- If a student does not pass an SOL test, parents are informed that their child needs to attend summer school.

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- The school follows up on mailings that are returned due to incorrect addresses or students no longer at the address.
- Informational presentations regarding graduation requirements are given for all incoming freshmen and transfer students and their parents.
- Armstrong High School expects SOLs courses and verified credits to be completed by the end of the junior year. Letters are sent home to parents with a list of what the student still needs to graduate. Parents do not receive transcripts each year.
- At the beginning of each year, all students receive a copy of their transcript. Counselors meet with each student by grade level to review the most recent transcript, report card, and SOL sheet. The student is given his or her transcript at that meeting.
- Counselors look at the attendance data on their student's report cards but do not aggregate the data.

Topic: Graduation Monitoring Processes and Systems

- **How is student graduation data tracked?**
- **What graduation tracking documents are used to verify SOL data, course data, diploma type, industry certification, verified credits; rising seniors courses needed for graduation; and cohort graduation requirements**
- **Who is involved in cohort tracking?**
- **What is the communication process for monitoring student graduation data?**

RPS Response:

- Armstrong High School uses a matrix-style tracking document for seniors that shows industry certifications, SOL verified credits, and lists classes needed for graduation.
- Armstrong counselors have started tracking SOLs and industry certifications for underclassmen.
- The counselor interviewed reported that students are also tracked by their diploma type. Students are told that if they want an advanced studies diploma, they need to decide by tenth grade.
- The entire administrative team is involved in cohort tracking. This team goes over information for each student. The cohort tracking team meets three or four times a year to determine which students are at a standstill, look at what else we can offer, and let the administration know what is being done to support students.
- ACE meets during the summer.

Topic: Attendance

- **What are barriers to attendance?**

RPS Response:

- Some students need to take care of family members and are late or absent for that reason.
- When students sign in tardy, office staff members ask for the reason for their tardiness.
- Counselors make phone calls to homes when students are absent and stay in contact with the Office of Family and Community Engagement (FACE) to check on students. This is done by all three counselors. In February of this year Armstrong counselors referred 24 seniors with chronic attendance problems to FACE.

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- Counselors look at report cards for attendance data but do not aggregate it.

Topic: Substitute SOL tests:

- **How do you use substitute SOL tests?**
- **When are they given and who takes them?**

RPS Response:

- Armstrong High School uses Work Keys as SOL substitute tests for reading and writing.

Topic: Profile of a Virginia Graduate

- **How will you incorporate Profile of a Virginia Graduate requirements into your current process?**

RPS Response:

- Armstrong High School is aware of the Profile of a Virginia Graduate. Counselors have not discussed it as a team, but from a counseling perspective it will have students look more at readiness for vocational/trade and careers.

Academic and Career Plan Review:

- A career cluster and pathway are listed.
- Plans appear to have been filled out by the student and signed by the counselor, with no edits.
- A career goal is listed which is positive, but course scheduling does not reflect the identified career goal.
- Some elective courses are listed at "Tech" without identifying the specific program.
- There are no parent/guardian signatures on any of the Academic and Career Plans that were reviewed.

Audit of Bell Schedules Conducted June 2018 Using 2017-2018 Schedules

Armstrong High School

- Ensure that the new requirements from the Standards of Quality (SOQ) regarding physical activity are implemented.
- First, second, and fourth blocks are 93 minutes resulting in 139.5 hours of instruction
- Ensure that the new requirements from the Standards of Quality (SOQ) regarding physical activity are implemented.
- Third block observation
    - In one place on the schedule, the start time is 11:10 a.m., resulting in 142.5 hours of instruction. In another place on the schedule, the start time is 11:12 a.m., resulting in 139.5 hours of instruction.

Questions:

1. There are two minutes between class changes. Is this sufficient time for students to transition?
2. Third block has a discrepancy in the number of total minutes per day which impacts overall clock hours of instruction. Which is the correct time?

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Standards of Accreditation

Virginia Administrative Code 8VAC20-131-110. Standard and verified units of credit.
A. 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 school division may waive the requirement that a student receive 140 clock hours of instruction to earn a standard credit, effective with students enrolled in the 2015-2016 school year, as prescribed in the Standards of Quality and board guidelines. When credit is awarded in less than whole units, the increment awarded must be no greater than the fractional part of the 140 hours of instruction provided. If a school division elects to award credit on a basis other than the 140 clock hours of instruction required for a standard unit of credit defined in this subsection, the local school division shall provide the board with satisfactory proof, based on board guidelines, that the students for whom the 140-clock-hour requirement is waived have learned the content and skills included in the relevant Standards of Learning. In addition, the local school division shall develop a written policy approved by the superintendent and school board that ensures:
1. That the content of the course for which credit is awarded is comparable to 140 clock hours of instruction; and
2. That upon completion, the aims and objectives of the course have been met.
B. 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. In accordance with the provisions of the Standards of Quality, students may earn a standard and verified unit of credit for any elective course in which the core academic Standards of Learning course content has been integrated and the student passes the related end-of-course SOL test. Such course and test combinations must be approved by the board.
Upon waiver of the 140-clock-hour requirement according to board guidelines, qualified students who have received a standard unit of credit shall be permitted to sit for the relevant SOL test to earn a verified credit without having to meet the 140-clock-hour requirement.
Definitions:
Standard credit: "Standard unit of credit" or "standard credit" means credit awarded for a course in which the student successfully completes 140 clock hours of instruction and the requirements of the course. Local school boards may develop alternatives to the requirement for 140 clock hours of instruction as provided for in 8VAC20-131-110 and in accordance with board guidelines.
Verified credit: "Verified unit of credit" or "verified credit" means credit awarded for a course in which a student earns a standard unit of credit and (i) achieves a passing score on a corresponding end-of-course SOL test; (ii) achieves a passing score on an additional test as defined in this section as part of the Virginia Assessment Program; (iii) meets the criteria for

the receipt of a locally awarded verified credit conferred in accordance with board criteria and guidelines as provided in 8VAC20-131-110 B 3 when the student has not passed a corresponding SOL test in English, mathematics, laboratory science, or history and social science; (iv) meets the criteria for the receipt of a verified credit for history and social science by demonstrating mastery of the content of the associated course on an authentic performance assessment as provided in 8VAC20-131-110 B 4; or (v) 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, as provided in 8VAC20-131-110 B 5.

Va. Code § 22.1-253.13:1 (Standard One of the Standards of Quality)

§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

D. 15. (Applicable beginning with the 2018-2019 school year) A program of physical activity available to all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and available to all students in grades six through 12 with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate by the local school board. Each local school board shall implement such program during the regular school year.

Attachment F

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Transcript Audit Finding Guidance
45 Transcripts and Course Requests Reviewed
Note: The numbers in each column indicate the number of findings present.
Additional comments and questions appear below this table.

Transcript Finding	Rising 9th grade (11 course requests and middle school transcripts reviewed)	Rising 10th grade (11 transcripts reviewed)	Rising 11th grade (11 transcripts reviewed)	Rising 12th grade (12 transcripts reviewed)
Heading of the transcript is not complete (exclusive of graduation date)				
Diploma type is not indicated		TS	TS	TS
Class rank is not provided		TS	TS	TS
Cumulative and earned credits are not noted and are not appropriately aligned		TS	TS-Courses given credit and course credit summaries do not match	12-Cumulative credits are not aligned to course credit summary
Yearly and cumulative GPA are not noted				
Appropriate course credit is not awarded for the given course		TS	TS	TS
Verified credits aligned to specific courses are not notated on vertical transcript column		TS	TS	12
State course codes are incorrect				
Attendance data is not notated accurately		TS	TS	12
Test record for SAT/ACT is not noted	SAT/ACT data was not found on any of the transcripts reviewed			
Transfer information from feeder middle school and/or out of district high school does not include school name, address, email, and phone number		TS	TS	11

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Transcript Finding	**Rising 9th grade (11 course requests and middle school transcripts reviewed)**	**Rising 10th grade (11 transcripts reviewed)**	**Rising 11th grade (11 transcripts reviewed)**	**Rising 12th grade (12 transcripts reviewed)**
Course sequences are not appropriate		TS	TS	TS
Course titles are not aligned with approved state titles	TS	TS	TS	TS
Virtual course or tracking system for virtual course is not notated	Virtual coursework data was not found on any of the transcripts reviewed			
CPR course or tracking system for CPR course is not notated	No information regarding student completion of the CPR graduation requirement was found on the reviewed transcripts			
CTE credential is not noted where appropriate	No transcript reviewed provided information about student achievement of any type of CTE credential			
Economics and Personal Finance is not noted				
Sequential elective: Computer math required CTE sequential electives are not noted				TS
A world language sequence is not noted for students attempting an advanced studies diploma				
The projected graduation date is not identified		11	TS	12

TS – When the number is 10 or below, the number is suppressed to prevent identification of individual students.

Schoolwide Comments and Questions:

- There is a pattern of students coming from one middle school being scheduled for ninth grade Environmental Science, while students from another middle school are not. VDOE has provided guidance documents as to the profile of a student who should be enrolled in ninth grade Environmental Science. How has RPS used the provided guidance to assist students in making appropriate course selections? It is important to note that Environmental Science cannot be used to earn a verified credit in science.

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- Many Armstrong transcripts showed that students were awarded elective credits for a course entitled "Standardized Test Preparation." This is not a state approved course. When was this course and its content approved by the Richmond Public Schools (RPS) Board? Why are so many Armstrong students taking this course while the other RPS comprehensive high schools do not offer it?
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1. One hundred percent of the 11 rising ninth grade course request documents reviewed showed students enrolled in the Standardized Test Prep course discussed above.
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- Students in eleventh grade take the PSAT. Counselors advise these students that the PSAT scores can be used with a prospective employer or the military.
- Counselors meet with club members and athletes (who cannot play on a team if their GPA is below 2.0) to remind them not to "ruin their grades."
- Armstrong High School offers some field trips to selected colleges and arranges for meetings with representatives from technical schools and colleges.

Topic: Communication processes and evidence of communication with students and parents regarding graduation requirements.

RPS Response:

- Armstrong High School conducts several parent meetings and sends parent letters and mailers about graduation requirements.
- The school sent a mailing on November 28, 2017 that informed parents of graduation requirements and expectations, tutoring opportunities, and told parents exactly what students need to graduate.
- Armstrong High School sends three mailings to seniors throughout the year as well as mailings to underclassmen.
- Report cards are mailed home.

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- If a student does not pass an SOL test, parents are informed that their child needs to attend summer school.
- The school follows up on mailings that are returned due to incorrect addresses or students no longer at the address.
- Informational presentations regarding graduation requirements are given for all incoming freshmen and transfer students and their parents.
- Armstrong High School expects SOLs courses and verified credits to be completed by the end of the junior year. Letters are sent home to parents with a list of what the student still needs to graduate. Parents do not receive transcripts each year.
- At the beginning of each year, all students receive a copy of their transcript. Counselors meet with each student by grade level to review the most recent transcript, report card, and SOL sheet. The student is given his or her transcript at that meeting.
- Counselors look at the attendance data on their student's report cards but do not aggregate the data.

Topic: Graduation Monitoring Processes and Systems

- **How is student graduation data tracked?**
- **What graduation tracking documents are used to verify SOL data, course data, diploma type, industry certification, verified credits; rising seniors courses needed for graduation; and cohort graduation requirements**
- **Who is involved in cohort tracking?**
- **What is the communication process for monitoring student graduation data?**

RPS Response:

- Armstrong High School uses a matrix-style tracking document for seniors that shows industry certifications, SOL verified credits, and lists classes needed for graduation.
- Armstrong counselors have started tracking SOLs and industry certifications for underclassmen.
- The counselor interviewed reported that students are also tracked by their diploma type. Students are told that if they want an advanced studies diploma, they need to decide by tenth grade.
- The entire administrative team is involved in cohort tracking. This team goes over information for each student. The cohort tracking team meets three or four times a year to determine which students are at a standstill, look at what else we can offer, and let the administration know what is being done to support students.
- ACE meets during the summer.

Topic: Attendance

- **What are barriers to attendance?**

RPS Response:

- Some students need to take care of family members and are late or absent for that reason.
- When students sign in tardy, office staff members ask for the reason for their tardiness.
- Counselors make phone calls to homes when students are absent and stay in contact with the Office of Family and Community Engagement (FACE) to check on students. This is done by all three counselors.

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In February of this year Armstrong counselors referred 24 seniors with chronic attendance problems to FACE.

- Counselors look at report cards for attendance data but do not aggregate it.

Topic: Substitute SOL tests:

- **How do you use substitute SOL tests?**
- **When are they given and who takes them?**

RPS Response:

- Armstrong High School uses Work Keys as SOL substitute tests for reading and writing.

Topic: Profile of a Virginia Graduate

- **How will you incorporate Profile of a Virginia Graduate requirements into your current process?**

RPS Response:

- Armstrong High School is aware of the Profile of a Virginia Graduate. Counselors have not discussed it as a team, but from a counseling perspective it will have students look more at readiness for vocational/trade and careers.

Academic and Career Plan Review:

- A career cluster and pathway are listed.
- Plans appear to have been filled out by the student and signed by the counselor, with no edits.
- A career goal is listed which is positive, but course scheduling does not reflect the identified career goal.
- Some elective courses are listed at "Tech" without identifying the specific program.
- There are no parent/guardian signatures on any of the Academic and Career Plans that were reviewed.

Audit of Bell Schedules Conducted June 2018 Using 2017-2018 Schedules

Armstrong High School

- Ensure that the new requirements from the Standards of Quality (SOQ) regarding physical activity are implemented.
- First, second, and fourth blocks are 93 minutes resulting in 139.5 hours of instruction
- Ensure that the new requirements from the Standards of Quality (SOQ) regarding physical activity are implemented.
- Third block observation
    - In one place on the schedule, the start time is 11:10 a.m., resulting in 142.5 hours of instruction. In another place on the schedule, the start time is 11:12 a.m., resulting in 139.5 hours of instruction.

Questions:

1. There are two minutes between class changes. Is this sufficient time for students to transition?

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2. Third block has a discrepancy in the number of total minutes per day which impacts overall clock hours of instruction. Which is the correct time?

Standards of Accreditation

Virginia Administrative Code 8VAC20-131-110. Standard and verified units of credit.
A. 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 school division may waive the requirement that a student receive 140 clock hours of instruction to earn a standard credit, effective with students enrolled in the 2015-2016 school year, as prescribed in the Standards of Quality and board guidelines. When credit is awarded in less than whole units, the increment awarded must be no greater than the fractional part of the 140 hours of instruction provided. If a school division elects to award credit on a basis other than the 140 clock hours of instruction required for a standard unit of credit defined in this subsection, the local school division shall provide the board with satisfactory proof, based on board guidelines, that the students for whom the 140-clock-hour requirement is waived have learned the content and skills included in the relevant Standards of Learning. In addition, the local school division shall develop a written policy approved by the superintendent and school board that ensures:
1. That the content of the course for which credit is awarded is comparable to 140 clock hours of instruction; and
2. That upon completion, the aims and objectives of the course have been met.
B. 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. In accordance with the provisions of the Standards of Quality, students may earn a standard and verified unit of credit for any elective course in which the core academic Standards of Learning course content has been integrated and the student passes the related end-of-course SOL test. Such course and test combinations must be approved by the board.
Upon waiver of the 140-clock-hour requirement according to board guidelines, qualified students who have received a standard unit of credit shall be permitted to sit for the relevant SOL test to earn a verified credit without having to meet the 140-clock-hour requirement.
Definitions:
Standard credit: "Standard unit of credit" or "standard credit" means credit awarded for a course in which the student successfully completes 140 clock hours of instruction and the requirements of the course. Local school boards may develop alternatives to the requirement for 140 clock hours of instruction as provided for in 8VAC20-131-110 and in accordance with board guidelines.
Verified credit: "Verified unit of credit" or "verified credit" means credit awarded for a course in which a student earns a standard unit of credit and (i) achieves a passing score on a

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corresponding end-of-course SOL test; (ii) achieves a passing score on an additional test as defined in this section as part of the Virginia Assessment Program; (iii) meets the criteria for the receipt of a locally awarded verified credit conferred in accordance with board criteria and guidelines as provided in 8VAC20-131-110 B 3 when the student has not passed a corresponding SOL test in English, mathematics, laboratory science, or history and social science; (iv) meets the criteria for the receipt of a verified credit for history and social science by demonstrating mastery of the content of the associated course on an authentic performance assessment as provided in 8VAC20-131-110 B 4; or (v) 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, as provided in 8VAC20-131-110 B 5.

Va. Code § 22.1-253.13:1 (Standard One of the Standards of Quality)

§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

D. 15. (Applicable beginning with the 2018-2019 school year) A program of physical activity available to all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and available to all students in grades six through 12 with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate by the local school board. Each local school board shall implement such program during the regular school year.

Attachment G

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Transcript Audit Finding Guidance
33 Transcripts Reviewed
Note: The numbers in each column indicate the number of findings present.
Additional comments and questions appear below this table.

Transcript Finding	Rising 9th grade (no transcripts reviewed)	Rising 10th grade (11 transcripts reviewed)	Rising 11th grade (11 transcripts reviewed)	Rising 12th grade (12 transcripts reviewed)
Heading of the transcript is not complete (exclusive of graduation date)				
Diploma type is not indicated		7	4	2
Class rank is not provided		2		3
Cumulative and earned credits are not noted and are not appropriately aligned		2	9	9
Yearly and cumulative GPA are not noted				
Appropriate course credit is not awarded for the given course		6	9	4
Verified credits aligned to specific courses are not notated on vertical transcript column		10	11	11
State course codes are incorrect				10
Attendance data is not notated accurately		6	11	9
Test record for SAT/ACT is not noted.	SAT/ACT data was not found on any of the transcripts reviewed			
Transfer information from feeder middle school and/or out of district high school does not include school name, address, email, and phone number		6	11	4
Course sequences are not appropriate				5
Course titles are not				2

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Transcript Finding	**Rising 9th grade (no transcripts reviewed)**	**Rising 10th grade (11 transcripts reviewed)**	**Rising 11th grade (11 transcripts reviewed)**	**Rising 12th grade (12 transcripts reviewed)**
aligned with approved state titles				
Virtual course or tracking system for virtual course is not notated	Virtual coursework data was not found on any of the transcripts reviewed			
CPR course or tracking system for CPR course is not notated	No information regarding student completion of the CPR graduation requirement was found on the reviewed transcripts			
CTE credential is not noted where appropriate	No transcript reviewed provided information about student achievement of any type of CTE credential			
Economics and Personal Finance is not noted				
Sequential elective: Computer math requires CTE sequential electives – not noted				6
A world language sequence is not noted for students attempting an advanced studies diploma				
The projected graduation date is not identified		10	11	

Schoolwide Comments and Questions:

- Check course codes to ensure alignment with state course codes.
- The middle school course Career Investigations does not earn high school credit.
- When high school courses are brought forward from middle school, provide the year, identifying information about the middle school (name, address, phone number email) and the list of courses by course number, course name, semester and final grade, standard credit earned and, when applicable, verified credit earned.
- Attendance data are inconsistent. The number of days present and absent should total 180 days. The majority of transcripts reviewed showed more than 180 student days.
- Transcripts are missing notations for honors courses and virtual courses.
- How are course sequences including Career and Technical Education (CTE) sequences and selections determined? What is the role of the teacher, counselor, parent and student in the process? How do counselors help students set and achieve rigorous and realistic goals when determining course selections and diploma types?

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- Credits earned in summer school are not recorded on any transcript reviewed.
- Class rank data should be reported as a ratio rather than as a percentage.
- There were several examples of possible errors in final grade calculations (Example 1: semester 1 grade=F, semester 2 grade=C, final grade=F with no credit earned; Example 2: semester 1 grade=B, semester 2 grade=F, final grade=F with no credit earned; Example 3: semester 1 grade=F, semester 2 grade=B, final grade=B with one credit earned). Check procedures for calculations of final grade based on semester grades.
- What are the metrics for determining when a student repeats a grade? Is there clarity on number of credits required to proceed to the next grade? (Example: Student in ninth grade in 2015-16 earns 7.5 credits; in 2016-17 the transcript shows student as ninth grader who earns two credits; in 2017-18 student is shown in tenth grade.)
- When an EL student reaches age 18-years-old prior to twelfth grade year, how are they counseled to continue to work toward graduation (based on their eligibility to "slide" and continue schooling)?
- On several transcripts, a student diploma type was shown as Standard when courses shown on the transcript (world languages, AP or honors courses) suggested that the student might meet Advanced Diploma requirements.

Comments and Questions for Rising 10th Grade:

- Four transcripts showed one high school credit awarded for completion of Study Skills Grade 8, a middle school course. Why was this middle school course incorrectly given high school credit?
- Five transcripts indicated that students received one science credit for Biology I Part I. This is allowable only if (1) the student completes Biology I Part 2 and (2) the student is eligible for credit accommodation.
- One transcript showed .5 credit brought to high school for Spanish I B in middle school. No Spanish I A was shown. Please confirm the accuracy of this credit relative to approved course offerings.
- Six transcripts showed sequencing issues in the order of Career and Technical Education (CTE) courses.
- Three transcripts showed students taking Algebra I Part I (which earns no mathematics credit). What is the appropriate course for the student for the next year? Will the student move to Algebra I to earn a mathematics credit (making Algebra I Part I an elective credit) or will the student (if eligible for credit accommodation) take Algebra I Part 2?
- One transcript reflected student took and passed two ESL courses in grade 9: English as a Second Language II (with no indication on transcript that Part I was taken) and ESL Freshman Orientation thereby earning 2 standard credits. Was there local school board approval of the courses?
- Welding I was given two credits on a student's transcript; state course 8672 is a one-credit course.
- One student (EL) had no transcript available.

Comments and Questions for Rising 11th Grade:

- When the diploma type is not shown, it is difficult to ensure the number of verified credits needed. It appears that verified credits default to values for standard diploma.

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- One transcript showed that a student took and passed Biology I Part I in grade 9 and Biology in grade 10 and received two science credits. Biology Part I is an elective credit; one science credit is earned in Biology I.
- One transcript noted that a student earned two credits for course 8383 Medical Terminology. The course 8383 is a one credit course.
- Two transcripts included Pre-AP courses. What course codes are appropriate for these courses?
- One transcript included course 5141 Individual Development. The course code is not appropriate. Options are 8210 Individual Development (36-week) or 8209 Individual Development (18-week). Determine which course the student took to ensure transcript is accurate.
- One student transcript showed that the student took and failed English 9 in ninth grade then took and failed both English 9 and English 10 in tenth grade. Counseling and interventions are indicated to resolve an appropriate student schedule for eleventh grade in order to meet graduation requirements on time.
- One transcript showed that student took and passed Algebra I Part I and the next year took and passed Algebra I. Math credits earned shows one credit (which is correct). It does not appear that the Algebra I Part I credit has been counted in credits earned. (It would be an elective credit).
- Two transcripts showed that students earned one high school credit for a middle school course Career Investigations. No high school credit is earned for this course.
- Two transcripts show Geometry Part I taken for credit in tenth grade. If Geometry Part 2 is taken the next year, the students must be eligible for credit accommodations. Will both courses count as math credits for the students involved?
- Two transcripts showed students who took Biology Part I. (1) One took Biology Part I in tenth grade (counted as one science credit in cumulative credits earned). What will this student take next? The course earns one science credit only when part of credit accommodations. (2) The second student took Biology Part I in ninth grade and Biology in tenth grade with the transcript showing two credits earned for the student. Is this student eligible for credit accommodation? Review is needed for both.

Comments and Questions for Rising 12th Grade:

- Four transcripts showed incorrect or too many credits for students passing (1) Individual Development, (2) Keyboarding Applications, (3) Spanish, (4) Auto Tech II, (5) Auto Tech III.
- One transcript showed student taking 2808 Environmental Science in ninth grade. This is not a state course.

Notes from Cohort Graduation Process Interview:

Topic: Interventions in place for students who are not on track to graduate
RPS Response:

- Selected George Wythe High School students are enrolled in the Performance Learning Center (PLC) program, an intervention for students who are not achieving in the traditional high school setting. The PLC is operated by Communities in Schools (CIS). The counselor interviewed did not provide evidence of the impact of the PLC program on the GWHS graduation rate. The counselor noted that adherence

to enrollment guidelines can be waived by "administrative decision," citing the example of a grade nine student being placed at the PLC.

- George Wythe High School has a Freshman Academy (FA) program with a full time FA Coordinator. The counselor interviewed did not provide information regarding the specific roles and responsibilities of the FA Coordinator, FA team teachers, or the selection process for the students in the FA program. Data or evidence supporting the effectiveness of the FA program was not provided.
- Tutoring services are provided during the school day, after school and through the Saturday Academy program.
- Some students are referred to the Dream Academy, a private charter school in which students 19 years or older can work towards a high school diploma. The counselor interviewed was unsure of the process for determining who should be referred to this school.
- George Wythe High School has a full time Intervention Specialist on staff.
- The counselor interviewed shared that SOL review courses have been offered in the past for students needing verified credits to graduate. These courses were not offered during the 2017-2018 school year.
- Data regarding the effectiveness of the current interventions provided to students who are not on track to graduate were not provided.
- Student achievement data from the feeder middle schools are not used to schedule rising grade nine students into interventions.

Topic: Communication processes and evidence of communication with students and parents regarding graduation requirements.
RPS Response:

- Formal communication with parents occurs at Freshman Orientation and again at Senior Year Graduation Credit Verification meetings. The counselor interviewed estimated that 40% of freshmen parents attend the Freshman Orientation meeting.
- Students are informed about graduation requirements during Freshman Orientation, classroom guidance sessions, and at Graduation Credit Verification meetings held at the beginning of the senior year.
- Graduation requirements and the Program of Studies are provided at Freshman Orientation. However, the 2017-2018 Program of Studies document was not available at last year's Freshman Orientation.

Topic: Graduation Monitoring Processes and Systems

- **How is student graduation data tracked?**
- **What graduation tracking documents are used to verify SOL data, course data, diploma type, industry certification, verified credits; rising seniors courses needed for graduation; and cohort graduation requirements**
- **Who is involved in cohort tracking?**
- **What is the communication process for monitoring student graduation data?**

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RPS Response:

- Completed cohort tracking documents were provided for the 2017-2018 cohort.
- Cohort spreadsheets for the rising 9th, 10th, 11th, and 12th grades were empty shells with student identification information only. The counselor interviewed reported that these would be populated over the summer.
- Senior credit verification forms are mailed home in October. Parents may request a meeting at that time.
- Academic and Career Plans were created for all George Wythe students for the first time this year. The counselor interviewed reported that these documents serve as a student's graduation tracking document.
- George Wythe counselors use the "Counseling Notes" section in ASPEN to document privileged information between students and counselors.
- As of 2017-2018, counselors, administrators, and attendance staff can share notes of student/parent interactions through a side tab on ASPEN.
- Disciplinary records are maintained in a separate ASPEN file.

Topic: Attendance
RPS Response:

- The counselor interviewed cited chronic absenteeism as a tremendous concern at George Wythe High School. Counselors do not attend truancy meetings and do not consistently receive truancy team meeting minutes or information related to the students on their caseload.

Topic: Substitute SOL tests:

- **How do you use substitute SOL tests?**
- **When are they given and who takes them?**

RPS Response:

- **Note --** No information was provided on this topic.

Topic: Profile of a Virginia Graduate

- **How will you incorporate Profile of a Virginia Graduate requirements into your current process?**

RPS Response:

- **Note –** No information was provided on this topic.

Academic and Career Plan Review:

- Requested six academic and career plans (ACP); received five. One was unsigned.
- All five were developed between November 10, 2017 and February 12, 2018.
- None of five were complete.
- "Form documents courses taken" is in beginning stages.
- There has been only initial work on what should be in the ACP.

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- It was not clear from samples which grade is the beginning year for the ACP.

Audit of Bell Schedules Conducted June 2018 Using 2017-2018 Schedules

George Wythe High School

- First, second, and fourth blocks are 93 minutes long, resulting in 139.5 hours of instruction
- Ensure that the new requirements from the Standards of Quality (SOQ) regarding physical activity are implemented.
- Third block time:
  - First and second lunch classes are 94 minutes long, resulting in 141 hours of instruction.
  - Third lunch classes are 95 minutes long, resulting in 142.5 hours of instruction.

Other:

1. Bell schedules were provided for two hours delayed start and two or three hour early release days. The schedules demonstrated that all classes are scheduled for students on those days with a shortened bell time.

Standards of Accreditation

Virginia Administrative Code 8VAC20-131-110. Standard and verified units of credit.
A. 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 school division may waive the requirement that a student receive 140 clock hours of instruction to earn a standard credit, effective with students enrolled in the 2015-2016 school year, as prescribed in the Standards of Quality and board guidelines. When credit is awarded in less than whole units, the increment awarded must be no greater than the fractional part of the 140 hours of instruction provided. If a school division elects to award credit on a basis other than the 140 clock hours of instruction required for a standard unit of credit defined in this subsection, the local school division shall provide the board with satisfactory proof, based on board guidelines, that the students for whom the 140-clock-hour requirement is waived have learned the content and skills included in the relevant Standards of Learning. In addition, the local school division shall develop a written policy approved by the superintendent and school board that ensures:
1. That the content of the course for which credit is awarded is comparable to 140 clock hours of instruction; and
2. That upon completion, the aims and objectives of the course have been met.
B. 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. In accordance with

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the provisions of the Standards of Quality, students may earn a standard and verified unit of credit for any elective course in which the core academic Standards of Learning course content has been integrated and the student passes the related end-of-course SOL test. Such course and test combinations must be approved by the board.
Upon waiver of the 140-clock-hour requirement according to board guidelines, qualified students who have received a standard unit of credit shall be permitted to sit for the relevant SOL test to earn a verified credit without having to meet the 140-clock-hour requirement.
Definitions:
Standard credit: "Standard unit of credit" or "standard credit" means credit awarded for a course in which the student successfully completes 140 clock hours of instruction and the requirements of the course. Local school boards may develop alternatives to the requirement for 140 clock hours of instruction as provided for in 8VAC20-131-110 and in accordance with board guidelines.
Verified credit: "Verified unit of credit" or "verified credit" means credit awarded for a course in which a student earns a standard unit of credit and (i) achieves a passing score on a corresponding end-of-course SOL test; (ii) achieves a passing score on an additional test as defined in this section as part of the Virginia Assessment Program; (iii) meets the criteria for the receipt of a locally awarded verified credit conferred in accordance with board criteria and guidelines as provided in 8VAC20-131-110 B 3 when the student has not passed a corresponding SOL test in English, mathematics, laboratory science, or history and social science; (iv) meets the criteria for the receipt of a verified credit for history and social science by demonstrating mastery of the content of the associated course on an authentic performance assessment as provided in 8VAC20-131-110 B 4; or (v) 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, as provided in 8VAC20-131-110 B 5.

Va. Code § 22.1-253.13:1 (Standard One of the Standards of Quality)

§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

D. 15. (Applicable beginning with the 2018-2019 school year) A program of physical activity available to all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and available to all students in grades six through 12 with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate by the local school board.

Attachment G

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Transcript Audit Finding Guidance
33 Transcripts Reviewed
Note: The numbers in each column indicate the number of findings present.
Additional comments and questions appear below this table.

Transcript Finding	Rising 9th grade (no transcripts reviewed)	Rising 10th grade (11 transcripts reviewed)	Rising 11th grade (11 transcripts reviewed)	Rising 12th grade (12 transcripts reviewed)
Heading of the transcript is not complete (exclusive of graduation date)				
Diploma type is not indicated		TS	TS	TS
Class rank is not provided		TS		TS
Cumulative and earned credits are not noted and are not appropriately aligned		TS	TS	TS
Yearly and cumulative GPA are not noted				
Appropriate course credit is not awarded for the given course		TS	TS	TS
Verified credits aligned to specific courses are not notated on vertical transcript column		TS	11	11
State course codes are incorrect				TS
Attendance data is not notated accurately		TS	11	TS
Test record for SAT/ACT is not noted.	SAT/ACT data was not found on any of the transcripts reviewed			
Transfer information from feeder middle school and/or out of district high school does not include school name, address, email, and phone number		TS	11	TS
Course sequences are not appropriate				TS
Course titles are not				TS

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Transcript Finding	Rising 9th grade (no transcripts reviewed)	Rising 10th grade (11 transcripts reviewed)	Rising 11th grade (11 transcripts reviewed)	Rising 12th grade (12 transcripts reviewed)
aligned with approved state titles				
Virtual course or tracking system for virtual course is not notated	Virtual coursework data was not found on any of the transcripts reviewed			
CPR course or tracking system for CPR course is not notated	No information regarding student completion of the CPR graduation requirement was found on the reviewed transcripts			
CTE credential is not noted where appropriate	No transcript reviewed provided information about student achievement of any type of CTE credential			
Economics and Personal Finance is not noted				
Sequential elective: Computer math requires CTE sequential electives – not noted				TS
A world language sequence is not noted for students attempting an advanced studies diploma				
The projected graduation date is not identified		TS	11	

TS – When the number is 10 or below, the number is suppressed to prevent identification of individual students.

Schoolwide Comments and Questions:

- Check course codes to ensure alignment with state course codes.
- The middle school course Career Investigations does not earn high school credit.
- When high school courses are brought forward from middle school, provide the year, identifying information about the middle school (name, address, phone number email) and the list of courses by course number, course name, semester and final grade, standard credit earned and, when applicable, verified credit earned.
- Attendance data are inconsistent. The number of days present and absent should total 180 days. The majority of transcripts reviewed showed more than 180 student days.
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- How are course sequences including Career and Technical Education (CTE) sequences and selections determined? What is the role of the teacher, counselor, parent and student in the process? How do

counselors help students set and achieve rigorous and realistic goals when determining course selections and diploma types?

- Credits earned in summer school are not recorded on any transcript reviewed.
- Class rank data should be reported as a ratio rather than as a percentage.
- There were several examples of possible errors in final grade calculations (Example 1: semester 1 grade=F, semester 2 grade=C, final grade=F with no credit earned; Example 2: semester 1 grade=B, semester 2 grade=F, final grade=F with no credit earned; Example 3: semester 1 grade=F, semester 2 grade=B, final grade=B with one credit earned). Check procedures for calculations of final grade based on semester grades.
- What are the metrics for determining when a student repeats a grade? Is there clarity on number of credits required to proceed to the next grade? (Example: Student in ninth grade in 2015-16 earns 7.5 credits; in 2016-17 the transcript shows student as ninth grader who earns two credits; in 2017-18 student is shown in tenth grade.)
- When an EL student reaches age 18-years-old prior to twelfth grade year, how are they counseled to continue to work toward graduation (based on their eligibility to "slide" and continue schooling)?
- On several transcripts, a student diploma type was shown as Standard when courses shown on the transcript (world languages, AP or honors courses) suggested that the student might meet Advanced Diploma requirements.

Comments and Questions for Rising 10th Grade:

- Four transcripts showed one high school credit awarded for completion of Study Skills Grade 8, a middle school course. Why was this middle school course incorrectly given high school credit?
- Five transcripts indicated that students received one science credit for Biology I Part I. This is allowable only if (1) the student completes Biology I Part 2 and (2) the student is eligible for credit accommodation.
- One transcript showed .5 credit brought to high school for Spanish I B in middle school. No Spanish I A was shown. Please confirm the accuracy of this credit relative to approved course offerings.
- Six transcripts showed sequencing issues in the order of Career and Technical Education (CTE) courses.
- Three transcripts showed students taking Algebra I Part I (which earns no mathematics credit). What is the appropriate course for the student for the next year? Will the student move to Algebra I to earn a mathematics credit (making Algebra I Part I an elective credit) or will the student (if eligible for credit accommodation) take Algebra I Part 2?
- One transcript reflected student took and passed two ESL courses in grade 9: English as a Second Language II (with no indication on transcript that Part I was taken) and ESL Freshman Orientation thereby earning 2 standard credits. Was there local school board approval of the courses?
- Welding I was given two credits on a student's transcript; state course 8672 is a one-credit course.
- One student (EL) had no transcript available.

Comments and Questions for Rising 11th Grade:

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- When the diploma type is not shown, it is difficult to ensure the number of verified credits needed. It appears that verified credits default to values for standard diploma.
- One transcript showed that a student took and passed Biology I Part I in grade 9 and Biology in grade 10 and received two science credits. Biology Part I is an elective credit; one science credit is earned in Biology I.
- One transcript noted that a student earned two credits for course 8383 Medical Terminology. The course 8383 is a one credit course.
- Two transcripts included Pre-AP courses. What course codes are appropriate for these courses?
- One transcript included course 5141 Individual Development. The course code is not appropriate. Options are 8210 Individual Development (36-week) or 8209 Individual Development (18-week). Determine which course the student took to ensure transcript is accurate.
- One student transcript showed that the student took and failed English 9 in ninth grade then took and failed both English 9 and English 10 in tenth grade. Counseling and interventions are indicated to resolve an appropriate student schedule for eleventh grade in order to meet graduation requirements on time.
- One transcript showed that student took and passed Algebra I Part I and the next year took and passed Algebra I. Math credits earned shows one credit (which is correct). It does not appear that the Algebra I Part I credit has been counted in credits earned. (It would be an elective credit).
- Two transcripts showed that students earned one high school credit for a middle school course Career Investigations. No high school credit is earned for this course.
- Two transcripts show Geometry Part I taken for credit in tenth grade. If Geometry Part 2 is taken the next year, the students must be eligible for credit accommodations. Will both courses count as math credits for the students involved?
- Two transcripts showed students who took Biology Part I. (1) One took Biology Part I in tenth grade (counted as one science credit in cumulative credits earned). What will this student take next? The course earns one science credit only when part of credit accommodations. (2) The second student took Biology Part I in ninth grade and Biology in tenth grade with the transcript showing two credits earned for the student. Is this student eligible for credit accommodation? Review is needed for both.

Comments and Questions for Rising 12th Grade:

- Four transcripts showed incorrect or too many credits for students passing (1) Individual Development, (2) Keyboarding Applications, (3) Spanish, (4) Auto Tech II, (5) Auto Tech III.
- One transcript showed student taking 2808 Environmental Science in ninth grade. This is not a state course.

Notes from Cohort Graduation Process Interview:

Topic: Interventions in place for students who are not on track to graduate
RPS Response:

- Selected George Wythe High School students are enrolled in the Performance Learning Center (PLC) program, an intervention for students who are not achieving in the traditional high school setting. The

PLC is operated by Communities in Schools (CIS). The counselor interviewed did not provide evidence of the impact of the PLC program on the GWHS graduation rate. The counselor noted that adherence to enrollment guidelines can be waived by "administrative decision," citing the example of a grade nine student being placed at the PLC.

- George Wythe High School has a Freshman Academy (FA) program with a full time FA Coordinator. The counselor interviewed did not provide information regarding the specific roles and responsibilities of the FA Coordinator, FA team teachers, or the selection process for the students in the FA program. Data or evidence supporting the effectiveness of the FA program was not provided.
- Tutoring services are provided during the school day, after school and through the Saturday Academy program.
- Some students are referred to the Dream Academy, a private charter school in which students 19 years or older can work towards a high school diploma. The counselor interviewed was unsure of the process for determining who should be referred to this school.
- George Wythe High School has a full time Intervention Specialist on staff.
- The counselor interviewed shared that SOL review courses have been offered in the past for students needing verified credits to graduate. These courses were not offered during the 2017-2018 school year.
- Data regarding the effectiveness of the current interventions provided to students who are not on track to graduate were not provided.
- Student achievement data from the feeder middle schools are not used to schedule rising grade nine students into interventions.

Topic: Communication processes and evidence of communication with students and parents regarding graduation requirements.
RPS Response:

- Formal communication with parents occurs at Freshman Orientation and again at Senior Year Graduation Credit Verification meetings. The counselor interviewed estimated that 40% of freshmen parents attend the Freshman Orientation meeting.
- Students are informed about graduation requirements during Freshman Orientation, classroom guidance sessions, and at Graduation Credit Verification meetings held at the beginning of the senior year.
- Graduation requirements and the Program of Studies are provided at Freshman Orientation. However, the 2017-2018 Program of Studies document was not available at last year's Freshman Orientation.

Topic: Graduation Monitoring Processes and Systems

- **How is student graduation data tracked?**
- **What graduation tracking documents are used to verify SOL data, course data, diploma type, industry certification, verified credits; rising seniors courses needed for graduation; and cohort graduation requirements**

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- **Who is involved in cohort tracking?**
- **What is the communication process for monitoring student graduation data?**

RPS Response:

- Completed cohort tracking documents were provided for the 2017-2018 cohort.
- Cohort spreadsheets for the rising 9th, 10th, 11th, and 12th grades were empty shells with student identification information only. The counselor interviewed reported that these would be populated over the summer.
- Senior credit verification forms are mailed home in October. Parents may request a meeting at that time.
- Academic and Career Plans were created for all George Wythe students for the first time this year. The counselor interviewed reported that these documents serve as a student's graduation tracking document.
- George Wythe counselors use the "Counseling Notes" section in ASPEN to document privileged information between students and counselors.
- As of 2017-2018, counselors, administrators, and attendance staff can share notes of student/parent interactions through a side tab on ASPEN.
- Disciplinary records are maintained in a separate ASPEN file.

Topic: Attendance
RPS Response:

- The counselor interviewed cited chronic absenteeism as a tremendous concern at George Wythe High School. Counselors do not attend truancy meetings and do not consistently receive truancy team meeting minutes or information related to the students on their caseload.

Topic: Substitute SOL tests:

- **How do you use substitute SOL tests?**
- **When are they given and who takes them?**

RPS Response:

- **Note --** No information was provided on this topic.

Topic: Profile of a Virginia Graduate

- **How will you incorporate Profile of a Virginia Graduate requirements into your current process?**

RPS Response:

- **Note –** No information was provided on this topic.

Academic and Career Plan Review:

- Requested six academic and career plans (ACP); received five. One was unsigned.
- All five were developed between November 10, 2017 and February 12, 2018.
- None of five were complete.

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- "Form documents courses taken" is in beginning stages.
- There has been only initial work on what should be in the ACP.
- It was not clear from samples which grade is the beginning year for the ACP.

Audit of Bell Schedules Conducted June 2018 Using 2017-2018 Schedules

George Wythe High School

- First, second, and fourth blocks are 93 minutes long, resulting in 139.5 hours of instruction
- Ensure that the new requirements from the Standards of Quality (SOQ) regarding physical activity are implemented.
- Third block time:
    - First and second lunch classes are 94 minutes long, resulting in 141 hours of instruction.
    - Third lunch classes are 95 minutes long, resulting in 142.5 hours of instruction.

Other:

1. Bell schedules were provided for two hours delayed start and two or three hour early release days. The schedules demonstrated that all classes are scheduled for students on those days with a shortened bell time.

Standards of Accreditation

Virginia Administrative Code 8VAC20-131-110. Standard and verified units of credit.
A. 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 school division may waive the requirement that a student receive 140 clock hours of instruction to earn a standard credit, effective with students enrolled in the 2015-2016 school year, as prescribed in the Standards of Quality and board guidelines. When credit is awarded in less than whole units, the increment awarded must be no greater than the fractional part of the 140 hours of instruction provided. If a school division elects to award credit on a basis other than the 140 clock hours of instruction required for a standard unit of credit defined in this subsection, the local school division shall provide the board with satisfactory proof, based on board guidelines, that the students for whom the 140-clock-hour requirement is waived have learned the content and skills included in the relevant Standards of Learning. In addition, the local school division shall develop a written policy approved by the superintendent and school board that ensures:
1. That the content of the course for which credit is awarded is comparable to 140 clock hours of instruction; and
2. That upon completion, the aims and objectives of the course have been met.
B. A "verified unit of credit" or "verified credit" is a credit awarded for a course in which a

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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. In accordance with the provisions of the Standards of Quality, students may earn a standard and verified unit of credit for any elective course in which the core academic Standards of Learning course content has been integrated and the student passes the related end-of-course SOL test. Such course and test combinations must be approved by the board.
Upon waiver of the 140-clock-hour requirement according to board guidelines, qualified students who have received a standard unit of credit shall be permitted to sit for the relevant SOL test to earn a verified credit without having to meet the 140-clock-hour requirement.
Definitions:
Standard credit: "Standard unit of credit" or "standard credit" means credit awarded for a course in which the student successfully completes 140 clock hours of instruction and the requirements of the course. Local school boards may develop alternatives to the requirement for 140 clock hours of instruction as provided for in 8VAC20-131-110 and in accordance with board guidelines.
Verified credit: "Verified unit of credit" or "verified credit" means credit awarded for a course in which a student earns a standard unit of credit and (i) achieves a passing score on a corresponding end-of-course SOL test; (ii) achieves a passing score on an additional test as defined in this section as part of the Virginia Assessment Program; (iii) meets the criteria for the receipt of a locally awarded verified credit conferred in accordance with board criteria and guidelines as provided in 8VAC20-131-110 B 3 when the student has not passed a corresponding SOL test in English, mathematics, laboratory science, or history and social science; (iv) meets the criteria for the receipt of a verified credit for history and social science by demonstrating mastery of the content of the associated course on an authentic performance assessment as provided in 8VAC20-131-110 B 4; or (v) 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, as provided in 8VAC20-131-110 B 5.

Va. Code § 22.1-253.13:1 (Standard One of the Standards of Quality)

§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

D. 15. (Applicable beginning with the 2018-2019 school year) A program of physical activity available to all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and available to all students in grades six through 12 with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate by the local school board.

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Transcript Audit Finding Guidance
Huguenot High School
45 Transcripts and Course Requests Reviewed
Note: The numbers in each column indicate the number of findings present.
Additional comments and questions appear below this table.

Transcript Finding	Rising 9th grade (11 course requests/middle school transcripts reviewed)	Rising 10th grade (11 transcripts reviewed)	Rising 11th grade (12 transcripts reviewed)	Rising 12th grade (11 transcripts reviewed)
Heading of the transcript is not completed (exclusive of graduation date)				
Diploma type is not indicated				
Class rank is not provided		5	1	2
Cumulative and earned credits are not noted and are not appropriately aligned		4	8	9
Year and cumulative GPA are not noted				2
Appropriate course credit is not awarded for the given course		2	8	
Verified credits aligned to specific courses are not notated on vertical transcript column		11	12	11
State course codes are incorrect		3	20	1
Attendance data is not notated accurately		9	12	9
Test record for SAT/ACT is not noted	SAT/ACT data was not found on any of the transcripts reviewed			
Transfer information from feeder middle school and/or out of district high school does not include school		5	7	7

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Transcript Finding	**Rising 9th grade (11 course requests/middle school transcripts reviewed)**	**Rising 10th grade (11 transcripts reviewed)**	**Rising 11th grade (12 transcripts reviewed)**	**Rising 12th grade (11 transcripts reviewed)**
name, address, email, and phone number				
Course sequences are not appropriate	16 examples			6
Course titles are not aligned with approved state titles	4	3	11	1
Virtual course or tracking system for virtual course is not notated	Virtual coursework data was not found on any of the transcripts reviewed			
CPR course/tracking system for CPR course is not notated	No information regarding student completion of the CPR graduation requirement was found on the reviewed transcripts			
CTE credential is not noted where appropriate	No transcript reviewed provided information about student achievement of any type of CTE credential			
Economics and Personal Finance is not noted				
Sequential elective: Computer math required CTE sequential electives – not noted				
A world language sequence is not noted for students attempting an advanced studies diploma		1	2	1
The projected graduation date is not identified		11	12	9

Schoolwide Comments and Questions:

- When was the High School Developmental Reading course and course content for rising ninth grade studednts approved by the RPS Board? What is the purpose and intended audience for this course?
- The course entitled “Spanish I – Regular Course” does not match the state course title, Spanish I.
- Attendance data are inconsistent. The number of days present and absent should add to 180.

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- Transcripts are missing notations for honors courses and virtual courses.
- How are course sequences and selections determined? What is the role of the teacher, counselor, parent and student in the process? How do counselors help students set and achieve rigorous and realistic goals when determining course selections and diploma types?
- Credits earned in summer school are not recorded on any transcript reviewed.
- Class rank is sometimes expressed as a percentage, while at other times it is expressed as a ratio. It should be expressed as a ratio.
- When were English as a Second Language preparation course and course content approved by the RPS Board? What is the process for developing a plan for ESL learners?
- How are course sequences and selections determined? What is the role of the teacher, counselor, parent and student in the process? How do counselors help students set and achieve rigorous and realistic goals when determining course selections and diploma types?
- Attendance is first taken during the second block, and robocalls to parents go out late as a result. Can classroom and schoolwide procedures be adjusted to support improved student attendance?

Comments and Questions for Rising 9th Grade:

1. All students were enrolled in Environmental Science. Is course sequence correct?
2. Course sequences are not appropriate: five examples (Algebra I: two-year sequence -4 examples, 1181: High School Developmental Reading -1 example). Is High School Developmental Reading an elective? Has it been approved by the Richmond Public Schools Board?
3. The course entitled "Spanish I – Regular Course" does not match the state course title, Spanish I (three transcripts).
4. One student received elective credit from middle school for ESL II.
5. One student is scheduled to take Spanish II, but Spanish I does not appear on the transcript.
6. The course titled Biology I does not match state course title, Biology (1 transcript).

Comments and Questions for Rising 10th Grade:

1. The course entitled "Spanish I – Regular Course" does not match the state course title, Spanish I (two transcripts).
2. In school year 2016-2017, one 9th grade student took ESL twice. However, no first semester or final grades are shown; only semester 2 grades appear.
3. Three students took ESL I A elective credit twice in the same year and were awarded two credits.
4. Transcript has no semester 1 grades and no final grades (one transcript)
5. Advanced diploma student – no foreign language (one transcript)
6. English as a Second Language III from middle school given a credit – cannot give high school credit for this (one transcript)
7. One student was awarded credit for Part I Biology but not for Part I Algebra. Does the student have an Individualized Education Plan (IEP)?
8. Of the transcript reviewed for this cohort, there were 2 students who were 18 years old, 1 student who was 19 years old, and 1 student who was 17 years old in September of school year 2017-18.

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Comments and Questions for Rising 11th Grade:

1. State course codes not correct: 20 transcripts (11 for Spanish I Regular Course; 4 for 4210 Earth Science, not Earth Science I; 4 for 4410 Chemistry, not Chemistry I; 1 for H4310 Biology, not Biology I)
2. World language sequence: Advanced Studies – check scheduling for foreign language and electives (two transcripts)
3. One student took English 9 twice and received a final grade of D both times. However, the student received a course credit one time and no course credit another time.
4. One transcript was missing first semester grades for 2015-16.
5. One transcript noted second semester and final grades but contained no course credit for any courses.
6. One student took ESL I B twice; the student received a credit once, but received passing grades both times.
7. One student took four advanced courses in middle school, but is working toward a standard diploma. The same student took Honors English 9 and received a grade of A, and subsequently took English 10 (not Honors) and received a grade of D. How are course sequences and selections determined? How do counselors and teachers react to grade pattern anomalies?
8. One student took 8083 Small Animal Care and was awarded two credits. This is a one credit course.
9. One transcript for an Advanced Studies student did not have enough science disciplines – check to be sure all Advanced Studies students have enough science credits.
10. Three students took both Biology Part I and Biology and were awarded a science credit.
11. One student took 8672 Welding I and was awarded two credits. This is a one credit course.
12. In the 2015-2016 school year, one student took Environmental Science before Biology.
13. One student began the year taking English 10 and English 11. Did the student drop English 11?
14. Of the transcripts reviewed for this cohort, there were two students who were 18 years old in September of the 2017-2018 school year.

Comments and Questions for Rising 12th Grade:

1. Two transcripts showed students achieving solid grades in courses that would make them eligible for advanced diplomas, but the designated diploma type is standard. What is the process for ensuring that students are counseled to work towards their highest potential?
2. Credits earned in summer school are not recorded on any transcript reviewed.

Notes from Cohort Graduation Process Interview:

Topic: Interventions in place for students who are not on track to graduate
RPS Response:
Interventions

- Performance Learning Center – typically referred after 10th grade
- Edgenuity
- After school tutoring
- Saturday Academy

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- Freshman Academy – one hallway for core subjects. Team approach for those ninth grade students – look at attitudes meeting. Course requests are reviewed. Freshman Academy has common planning every other day – should be about students.
- Parent conferences
  - Identify students off track for graduation halfway through 9th grade.
  - What data do you review based on middle school info? Especially math – adjust schedules and classes. Look at attendance, behavior, as part of scheduling.
  - Freshman Academy department chair and lead teachers from each core area. If grade level administrator is available when they are meeting on an individual student, they try to get there.
  - A lot of students from Freshman Academy stay after school, attend Saturday Academy.
  - Systematic process to determine who needs intervention? Counselor and administrator (did not appear systematic)
  - Do you look at attendance data at the end of the year? Yes – spreadsheet – not a cohort spreadsheet.
  - Highest retention is 9th grade, close to one-third. They are ELL students who came in after February and didn't get credit, were not here for the full year.
  - Ninety percent of ELL come in without a transcript.
  - We offer ELL support in summer school.
  - Credit recovery – Edgenuity – available for first time this year.
  - Didn't go well for 9th grade – it's two hours after school. They didn't continue.
  - They can do Edgenuity at home. Twilight teaching full course worked better. Taught math, science, economics and personal finance.
  - Edgenuity did not serve ELL well.
  - We don't use VDOE VEWS program.
  - Three hundred and sixty first time freshmen in academy. A few because of school conflicts were there but not many.
  - About one-third of Freshman Academy did not meet success.
  - What is in place for this summer? Sent information for summer school. Some ELL in summer school for support.
  - We teach through October in the fall.
  - There is department chair and lead teacher for each subject in Freshman Academy.
  - Member of administration who oversees data by student, teacher on a regular basis? Grade level administrator and counselor.
  - "We need to improve – meeting as a team – principal, teachers, and counselors at one time."
  - AP assigned by alphabet. Counselors assigned by alphabet. "We (counselors) prefer grade level."

Topic: Communication processes and evidence of communication with students and parents regarding graduation requirements.
RPS Response:

- Freshman Orientation PowerPoint, tour building, meet teachers – 40% attendance.
- Also in fall Parent Night by grade level – go over graduation requirements.

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- Meet individually with 11th grade students and parents, then group meeting in spring.
- Have day and night meetings for parents.
- Classroom guidance in October – what is transcript, graduation requirements.
- First contact with seniors in summer – why aren't you in summer school?
- Then in August – what do we need to do to get you on track for graduation? September – parent meeting – we give them a transcript, a credit tracking sheet.
- With seniors – calling home on a continuous basis.
- Are there one on one students at risk for not graduating? Yes – after first nine weeks and after each semester. We go through report cards and transcripts, speak with AP. Bring in parent one on one – a small percentage come.
- We send parent link – call and set up appointment – call parent individually and invite. Often don't hear from parent or parent is on phone while are talking to student.
- Separate software called Counselor Notes. In Aspen, anyone can see notes. Required to use Counselor Notes? No.
- Also have Parent Night, classroom guide for sophomores, go over actual transcripts with them.

Topic: Graduation Monitoring Processes and Systems

- **How is student graduation data tracked?**
- **What graduation tracking documents are used to verify SOL data, course data, diploma type, industry certification, verified credits; rising seniors courses needed for graduation; and cohort graduation requirements?**
- **Who is involved in cohort tracking?**
- **What is the communication process for monitoring student graduation data?**

Why are students off track to graduating on time?
RPS Response:

- Attendance – how many missed more than 18 days last year? Don't know – maybe 15%, 180 students. Data – 295 students.
- Parent involvement – To try to involve more parents, try to increase membership in PTA, Parent Nights in fall and spring for seniors. Counselors facilitate parent-teacher conferences if a pattern is seen – meet with all of the student's teachers or three or four teachers.
- Office associate prints D or F report – teacher and grade – by subject, by grade – get grade distribution by teacher.
- We have an office associate who does attendance data, sets up meetings. Counselors try to attend.
- Most absences due to family issues – sometimes parents don't know student is at home. Call goes home during second block – daily attendance is taken during second block.
- Robocalls are in English and Spanish.
- Division directive determines when calls are made to parents if student is absent.

How can Huguenot get 95% attendance?
RPS Response:

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- Parents need to know policy.
- It needs to be enforced.
- Teachers need to be more proactive.
- Counselors are a one man show. We are registering students from August to September.
- No guidance clerical staff, graduation coach, intervention specialist.
- We had a bilingual family resource person who sat in attendance at guidance meetings. She was not full time at this school.
- Attendance specialists are at every attendance meeting, work with attendance officer, we can reach out and ask them to do a home visit.
- Is a form completed at attendance meetings? Yes. Next steps? Yes. Home visits? Yes – FACE person and school social worker but information doesn't always flow back to guidance.

Tracking documents
RPS Response:

- Keep OGR spreadsheet for seniors – each counselor keeps SOLs and classes completed. We compile and enter it. Document consistent from counselor to counselor? Same content.

Monitoring process for graduation data
RPS Response:

- Grade level and alphabet – assistant principal does this.

Substitute SOL tests
RPS Response:

- Have used writing and reading workshop.
- Designated times to discuss a cohort? Late October/early November, then again after first semester. Again in March – we have to do some interventions.
- Look at whether we can do a PLC to get them what they need?
- Profile of a Graduate – have not gone over.
- Only department chair on 12 month contract.

Withdrawal process
RPS Response:

- Parent has to come in and sign form if student is under 18 years old.
- Teachers sign off return of textbooks, give parent copy.
- They remain on our roster until they register in a new school.
- We send enrollment verification form to new school.
- If haven't heard anything, counselors make call if haven't heard from new school for records.
- Office associate puts info in but counselors get registration info.
- We are registering students in August – September. We should be reaching out to students who are at risk.
- Provided graduation cohort spreadsheet.

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- About 125 dropouts in 2018 out of 475. About 110 dropouts in 2017. Many are ELL. Bilingual person went out.
- Coordinate OGR report and RPS report – twice in fall, then in February.
- Sometimes a recordkeeping issue.
- Sometimes reach out to FACE – counselors keep up with this and make content.
- How many dropouts were no-shows? Eight.
- To get them back – they had a spot at PLC Performance Learning Center – credit recovery.
- Many stop coming when they turn 18. Most were 19, 20, 21. May come to us in 9th grade at 16 or 17.
- Provided tracking sheets for students, advanced and applied studies diploma – counselors use these with parents.

Note: Attendance is only taken in the second block – robocalls go out to parents late.

Academic and Career Plan Review:

- VDOE requested five academic and career plans, and received five. Two plans were reviewed for students working toward advanced diplomas; two were for students working toward standard diplomas; one was for a student working for a standard diploma with accommodations.
- Of the academic and career plans reviewed, none are signed by parents.
- Two have dates (May 2017 and March 2018).
- None of the academic and career plans reviewed are completely filled in.
- One academic and career plan is more detailed than the others and has evidence of the beginning of an academic and career plan.
- Of the five academic and career plans reviewed, two are undecided on a career goal.
- Information is not always aligned around a career goal.
- Academic and career plans reviewed do not contain information to indicate the exploration of careers.

Audit of Bell Schedules Conducted June 2018 Using 2017-2018 Schedules

Huguenot High School

- First block is 90 minutes resulting in 135 hours of instruction
- Second block is 93 minutes resulting in 139.5 hours of instruction
- Fourth block is 85 minutes resulting in 127.5 hours of instruction
- Third block time:
    - Class A is 96 minutes resulting in 144 hours of instruction
    - Class B is 102 minutes resulting in 153 hours of instruction
    - Class C is 102 minutes resulting in 153 hours of instruction
    - Class D is 102 minutes resulting in 153 hours of instruction
- Ensure that the new requirements from the Standards of Quality (SOQ) regarding physical activity are implemented.

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Questions/Observations:

1. Lunch A starts at 11:10 a.m., allowing 7 minutes for students to get from third block to lunch.
2. Class B has a time discrepancy on the schedule. It is listed as 93 minutes long and is actually 102 minutes long according to the times provided.
3. Class C has a time discrepancy on the schedule. It is listed as 96 minutes long and is actually 102 minutes long according to the times provided.
4. Do students need five minutes to transition to classes?

Standards of Accreditation

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1. That the content of the course for which credit is awarded is comparable to 140 clock hours of instruction; and
2. That upon completion, the aims and objectives of the course have been met.
B. 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. In accordance with the provisions of the Standards of Quality, students may earn a standard and verified unit of credit for any elective course in which the core academic Standards of Learning course content has been integrated and the student passes the related end-of-course SOL test. Such course and test combinations must be approved by the board.
Upon waiver of the 140-clock-hour requirement according to board guidelines, qualified students who have received a standard unit of credit shall be permitted to sit for the relevant SOL test to earn a verified credit without having to meet the 140-clock-hour

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requirement.

Definitions:

Standard credit: "Standard unit of credit" or "standard credit" means credit awarded for a course in which the student successfully completes 140 clock hours of instruction and the requirements of the course. Local school boards may develop alternatives to the requirement for 140 clock hours of instruction as provided for in 8VAC20-131-110 and in accordance with board guidelines.

Verified credit: "Verified unit of credit" or "verified credit" means credit awarded for a course in which a student earns a standard unit of credit and (i) achieves a passing score on a corresponding end-of-course SOL test; (ii) achieves a passing score on an additional test as defined in this section as part of the Virginia Assessment Program; (iii) meets the criteria for the receipt of a locally awarded verified credit conferred in accordance with board criteria and guidelines as provided in 8VAC20-131-110 B 3 when the student has not passed a corresponding SOL test in English, mathematics, laboratory science, or history and social science; (iv) meets the criteria for the receipt of a verified credit for history and social science by demonstrating mastery of the content of the associated course on an authentic performance assessment as provided in 8VAC20-131-110 B 4; or (v) 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, as provided in 8VAC20-131-110 B 5.

Va. Code § 22.1-253.13:1 (Standard One of the Standards of Quality)

§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

D. 15. (Applicable beginning with the 2018-2019 school year) A program of physical activity available to all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and available to all students in grades six through 12 with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate by the local school board. Each local school board shall implement such program during the regular school year.

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Transcript Audit Finding Guidance
Huguenot High School
45 Transcripts and Course Requests Reviewed
Note: The numbers in each column indicate the number of findings present.
Additional comments and questions appear below this table.

Transcript Finding	Rising 9th grade (11 course requests/middle school transcripts reviewed)	Rising 10th grade (11 transcripts reviewed)	Rising 11th grade (12 transcripts reviewed)	Rising 12th grade (11 transcripts reviewed)
Heading of the transcript is not completed (exclusive of graduation date)				
Diploma type is not indicated				
Class rank is not provided		TS	TS	TS
Cumulative and earned credits are not noted and are not appropriately aligned		TS	TS	TS
Year and cumulative GPA are not noted				TS
Appropriate course credit is not awarded for the given course		TS	TS	
Verified credits aligned to specific courses are not notated on vertical transcript column		11	12	11
State course codes are incorrect		TS	20	TS
Attendance data is not notated accurately		TS	12	TS
Test record for SAT/ACT is not noted	SAT/ACT data was not found on any of the transcripts reviewed			
Transfer information from feeder middle school and/or out of district high school does not include school		TS	TS	TS

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Transcript Finding	**Rising 9th grade (11 course requests/middle school transcripts reviewed)**	**Rising 10th grade (11 transcripts reviewed)**	**Rising 11th grade (12 transcripts reviewed)**	**Rising 12th grade (11 transcripts reviewed)**
name, address, email, and phone number				
Course sequences are not appropriate	16 examples			TS
Course titles are not aligned with approved state titles	TS	TS	11	TS
Virtual course or tracking system for virtual course is not notated	Virtual coursework data was not found on any of the transcripts reviewed			
CPR course/tracking system for CPR course is not notated	No information regarding student completion of the CPR graduation requirement was found on the reviewed transcripts			
CTE credential is not noted where appropriate	No transcript reviewed provided information about student achievement of any type of CTE credential			
Economics and Personal Finance is not noted				
Sequential elective: Computer math required CTE sequential electives – not noted				
A world language sequence is not noted for students attempting an advanced studies diploma		TS	TS	TS
The projected graduation date is not identified		11	12	TS

TS – When the number is 10 or below, the number is suppressed to prevent identification of individual students.

Schoolwide Comments and Questions:

- When was the High School Developmental Reading course and course content for rising ninth grade studednts approved by the RPS Board? What is the purpose and intended audience for this course?

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- The course entitled "Spanish I – Regular Course" does not match the state course title, Spanish I.
- Attendance data are inconsistent. The number of days present and absent should add to 180.
- Transcripts are missing notations for honors courses and virtual courses.
- How are course sequences and selections determined? What is the role of the teacher, counselor, parent and student in the process? How do counselors help students set and achieve rigorous and realistic goals when determining course selections and diploma types?
- Credits earned in summer school are not recorded on any transcript reviewed.
- Class rank is sometimes expressed as a percentage, while at other times it is expressed as a ratio. It should be expressed as a ratio.
- When were English as a Second Language preparation course and course content approved by the RPS Board? What is the process for developing a plan for ESL learners?
- How are course sequences and selections determined? What is the role of the teacher, counselor, parent and student in the process? How do counselors help students set and achieve rigorous and realistic goals when determining course selections and diploma types?
- Attendance is first taken during the second block, and robocalls to parents go out late as a result. Can classroom and schoolwide procedures be adjusted to support improved student attendance?

Comments and Questions for Rising 9th Grade:

1. All students were enrolled in Environmental Science. Is course sequence correct?
2. Course sequences are not appropriate: five examples (Algebra I: two-year sequence -4 examples, 1181: High School Developmental Reading -1 example). Is High School Developmental Reading an elective? Has it been approved by the Richmond Public Schools Board?
3. The course entitled "Spanish I – Regular Course" does not match the state course title, Spanish I (three transcripts).
4. One student received elective credit from middle school for ESL II.
5. One student is scheduled to take Spanish II, but Spanish I does not appear on the transcript.
6. The course titled Biology I does not match state course title, Biology (1 transcript).

Comments and Questions for Rising 10th Grade:

1. The course entitled "Spanish I – Regular Course" does not match the state course title, Spanish I (two transcripts).
2. In school year 2016-2017, one 9th grade student took ESL twice. However, no first semester or final grades are shown; only semester 2 grades appear.
3. Three students took ESL I A elective credit twice in the same year and were awarded two credits.
4. Transcript has no semester 1 grades and no final grades (one transcript)
5. Advanced diploma student – no foreign language (one transcript)
6. English as a Second Language III from middle school given a credit – cannot give high school credit for this (one transcript)
7. One student was awarded credit for Part I Biology but not for Part I Algebra. Does the student have an Individualized Education Plan (IEP)?

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8. Of the transcript reviewed for this cohort, there were 2 students who were 18 years old, 1 student who was 19 years old, and 1 student who was 17 years old in September of school year 2017-18.

Comments and Questions for Rising 11th Grade:

1. State course codes not correct: 20 transcripts (11 for Spanish I Regular Course; 4 for 4210 Earth Science, not Earth Science I; 4 for 4410 Chemistry, not Chemistry I; 1 for H4310 Biology, not Biology I)
2. World language sequence: Advanced Studies – check scheduling for foreign language and electives (two transcripts)
3. One student took English 9 twice and received a final grade of D both times. However, the student received a course credit one time and no course credit another time.
4. One transcript was missing first semester grades for 2015-16.
5. One transcript noted second semester and final grades but contained no course credit for any courses.
6. One student took ESL I B twice; the student received a credit once, but received passing grades both times.
7. One student took four advanced courses in middle school, but is working toward a standard diploma. The same student took Honors English 9 and received a grade of A, and subsequently took English 10 (not Honors) and received a grade of D. How are course sequences and selections determined? How do counselors and teachers react to grade pattern anomalies?
8. One student took 8083 Small Animal Care and was awarded two credits. This is a one credit course.
9. One transcript for an Advanced Studies student did not have enough science disciplines – check to be sure all Advanced Studies students have enough science credits.
10. Three students took both Biology Part I and Biology and were awarded a science credit.
11. One student took 8672 Welding I and was awarded two credits. This is a one credit course.
12. In the 2015-2016 school year, one student took Environmental Science before Biology.
13. One student began the year taking English 10 and English 11. Did the student drop English 11?
14. Of the transcripts reviewed for this cohort, there were two students who were 18 years old in September of the 2017-2018 school year.

Comments and Questions for Rising 12th Grade:

1. Two transcripts showed students achieving solid grades in courses that would make them eligible for advanced diplomas, but the designated diploma type is standard. What is the process for ensuring that students are counseled to work towards their highest potential?
2. Credits earned in summer school are not recorded on any transcript reviewed.

<u>Notes from Cohort Graduation Process Interview:</u>

Topic: Interventions in place for students who are not on track to graduate
RPS Response:
Interventions

- Performance Learning Center – typically referred after 10th grade
- Edgenuity

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- After school tutoring
- Saturday Academy
- Freshman Academy – one hallway for core subjects. Team approach for those ninth grade students – look at attitudes meeting. Course requests are reviewed. Freshman Academy has common planning every other day – should be about students.
- Parent conferences
  - Identify students off track for graduation halfway through 9th grade.
  - What data do you review based on middle school info? Especially math – adjust schedules and classes. Look at attendance, behavior, as part of scheduling.
  - Freshman Academy department chair and lead teachers from each core area. If grade level administrator is available when they are meeting on an individual student, they try to get there.
  - A lot of students from Freshman Academy stay after school, attend Saturday Academy.
  - Systematic process to determine who needs intervention? Counselor and administrator (did not appear systematic)
  - Do you look at attendance data at the end of the year? Yes – spreadsheet – not a cohort spreadsheet.
  - Highest retention is 9th grade, close to one-third. They are ELL students who came in after February and didn't get credit, were not here for the full year.
  - Ninety percent of ELL come in without a transcript.
  - We offer ELL support in summer school.
  - Credit recovery – Edgenuity – available for first time this year.
  - Didn't go well for 9th grade – it's two hours after school. They didn't continue.
  - They can do Edgenuity at home. Twilight teaching full course worked better. Taught math, science, economics and personal finance.
  - Edgenuity did not serve ELL well.
  - We don't use VDOE VEWS program.
  - Three hundred and sixty first time freshmen in academy. A few because of school conflicts were there but not many.
  - About one-third of Freshman Academy did not meet success.
  - What is in place for this summer? Sent information for summer school. Some ELL in summer school for support.
  - We teach through October in the fall.
  - There is department chair and lead teacher for each subject in Freshman Academy.
  - Member of administration who oversees data by student, teacher on a regular basis? Grade level administrator and counselor.
  - "We need to improve – meeting as a team – principal, teachers, and counselors at one time."
  - AP assigned by alphabet. Counselors assigned by alphabet. "We (counselors) prefer grade level."

Topic: Communication processes and evidence of communication with students and parents regarding graduation requirements.
RPS Response:

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- Freshman Orientation PowerPoint, tour building, meet teachers – 40% attendance.
- Also in fall Parent Night by grade level – go over graduation requirements.
- Meet individually with 11th grade students and parents, then group meeting in spring.
- Have day and night meetings for parents.
- Classroom guidance in October – what is transcript, graduation requirements.
- First contact with seniors in summer – why aren't you in summer school?
- Then in August – what do we need to do to get you on track for graduation? September – parent meeting – we give them a transcript, a credit tracking sheet.
- With seniors – calling home on a continuous basis.
- Are there one on one students at risk for not graduating? Yes – after first nine weeks and after each semester. We go through report cards and transcripts, speak with AP. Bring in parent one on one – a small percentage come.
- We send parent link – call and set up appointment – call parent individually and invite. Often don't hear from parent or parent is on phone while are talking to student.
- Separate software called Counselor Notes. In Aspen, anyone can see notes. Required to use Counselor Notes? No.
- Also have Parent Night, classroom guide for sophomores, go over actual transcripts with them.

Topic: Graduation Monitoring Processes and Systems

- **How is student graduation data tracked?**
- **What graduation tracking documents are used to verify SOL data, course data, diploma type, industry certification, verified credits; rising seniors courses needed for graduation; and cohort graduation requirements?**
- **Who is involved in cohort tracking?**
- **What is the communication process for monitoring student graduation data?**

Why are students off track to graduating on time?
RPS Response:

- Attendance – how many missed more than 18 days last year? Don't know – maybe 15%, 180 students. Data – 295 students.
- Parent involvement – To try to involve more parents, try to increase membership in PTA, Parent Nights in fall and spring for seniors. Counselors facilitate parent-teacher conferences if a pattern is seen – meet with all of the student's teachers or three or four teachers.
- Office associate prints D or F report – teacher and grade – by subject, by grade – get grade distribution by teacher.
- We have an office associate who does attendance data, sets up meetings. Counselors try to attend.
- Most absences due to family issues – sometimes parents don't know student is at home. Call goes home during second block – daily attendance is taken during second block.
- Robocalls are in English and Spanish.
- Division directive determines when calls are made to parents if student is absent.

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How can Huguenot get 95% attendance?
RPS Response:

- Parents need to know policy.
- It needs to be enforced.
- Teachers need to be more proactive.
- Counselors are a one man show. We are registering students from August to September.
- No guidance clerical staff, graduation coach, intervention specialist.
- We had a bilingual family resource person who sat in attendance at guidance meetings. She was not full time at this school.
- Attendance specialists are at every attendance meeting, work with attendance officer, we can reach out and ask them to do a home visit.
- Is a form completed at attendance meetings? Yes. Next steps? Yes. Home visits? Yes – FACE person and school social worker but information doesn't always flow back to guidance.

Tracking documents
RPS Response:

- Keep OGR spreadsheet for seniors – each counselor keeps SOLs and classes completed. We compile and enter it. Document consistent from counselor to counselor? Same content.

Monitoring process for graduation data
RPS Response:

- Grade level and alphabet – assistant principal does this.

Substitute SOL tests
RPS Response:

- Have used writing and reading workshop.
- Designated times to discuss a cohort? Late October/early November, then again after first semester. Again in March – we have to do some interventions.
- Look at whether we can do a PLC to get them what they need?
- Profile of a Graduate – have not gone over.
- Only department chair on 12 month contract.

Withdrawal process
RPS Response:

- Parent has to come in and sign form if student is under 18 years old.
- Teachers sign off return of textbooks, give parent copy.
- They remain on our roster until they register in a new school.
- We send enrollment verification form to new school.
- If haven't heard anything, counselors make call if haven't heard from new school for records.
- Office associate puts info in but counselors get registration info.

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- We are registering students in August – September. We should be reaching out to students who are at risk.
- Provided graduation cohort spreadsheet.
- About 125 dropouts in 2018 out of 475. About 110 dropouts in 2017. Many are ELL. Bilingual person went out.
- Coordinate OGR report and RPS report – twice in fall, then in February.
- Sometimes a recordkeeping issue.
- Sometimes reach out to FACE – counselors keep up with this and make content.
- How many dropouts were no-shows? Eight.
- To get them back – they had a spot at PLC Performance Learning Center – credit recovery.
- Many stop coming when they turn 18. Most were 19, 20, 21. May come to us in 9th grade at 16 or 17.
- Provided tracking sheets for students, advanced and applied studies diploma – counselors use these with parents.

Note: Attendance is only taken in the second block – robocalls go out to parents late.

Academic and Career Plan Review:

- VDOE requested five academic and career plans, and received five. Two plans were reviewed for students working toward advanced diplomas; two were for students working toward standard diplomas; one was for a student working for a standard diploma with accommodations.
- Of the academic and career plans reviewed, none are signed by parents.
- Two have dates (May 2017 and March 2018).
- None of the academic and career plans reviewed are completely filled in.
- One academic and career plan is more detailed than the others and has evidence of the beginning of an academic and career plan.
- Of the five academic and career plans reviewed, two are undecided on a career goal.
- Information is not always aligned around a career goal.
- Academic and career plans reviewed do not contain information to indicate the exploration of careers.

Audit of Bell Schedules Conducted June 2018 Using 2017-2018 Schedules

Huguenot High School

- First block is 90 minutes resulting in 135 hours of instruction
- Second block is 93 minutes resulting in 139.5 hours of instruction
- Fourth block is 85 minutes resulting in 127.5 hours of instruction
- Third block time:
    - Class A is 96 minutes resulting in 144 hours of instruction
    - Class B is 102 minutes resulting in 153 hours of instruction
    - Class C is 102 minutes resulting in 153 hours of instruction

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  - Class D is 102 minutes resulting in 153 hours of instruction
- Ensure that the new requirements from the Standards of Quality (SOQ) regarding physical activity are implemented.

Questions/Observations:

1. Lunch A starts at 11:10 a.m., allowing 7 minutes for students to get from third block to lunch.
2. Class B has a time discrepancy on the schedule. It is listed as 93 minutes long and is actually 102 minutes long according to the times provided.
3. Class C has a time discrepancy on the schedule. It is listed as 96 minutes long and is actually 102 minutes long according to the times provided.
4. Do students need five minutes to transition to classes?

Standards of Accreditation

Virginia Administrative Code 8VAC20-131-110. Standard and verified units of credit.
A. 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 school division may waive the requirement that a student receive 140 clock hours of instruction to earn a standard credit, effective with students enrolled in the 2015-2016 school year, as prescribed in the Standards of Quality and board guidelines. When credit is awarded in less than whole units, the increment awarded must be no greater than the fractional part of the 140 hours of instruction provided. If a school division elects to award credit on a basis other than the 140 clock hours of instruction required for a standard unit of credit defined in this subsection, the local school division shall provide the board with satisfactory proof, based on board guidelines, that the students for whom the 140-clock-hour requirement is waived have learned the content and skills included in the relevant Standards of Learning. In addition, the local school division shall develop a written policy approved by the superintendent and school board that ensures:
1. That the content of the course for which credit is awarded is comparable to 140 clock hours of instruction; and
2. That upon completion, the aims and objectives of the course have been met.
B. 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. In accordance with the provisions of the Standards of Quality, students may earn a standard and verified unit of credit for any elective course in which the core academic Standards of Learning course content has been integrated and the student passes the related end-of-course SOL test. Such course and test combinations must be approved by the board.

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Upon waiver of the 140-clock-hour requirement according to board guidelines, qualified students who have received a standard unit of credit shall be permitted to sit for the relevant SOL test to earn a verified credit without having to meet the 140-clock-hour requirement.

Definitions:

Standard credit: "Standard unit of credit" or "standard credit" means credit awarded for a course in which the student successfully completes 140 clock hours of instruction and the requirements of the course. Local school boards may develop alternatives to the requirement for 140 clock hours of instruction as provided for in 8VAC20-131-110 and in accordance with board guidelines.

Verified credit: "Verified unit of credit" or "verified credit" means credit awarded for a course in which a student earns a standard unit of credit and (i) achieves a passing score on a corresponding end-of-course SOL test; (ii) achieves a passing score on an additional test as defined in this section as part of the Virginia Assessment Program; (iii) meets the criteria for the receipt of a locally awarded verified credit conferred in accordance with board criteria and guidelines as provided in 8VAC20-131-110 B 3 when the student has not passed a corresponding SOL test in English, mathematics, laboratory science, or history and social science; (iv) meets the criteria for the receipt of a verified credit for history and social science by demonstrating mastery of the content of the associated course on an authentic performance assessment as provided in 8VAC20-131-110 B 4; or (v) 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, as provided in 8VAC20-131-110 B 5.

Va. Code § 22.1-253.13:1 (Standard One of the Standards of Quality)

§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

D. 15. (Applicable beginning with the 2018-2019 school year) A program of physical activity available to all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and available to all students in grades six through 12 with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate by the local school board. Each local school board shall implement such program during the regular school year.

Attachment I

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Transcript Audit Finding Guidance
35 Transcripts Reviewed
Note: The numbers in each column indicate the number of findings present.
Additional comments and questions appear below this table.

Transcript Finding	Rising 9th grade (no transcripts reviewed)	Rising 10th grade (12 transcripts reviewed)	Rising 11th grade (12 transcripts reviewed)	Rising 12th grade (11 transcripts reviewed)
Heading of the transcript is not complete (exclusive of graduation date)				5
Diploma type is not indicated		11	8	6
Class rank is not provided		3	2	3
Cumulative and earned credits are not noted and are not appropriately aligned		6	9	10
Yearly and cumulative GPA are not noted				7
Appropriate course credit is not awarded for the given course		5	7	7
Verified credits aligned to specific courses are not notated on vertical transcript column		12	12	11
State course codes are incorrect				11
Attendance data is not notated accurately		11	12	11
Test record for SAT/ACT is not noted	SAT/ACT data was not found on any of the transcripts reviewed			
Transfer information from feeder middle school and/or out of district high school does not include school name, address, email, and phone number		8	5	7
Course sequences are not appropriate				2
Course titles are not				5

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Transcript Finding	**Rising 9th grade (no transcripts reviewed)**	**Rising 10th grade (12 transcripts reviewed)**	**Rising 11th grade (12 transcripts reviewed)**	**Rising 12th grade (11 transcripts reviewed)**
aligned with approved state titles				
Virtual course or tracking system for virtual course is not notated	Virtual coursework data was not found on any of the transcripts reviewed			
CPR course or tracking system for CPR course is not notated	No information regarding student completion of the CPR graduation requirement was found on the reviewed transcripts			
CTE credential is not noted where appropriate	No transcript reviewed provided information about student achievement of any type of CTE credential			
Economics and Personal Finance is not noted				
Sequential elective: Computer math requires CTE sequential electives – not noted			2	
A world language sequence is not noted for students attempting an advanced studies diploma				
The projected graduation date is not identified		10	11	

Schoolwide Comments and Questions:

- Check course codes to ensure alignment with state course codes.
- Check course credit history for accuracy. (Refer to the notes by grade level that follow.)
- Is Economics and Personal Finance offered to all students at the same grade level in this school? If so, is this a division expectation?
- If a student is working toward a special/applied studies diploma, is the student counted in class rank?
- The middle school course Career Investigations does not earn high school credit.
- Is Strategic Reading a course approved by the school board for local elective credit?
- There is no key on the transcript explaining that honors (H) courses earn weighted credit.
- There is no notation on the transcript for virtual courses.
- What does it mean when a course number and course name appear on a student transcript with no grade and no credit earned? Did the student withdraw/drop the course? Should withdraw (W) be indicated? What is the local procedure or policy?

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- When high school courses are brought forward from middle school, provide the year, identifying information about the middle school (name, address, phone number email) and the list of courses by course number, course name, semester and final grade, standard credit earned and, when applicable, verified credit earned.
- Attendance data are inconsistent. The number of days present and absent should total 180 days, yet transcripts reviewed showed more than 180 student days.
- How are course sequences, particularly CTE sequences and selections, monitored for accuracy when scheduling? What is the role of the teacher, counselor, parent and student in the process? How do counselors help students set and achieve rigorous and realistic goals when determining course selections and diploma types?
- Credits earned in summer school are not recorded on any transcript reviewed.
- Summary verified credits cannot be confirmed as they do not appear with course names on transcript.
- Class rank data should be reported as a ratio rather than as a percentage.
- Check for possible errors in final grade calculations (Example: semester 1 grade=F, semester 2 grade=F, final grade=D with one credit earned.) Review procedures for calculations of final grade based on semester grades.

Comments and Questions for Rising 10th Grade:

- Seven transcripts showed credit was given for 22003 Study Skills; two transcripts showed credit was given for 22001 Standardized Test Preparation. These courses are not state-approved courses for high school credit. Are these courses approved by your school board as local electives? Study Skills in middle school (Grade 8) does not earn high school credit.
- Is the course High School Developmental Reading I a course that has been approved by your school board as a local elective?
- Four transcripts include Spanish I Regular Course. Should this be 5510 Spanish I?

Comments and Questions for Rising 11th Grade:

- Four transcripts indicated students took and passed Algebra I Part I and Algebra I Part 2. Was this for students eligible for credit accommodation?
- Two transcripts indicated that students took and passed both Biology Part I and Biology Part II thereby earning two credits. This is allowable only if each student meets criteria for credit accommodation.
- Two transcripts showed a course on the transcript with no grade reported. Is this an indication that the student withdrew or dropped the class? Should there be some notation to explain this situation?
- Is High School Developmental Reading I a course that has been approved by your school board as a local elective?
- Check science courses for correct state code numbers and names.
- One transcript showed that a student who took and passed 8539 Precision Machining Tech I earned two credits. This Career and Technical Education (CTE) course carries one credit, not two.
- One transcript showed a student taking *DE 3100 VCU CMST 209 – College Success Skills* during first semester and *DE 3101 VCU CMST 210 Health Careers Exploration I* during second semester. Total

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credits earned were 0.5. Is there a signed dual enrollment articulation agreement with your school board for these courses?

Comments and Questions for Rising 12th Grade:

- Career Investigations (a middle school course) does not earn high school credit.
- Education for Employment may result in only one credit for an eligible student with an IEP.
- Two transcripts showed students who took sequential CTE classes (examples from EMT and Entrepreneurship classes) in one year, with one course each semester. Each student took the first level course with a failing grade (first semester) and continued forward in second semester to take and fail the second level course. If the first level is prerequisite to the second, why would the student continue to the second course after receiving a failing grade in the first? How is the course structured to report semester grades for two sequential full-year CTE courses?
- One transcript showed Grade 8 Orchestra as a high school credit. Is this accurate?
- One transcript showed a semester grade for 8250 Culinary Arts. There was no value for credit earned. Should 0.5 credit be shown as credit earned?

Notes from Cohort Graduation Process Interview:

Topic: Interventions in place for students who are not on track to graduate
RPS Response:

- Freshman Academy puts all ninth grade students (except repeaters) on teams. Classes meet on one hallway with the same group of teachers serving the teams. The Freshman Coach works with these students for two years (grades 9 and 10), both new students and repeaters. The coach uses data to tier students academically and meets individually with students to come up with a plan for tracking the student based on attendance, course grades, and behavior.
- Remediation courses are built in if a student failed the English reading SOL in grade 8 (developmental reading). There is a prep course for Algebra I. The Freshman Coach works in conjunction with counselors and teachers and receives a list of course failures from guidance. The Coach can assign students to attend tutoring. Ninth grade students who fail two courses are not considered at risk of not graduating because they can 'catch up'.
- Each nine weeks there is a review of all report card data. Counselors send failure letters and invite parents and students to meet. Parents may call or come to the school. Counselors meet with students whose parents do not respond.
- In addition to supports through Freshman Academy, academic interventions are provided through
    - After school tutoring by subject (teachers receive a stipend for tutoring)
    - Justice Community Center for Excellence (JCCE) provides tutoring on site after school to ninth and tenth grade students accepted into the program. This is a core and enrichment program with transportation provided (teachers receive a stipend)
    - SOL remediation courses are scheduled within the school day for Grade 11 Reading, Grade 11 Writing, Algebra I, and Grade 9 Developmental Reading

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- Teachers tutor 11th and 12th grade students by teacher by subject Monday through Thursday.
- Developmental Reading is provided to exceptional education students based on the IEP.
- SOL Boot Camp provides intervention in two courses and pizza on Fridays.

Topic: Communication processes and evidence of communication with students and parents regarding graduation requirements.
RPS Response:

- There are 3 counselors for 700 students (1:233). Counselor's caseload is assigned by alphabet. The school anticipates 200 ninth graders and about 147 seniors in 2018-19. The scheduling process for students begins in previous spring using an individual student tracking sheet to plan courses for the upcoming year. There is a review of report card grades and SOL test scores for incoming freshman and counselors determine course placement based on these data as well as by going to feeder middle schools for scheduling. Information from May SOL results is not imported to the counselor tracking sheet.
- If a student has taken high school courses in middle school, we put the student on the Advanced diploma track.
- Freshman orientation is held in August. At orientation, the discussions include information about the block schedule and promotion requirements. Parents may attend (about 50% do attend) and pick up student class schedules. The schedule change process is explained and forms for changes are available. Counselors respond to schedule change requests within two weeks.
- At freshman orientation, counselors go over credits, transcripts, SOL scores, and students complete course request forms for review. All meetings with freshmen conclude by October and counselors update individual tracking sheets at that time.
- The Freshman Coach connects with freshman teachers and the counselor and Freshman Coach meet. Counselors have no direct knowledge of actual activities between the Freshman Coach and freshman teachers.
- In mid-October, counselors begin individual meetings with other students (seniors first). They review credit verification sheets with students.
- Classroom guidance is once per year in spring. They do not plan second rounds of class meetings. Individual counseling may be requested by students and teachers.
- In addition to Freshman Orientation, students and parents receive communication about graduation requirement during
    - Back to School Night
    - Senior Parent Information Night in October (where transcripts, graduation requirements, individual student status are reviewed with parents of seniors in October)
    - Senior Temperature Check in February (where there is a review of the student transcript and a report on where the student stands relative to graduation with parents of seniors who are not on track/have failures)
- The academic and career plan document (ACP) is not workable. It often contradicts a student's course planning sheet. For example, an individual student's course planning sheet indicated a strikethrough on foreign language while the student's ACP listed foreign language because the student wanted an advanced diploma.

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Topic: Graduation Monitoring Processes and Systems

- **How is student graduation data tracked?**
- **What graduation tracking documents are used to verify SOL data, course data, diploma type, industry certification, verified credits; rising seniors courses needed for graduation; and cohort graduation requirements**
- **Who is involved in cohort tracking?**
- **What is the communication process for monitoring student graduation data?**

RPS Response:

- Counselors have received one training on new graduation requirements/standards from the guidance coordinator. This training was not in depth and forms were not updated. They were told the guidance lead will do updates of forms this summer (2018).
- A spreadsheet including SOL and cohort data (seniors only) is updated manually in Google drive. Information in the cohort tracking sheet is not complete. (Each school develops its own tracking verification form.)
- We don't track students at risk of not graduating on time. We immediately start thinking of a program to which we can refer the student. We do not track data in the aggregate—only individually.
- If a student is not on track, there is a written intervention plan (less plan than contact log) that is generated by intervention specialists. (We are losing position.)
- A retention list is provided for every grade level and we use it to determine who is not on track to graduate. Many students on the list catch up due to efforts of the intervention, intervention programs, and/or summer school.
- Most students who do not graduate do not ever attend at this building or just say "I'm not doing it. I'm not coming back."
- We project 89% will graduate in 2018 cohort; six students are attending summer school.
- We have not looked at rising seniors yet to see who is on track to graduate. The cohort spreadsheet for 2019 seniors is not populated at this time—it is created during the senior (2018-19) year. We will pull the VDOE cohort document (OGR report) and will meet to go over the data, student by student. The cohort spreadsheet is populated from the VDOE OGR report.
- Freshman data shows 15/200 (or 7.5%) were retained (as defined by students earning fewer than 5 credits).

Topic: Attendance

RPS Response:

- Student attendance is tracked along with achievement. The attendance team meets with individual students who reach six unexcused absences. Counselors are part of the attendance team but everyone does not come together regarding student attendance or grades. Counselors take attendance information from report cards and interim reports and may meet with individual students about missed opportunities. Teachers are expected to make home contacts.

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- Attendance interventions include a weekly meeting (Thursdays) that includes the administrator in charge of attendance, school social worker, counselor, FACE (not usually present), Freshman Coach, and intervention specialist where the following actions make occur:
    - Social worker creates attendance plan for individual student
    - Communities in Schools (CIS) referral is made
    - Counselor referral is made
    - Mediation is scheduled (which may include a court representative which the parent must attend if s/he wishes to avoid going to court)
    - Homeless special referral and McKinney-Vento form is sent home
- Counselor notes and ASPEN documents are not compatible. Counselors struggle to take a holistic approach to document attendance, interventions, and behavior. They are unsure whether ASPEN has a feature available to facilitate tracking. It appears that report cards are the only way for counselors to see the number of individual student absences.

Topic: Substitute SOL tests:

- **How do you use substitute SOL tests?**
- **When are they given and who takes them?**

RPS Response:

- **Note**: No information was provided on this topic.

Topic: Profile of a Virginia Graduate

- **How will you incorporate Profile of a Virginia Graduate requirements into your current process?**

RPS Response:

- Counselors work with SPED Instructional Compliance Coordinator—get her to review IEP for placement. We work in collaboration with the case manager. We also have a transition coordinator (a teacher who develops a plan for every student).
- No one person tracks graduation progress for students with disabilities.
- John Marshall High has no EL students.

Academic and Career Plan Review:

- Requested six Academic and Career Plans (ACP) and received six ACPs.
- All were dated during the period 11/16/2017 through 4/18/2018.
- None were fully complete.

Audit of Bell Schedules Conducted June 2018 Using 2017-2018 Schedules

John Marshall High School

- First, second, and fourth blocks are 93 minutes long, resulting in 139.5 hours of instruction.

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- Third block time:
  - Class A is 91 minutes long resulting in 136.5 hours of instruction.
  - Class B is 96 minutes long resulting in 144 hours of instruction.
- Ensure that the new requirements from the Standards of Quality (SOQ) regarding physical activity are implemented.

Questions/Observations:

1. Class A has a time discrepancy on the schedule. It is listed as 93 minutes long and is actually 91 minutes long according to the times provided.

Standards of Accreditation

Virginia Administrative Code 8VAC20-131-110. Standard and verified units of credit.
A. 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 school division may waive the requirement that a student receive 140 clock hours of instruction to earn a standard credit, effective with students enrolled in the 2015-2016 school year, as prescribed in the Standards of Quality and board guidelines. When credit is awarded in less than whole units, the increment awarded must be no greater than the fractional part of the 140 hours of instruction provided. If a school division elects to award credit on a basis other than the 140 clock hours of instruction required for a standard unit of credit defined in this subsection, the local school division shall provide the board with satisfactory proof, based on board guidelines, that the students for whom the 140-clock-hour requirement is waived have learned the content and skills included in the relevant Standards of Learning. In addition, the local school division shall develop a written policy approved by the superintendent and school board that ensures:
1. That the content of the course for which credit is awarded is comparable to 140 clock hours of instruction; and
2. That upon completion, the aims and objectives of the course have been met.
B. 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. In accordance with the provisions of the Standards of Quality, students may earn a standard and verified unit of credit for any elective course in which the core academic Standards of Learning course content has been integrated and the student passes the related end-of-course SOL test. Such course and test combinations must be approved by the board.
Upon waiver of the 140-clock-hour requirement according to board guidelines, qualified students who have received a standard unit of credit shall be permitted to sit for the relevant SOL test to earn a verified credit without having to meet the 140-clock-hour requirement.

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Definitions:
Standard credit: "Standard unit of credit" or "standard credit" means credit awarded for a course in which the student successfully completes 140 clock hours of instruction and the requirements of the course. Local school boards may develop alternatives to the requirement for 140 clock hours of instruction as provided for in 8VAC20-131-110 and in accordance with board guidelines.
Verified credit: "Verified unit of credit" or "verified credit" means credit awarded for a course in which a student earns a standard unit of credit and (i) achieves a passing score on a corresponding end-of-course SOL test; (ii) achieves a passing score on an additional test as defined in this section as part of the Virginia Assessment Program; (iii) meets the criteria for the receipt of a locally awarded verified credit conferred in accordance with board criteria and guidelines as provided in 8VAC20-131-110 B 3 when the student has not passed a corresponding SOL test in English, mathematics, laboratory science, or history and social science; (iv) meets the criteria for the receipt of a verified credit for history and social science by demonstrating mastery of the content of the associated course on an authentic performance assessment as provided in 8VAC20-131-110 B 4; or (v) 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, as provided in 8VAC20-131-110 B 5.

Va. Code § 22.1-253.13:1 (Standard One of the Standards of Quality)

§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

D. 15. (Applicable beginning with the 2018-2019 school year) A program of physical activity available to all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and available to all students in grades six through 12 with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate by the local school board. Each local school board shall implement such program during the regular school year.

Attachment I

John Marshall High School
Richmond City Public Schools
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Transcript Audit Finding Guidance
35 Transcripts Reviewed
Note: The numbers in each column indicate the number of findings present.
Additional comments and questions appear below this table.

Transcript Finding	Rising 9th grade (no transcripts reviewed)	Rising 10th grade (12 transcripts reviewed)	Rising 11th grade (12 transcripts reviewed)	Rising 12th grade (11 transcripts reviewed)
Heading of the transcript is not complete (exclusive of graduation date)				TS
Diploma type is not indicated		11	TS	TS
Class rank is not provided		TS	TS	TS
Cumulative and earned credits are not noted and are not appropriately aligned		TS	TS	TS
Yearly and cumulative GPA are not noted				TS
Appropriate course credit is not awarded for the given course		TS	TS	TS
Verified credits aligned to specific courses are not notated on vertical transcript column		12	12	11
State course codes are incorrect				11
Attendance data is not notated accurately		11	12	11
Test record for SAT/ACT is not noted	SAT/ACT data was not found on any of the transcripts reviewed			
Transfer information from feeder middle school and/or out of district high school does not include school name, address, email, and phone number		TS	TS	TS
Course sequences are not appropriate				TS
Course titles are not				TS

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Transcript Finding	**Rising 9th grade (no transcripts reviewed)**	**Rising 10th grade (12 transcripts reviewed)**	**Rising 11th grade (12 transcripts reviewed)**	**Rising 12th grade (11 transcripts reviewed)**
aligned with approved state titles				
Virtual course or tracking system for virtual course is not notated	Virtual coursework data was not found on any of the transcripts reviewed			
CPR course or tracking system for CPR course is not notated	No information regarding student completion of the CPR graduation requirement was found on the reviewed transcripts			
CTE credential is not noted where appropriate	No transcript reviewed provided information about student achievement of any type of CTE credential			
Economics and Personal Finance is not noted				
Sequential elective: Computer math requires CTE sequential electives – not noted			TS	
A world language sequence is not noted for students attempting an advanced studies diploma				
The projected graduation date is not identified		TS	11	

TS – When the number is 10 or below, the number is suppressed to prevent identification of individual students.

Schoolwide Comments and Questions:

- Check course codes to ensure alignment with state course codes.
- Check course credit history for accuracy. (Refer to the notes by grade level that follow.)
- Is Economics and Personal Finance offered to all students at the same grade level in this school? If so, is this a division expectation?
- If a student is working toward a special/applied studies diploma, is the student counted in class rank?
- The middle school course Career Investigations does not earn high school credit.
- Is Strategic Reading a course approved by the school board for local elective credit?
- There is no key on the transcript explaining that honors (H) courses earn weighted credit.
- There is no notation on the transcript for virtual courses.

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- What does it mean when a course number and course name appear on a student transcript with no grade and no credit earned? Did the student withdraw/drop the course? Should withdraw (W) be indicated? What is the local procedure or policy?
- When high school courses are brought forward from middle school, provide the year, identifying information about the middle school (name, address, phone number email) and the list of courses by course number, course name, semester and final grade, standard credit earned and, when applicable, verified credit earned.
- Attendance data are inconsistent. The number of days present and absent should total 180 days, yet transcripts reviewed showed more than 180 student days.
- How are course sequences, particularly CTE sequences and selections, monitored for accuracy when scheduling? What is the role of the teacher, counselor, parent and student in the process? How do counselors help students set and achieve rigorous and realistic goals when determining course selections and diploma types?
- Credits earned in summer school are not recorded on any transcript reviewed.
- Summary verified credits cannot be confirmed as they do not appear with course names on transcript.
- Class rank data should be reported as a ratio rather than as a percentage.
- Check for possible errors in final grade calculations (Example: semester 1 grade=F, semester 2 grade=F, final grade=D with one credit earned.) Review procedures for calculations of final grade based on semester grades.

Comments and Questions for Rising 10th Grade:

- Seven transcripts showed credit was given for 22003 Study Skills; two transcripts showed credit was given for 22001 Standardized Test Preparation. These courses are not state-approved courses for high school credit. Are these courses approved by your school board as local electives? Study Skills in middle school (Grade 8) does not earn high school credit.
- Is the course High School Developmental Reading I a course that has been approved by your school board as a local elective?
- Four transcripts include Spanish I Regular Course. Should this be 5510 Spanish I?

Comments and Questions for Rising 11th Grade:

- Four transcripts indicated students took and passed Algebra I Part I and Algebra I Part 2. Was this for students eligible for credit accommodation?
- Two transcripts indicated that students took and passed both Biology Part I and Biology Part II thereby earning two credits. This is allowable only if each student meets criteria for credit accommodation.
- Two transcripts showed a course on the transcript with no grade reported. Is this an indication that the student withdrew or dropped the class? Should there be some notation to explain this situation?
- Is High School Developmental Reading I a course that has been approved by your school board as a local elective?
- Check science courses for correct state code numbers and names.
- One transcript showed that a student who took and passed 8539 Precision Machining Tech I earned two credits. This Career and Technical Education (CTE) course carries one credit, not two.

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- One transcript showed a student taking *DE 3100 VCU CMST 209 – College Success Skills* during first semester and *DE 3101 VCU CMST 210 Health Careers Exploration I* during second semester. Total credits earned were 0.5. Is there a signed dual enrollment articulation agreement with your school board for these courses?

Comments and Questions for Rising 12th Grade:

- Career Investigations (a middle school course) does not earn high school credit.
- Education for Employment may result in only one credit for an eligible student with an IEP.
- Two transcripts showed students who took sequential CTE classes (examples from EMT and Entrepreneurship classes) in one year, with one course each semester. Each student took the first level course with a failing grade (first semester) and continued forward in second semester to take and fail the second level course. If the first level is prerequisite to the second, why would the student continue to the second course after receiving a failing grade in the first? How is the course structured to report semester grades for two sequential full-year CTE courses?
- One transcript showed Grade 8 Orchestra as a high school credit. Is this accurate?
- One transcript showed a semester grade for 8250 Culinary Arts. There was no value for credit earned. Should 0.5 credit be shown as credit earned?

Notes from Cohort Graduation Process Interview:

Topic: Interventions in place for students who are not on track to graduate
RPS Response:

- Freshman Academy puts all ninth grade students (except repeaters) on teams. Classes meet on one hallway with the same group of teachers serving the teams. The Freshman Coach works with these students for two years (grades 9 and 10), both new students and repeaters. The coach uses data to tier students academically and meets individually with students to come up with a plan for tracking the student based on attendance, course grades, and behavior.
- Remediation courses are built in if a student failed the English reading SOL in grade 8 (developmental reading). There is a prep course for Algebra I. The Freshman Coach works in conjunction with counselors and teachers and receives a list of course failures from guidance. The Coach can assign students to attend tutoring. Ninth grade students who fail two courses are not considered at risk of not graduating because they can 'catch up'.
- Each nine weeks there is a review of all report card data. Counselors send failure letters and invite parents and students to meet. Parents may call or come to the school. Counselors meet with students whose parents do not respond.
- In addition to supports through Freshman Academy, academic interventions are provided through
    - After school tutoring by subject (teachers receive a stipend for tutoring)
    - Justice Community Center for Excellence (JCCE) provides tutoring on site after school to ninth and tenth grade students accepted into the program. This is a core and enrichment program with transportation provided (teachers receive a stipend)

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- SOL remediation courses are scheduled within the school day for Grade 11 Reading, Grade 11 Writing, Algebra I, and Grade 9 Developmental Reading
- Teachers tutor 11th and 12th grade students by teacher by subject Monday through Thursday.
- Developmental Reading is provided to exceptional education students based on the IEP.
- SOL Boot Camp provides intervention in two courses and pizza on Fridays.

Topic: Communication processes and evidence of communication with students and parents regarding graduation requirements.
RPS Response:

- There are 3 counselors for 700 students (1:233). Counselor's caseload is assigned by alphabet. The school anticipates 200 ninth graders and about 147 seniors in 2018-19. The scheduling process for students begins in previous spring using an individual student tracking sheet to plan courses for the upcoming year. There is a review of report card grades and SOL test scores for incoming freshman and counselors determine course placement based on these data as well as by going to feeder middle schools for scheduling. Information from May SOL results is not imported to the counselor tracking sheet.
- If a student has taken high school courses in middle school, we put the student on the Advanced diploma track.
- Freshman orientation is held in August. At orientation, the discussions include information about the block schedule and promotion requirements. Parents may attend (about 50% do attend) and pick up student class schedules. The schedule change process is explained and forms for changes are available. Counselors respond to schedule change requests within two weeks.
- At freshman orientation, counselors go over credits, transcripts, SOL scores, and students complete course request forms for review. All meetings with freshmen conclude by October and counselors update individual tracking sheets at that time.
- The Freshman Coach connects with freshman teachers and the counselor and Freshman Coach meet. Counselors have no direct knowledge of actual activities between the Freshman Coach and freshman teachers.
- In mid-October, counselors begin individual meetings with other students (seniors first). They review credit verification sheets with students.
- Classroom guidance is once per year in spring. They do not plan second rounds of class meetings. Individual counseling may be requested by students and teachers.
- In addition to Freshman Orientation, students and parents receive communication about graduation requirement during
  - Back to School Night
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- The academic and career plan document (ACP) is not workable. It often contradicts a student's course planning sheet. For example, an individual student's course planning sheet indicated a strikethrough

on foreign language while the student's ACP listed foreign language because the student wanted an advanced diploma.

Topic: Graduation Monitoring Processes and Systems

- **How is student graduation data tracked?**
- **What graduation tracking documents are used to verify SOL data, course data, diploma type, industry certification, verified credits; rising seniors courses needed for graduation; and cohort graduation requirements**
- **Who is involved in cohort tracking?**
- **What is the communication process for monitoring student graduation data?**

RPS Response:

- Counselors have received one training on new graduation requirements/standards from the guidance coordinator. This training was not in depth and forms were not updated. They were told the guidance lead will do updates of forms this summer (2018).
- A spreadsheet including SOL and cohort data (seniors only) is updated manually in Google drive. Information in the cohort tracking sheet is not complete. (Each school develops its own tracking verification form.)
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- A retention list is provided for every grade level and we use it to determine who is not on track to graduate. Many students on the list catch up due to efforts of the intervention, intervention programs, and/or summer school.
- Most students who do not graduate do not ever attend at this building or just say "I'm not doing it. I'm not coming back."
- We project 89% will graduate in 2018 cohort; six students are attending summer school.
- We have not looked at rising seniors yet to see who is on track to graduate. The cohort spreadsheet for 2019 seniors is not populated at this time—it is created during the senior (2018-19) year. We will pull the VDOE cohort document (OGR report) and will meet to go over the data, student by student. The cohort spreadsheet is populated from the VDOE OGR report.
- Freshman data shows 15/200 (or 7.5%) were retained (as defined by students earning fewer than 5 credits).

Topic: Attendance

RPS Response:

- Student attendance is tracked along with achievement. The attendance team meets with individual students who reach six unexcused absences. Counselors are part of the attendance team but everyone does not come together regarding student attendance or grades. Counselors take attendance information from report cards and interim reports and may meet with individual students about missed opportunities. Teachers are expected to make home contacts.

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Topic: Substitute SOL tests:

- **How do you use substitute SOL tests?**
- **When are they given and who takes them?**

RPS Response:

- **Note**: No information was provided on this topic.

Topic: Profile of a Virginia Graduate

- **How will you incorporate Profile of a Virginia Graduate requirements into your current process?**

RPS Response:

- Counselors work with SPED Instructional Compliance Coordinator—get her to review IEP for placement. We work in collaboration with the case manager. We also have a transition coordinator (a teacher who develops a plan for every student).
- No one person tracks graduation progress for students with disabilities.
- John Marshall High has no EL students.

Academic and Career Plan Review:

- Requested six Academic and Career Plans (ACP) and received six ACPs.
- All were dated during the period 11/16/2017 through 4/18/2018.
- None were fully complete.

Audit of Bell Schedules Conducted June 2018 Using 2017-2018 Schedules

John Marshall High School

- First, second, and fourth blocks are 93 minutes long, resulting in 139.5 hours of instruction.

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- Third block time:
  - Class A is 91 minutes long resulting in 136.5 hours of instruction.
  - Class B is 96 minutes long resulting in 144 hours of instruction.
- Ensure that the new requirements from the Standards of Quality (SOQ) regarding physical activity are implemented.

Questions/Observations:

1. Class A has a time discrepancy on the schedule. It is listed as 93 minutes long and is actually 91 minutes long according to the times provided.

Standards of Accreditation

Virginia Administrative Code 8VAC20-131-110. Standard and verified units of credit.
A. 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 school division may waive the requirement that a student receive 140 clock hours of instruction to earn a standard credit, effective with students enrolled in the 2015-2016 school year, as prescribed in the Standards of Quality and board guidelines. When credit is awarded in less than whole units, the increment awarded must be no greater than the fractional part of the 140 hours of instruction provided. If a school division elects to award credit on a basis other than the 140 clock hours of instruction required for a standard unit of credit defined in this subsection, the local school division shall provide the board with satisfactory proof, based on board guidelines, that the students for whom the 140-clock-hour requirement is waived have learned the content and skills included in the relevant Standards of Learning. In addition, the local school division shall develop a written policy approved by the superintendent and school board that ensures:
1. That the content of the course for which credit is awarded is comparable to 140 clock hours of instruction; and
2. That upon completion, the aims and objectives of the course have been met.
B. 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. In accordance with the provisions of the Standards of Quality, students may earn a standard and verified unit of credit for any elective course in which the core academic Standards of Learning course content has been integrated and the student passes the related end-of-course SOL test. Such course and test combinations must be approved by the board.
Upon waiver of the 140-clock-hour requirement according to board guidelines, qualified students who have received a standard unit of credit shall be permitted to sit for the relevant SOL test to earn a verified credit without having to meet the 140-clock-hour requirement.

John Marshall High School
Richmond City Public Schools
July 3, 2018

Definitions:
Standard credit: "Standard unit of credit" or "standard credit" means credit awarded for a course in which the student successfully completes 140 clock hours of instruction and the requirements of the course. Local school boards may develop alternatives to the requirement for 140 clock hours of instruction as provided for in 8VAC20-131-110 and in accordance with board guidelines.
Verified credit: "Verified unit of credit" or "verified credit" means credit awarded for a course in which a student earns a standard unit of credit and (i) achieves a passing score on a corresponding end-of-course SOL test; (ii) achieves a passing score on an additional test as defined in this section as part of the Virginia Assessment Program; (iii) meets the criteria for the receipt of a locally awarded verified credit conferred in accordance with board criteria and guidelines as provided in 8VAC20-131-110 B 3 when the student has not passed a corresponding SOL test in English, mathematics, laboratory science, or history and social science; (iv) meets the criteria for the receipt of a verified credit for history and social science by demonstrating mastery of the content of the associated course on an authentic performance assessment as provided in 8VAC20-131-110 B 4; or (v) 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, as provided in 8VAC20-131-110 B 5.

Va. Code § 22.1-253.13:1 (Standard One of the Standards of Quality)

§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

D. 15. (Applicable beginning with the 2018-2019 school year) A program of physical activity available to all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and available to all students in grades six through 12 with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate by the local school board. Each local school board shall implement such program during the regular school year.

Attachment J

Thomas Jefferson High School
Richmond City Public Schools
July 18, 2018

Transcript Audit Finding Guidance
45 Transcripts and Course Requests Reviewed
Note: The numbers in each column indicate the number of findings present.
Additional comments and questions appear below this table.

Transcript Finding	**Rising 9th grade (12 course requests and middle school transcripts reviewed)**	**Rising 10th grade (11 transcripts reviewed)**	**Rising 11th grade (11 transcripts reviewed)**	**Rising 12th grade (11 transcripts reviewed)**
Heading of the transcript is not complete (exclusive of graduation date)				
Diploma type is not indicated				
Class rank is not provided			2	
Cumulative and earned credits are not noted and are not appropriately aligned		4-Courses given credit and course credit summaries do not match	8-Courses given credit and course credit summaries do not match	13
Yearly and cumulative GPA are not noted				
Appropriate course credit is not awarded for the given course	2	3	4	12
Verified credits aligned to specific courses are not notated on vertical transcript column			11	13
State course codes are incorrect	2	3	4	5
Attendance data is not notated accurately		10	10	11
Test record for SAT/ACT is not noted	SAT/ACT data was not found on any of the transcripts reviewed			
Transfer information from feeder middle school and/or out of district high school does not include school name, address, email, and phone number		7	11	9

Thomas Jefferson High School
Richmond City Public Schools
July 18, 2018

Transcript Finding	**Rising 9th grade (12 course requests and middle school transcripts reviewed)**	**Rising 10th grade (11 transcripts reviewed)**	**Rising 11th grade (11 transcripts reviewed)**	**Rising 12th grade (11 transcripts reviewed)**
Course sequences are not appropriate	3		4	6
Course titles are not aligned with approved state titles				
Virtual course or tracking system for virtual course is not notated	Virtual coursework data was not found on any of the transcripts reviewed			
CPR course or tracking system for CPR course is not notated	No information regarding student completion of the CPR graduation requirement was found on the reviewed transcripts			
CTE credential is not noted where appropriate	No transcript reviewed provided information about student achievement of any type of CTE credential			
Economics and Personal Finance is not noted				
Sequential elective: Computer math required CTE sequential electives – not noted				
A world language sequence is not noted for students attempting an advanced studies diploma				
The projected graduation date is not identified		9	10	11

Schoolwide Comments and Questions:

1. The course entitled “Spanish I – Regular Course” does not match the state course title, Spanish I. Similarly, the course entitled “French I – Regular Course” does not match the state course title.
2. How are course sequences and selections determined? What is the role of the teacher, counselor, parent and student in the process? How do counselors help students set and achieve rigorous and realistic goals when determining course selections and diploma types?
3. What is the process to ensure that students are earning enough credits to graduate? What is the process to ensure that students seeking the Advanced Studies Diploma are taking the courses needed, such as foreign languages, in order to graduate with that diploma? Are academically advanced students counseled about seeking the Advanced Studies Diploma?

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4. Attendance data are inconsistent. The number of days present and absent should add to 180. The majority of transcripts show days attended totaling above 180.
5. Transcripts are missing notations for honors courses and virtual courses.

Comments and Questions for Rising 9th Grade:

1. One transcript showed two credits incorrectly awarded for Keyboarding in grade 8.
2. One transcript showed .5 credits incorrectly awarded for Spanish IB in grade 8.
3. One 8th grade transcript showed one credit awarded for French II, but there is no indication the student took or passed French I.
4. One student received credit for Spanish II credit in grade 8, and is scheduled for Spanish III. However, there is no indication the student took or passed Spanish I.
5. One student is scheduled for Art II; is Art I a prerequisite?
6. One student is scheduled for only five courses.

Comments and Questions for Rising 10th Grade:

1. One transcript showed one credit incorrectly given for middle school transfer Study Skills; a different student was awarded two credits from middle school for Study Skills (also incorrect).
2. Transcript with P/F – has 10 Language Arts and Art II, no 9 Language Arts (one transcript)
3. One transcript shows only 8th grade courses. Is this a Governor's School Student?
4. Two students were given .5 credit for 5515 Spanish IB; however, they do not appear to have taken Spanish IA.
5. One transcript shows a student taking only four courses.
6. One student was given .5 credit for 0116 – Reading Across the Curriculum. Has this course been approved by the Richmond Board for elective credit?

Comments and Questions for Rising 11th Grade:

1. One student received one credit for IB Spanish I Part B and one credit for Part A – two credits from middle school. Two credits for Spanish cannot be awarded for this sequence.
2. One transcript showed a student receiving one credit for IB Spanish I Part B; however, there is no evidence of having taken IB Spanish I Part A.
3. One transcript showed duplicate courses, with grades given in only one of the courses. What is the process for removing duplicate courses from transcripts?
4. One student took Art II with no evidence of having taken Art I.
5. One student was given two credits for Auto Body Technology I: Collision & Repair, which is a one credit course.
6. Three students took Virginia and U.S. Government in 10th grade without evidence on their transcripts of U.S. History.
7. One transcript showed a student took Algebra I Part I and then Algebra Functions and Data Analysis; however, there is no evidence of Algebra I or Algebra I Part 2.
8. One student was incorrectly given credit in grade 9 for Study Skills and Standardized Test Prep.

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9. Three students received credit in middle school for Career Investigations Phase I; no credit can be given for this course.

Comments and Questions for Rising 12th Grade:

1. Class rank is reported as a percentage on two transcripts.
2. Notation for virtual course missing (13 transcripts)
3. One transcript showed a student achieving solid grades in courses that would make him/her eligible for an advanced diploma, but the designated diploma type is standard. What is the process for ensuring that students are counseled to work towards their highest potential?
4. Course sequence errors/issues:
    a. Geometry Honors/2015-16 Algebra II (grade C) and Trig. Honors/2016-17 Algebra I (grade F)
    b. Ecology Honors/Chemistry Honors
    c. Environmental Science before Biology I or Earth Science II
    d. Art I/Art IV Honors IB/Art III Adv-Int
    e. IB French V with no other French
    f. Grade 9 – IB Art IV Honors/Grade 10-Art II Intermediate/Grade 11 – Visual Arts I – three credits – is this possible?
5. Course titles:
    a. Spanish I Regular Course (two transcripts)
    b. French I Regular Course
    c. Ecology vs. Biology II – Ecology
    d. 09 Pre-AP Earth Science
    e. Oceanography vs. Earth Science II – Oceanography
    f. Dental Assistant I vs. Dental Careers I (two transcripts)
6. Students were given 2 credits for the following courses, each of which is one credit course:
    a. HVAC I 8503
    b. Auto Tech I
    c. Veterinary Science 8088
    d. Small Animal Care 8083 and 8084
7. Three students were awarded one credit for Intro to Creative Writing.
8. Two students were awarded one credit for Spanish IB without IA.
9. One student was incorrectly awarded a credit for Standard Test Prep.
10. Three students were incorrectly awarded credit for IB MYP Biology.
11. Three transcripts showed level III English in MS and should not have received credits.
12. One transcript reflects IB Level III English credit from middle school, and eight IB credits from Huguenot High School where there is no IB program.
13. Credit for IB-MYP Biology? Student was not in TJHS IB in 2016-17 but was in TJHS IB 2017-18.
14. One transcript shows a student was given two credits for IB Algebra II Trigonometry and Algebra II/Trigonometry Honors but no credit for Geometry.
15. One transcript shows a student took the following courses:

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a. IB Spanish I Part B (one credit, grade D) – middle school
b. IB Spanish II (one credit, grade C) – middle school
c. IB Spanish III (one credit, grade C) – 9th grade
d. Spanish IV (grade F)
e. IB French V

Is the transcript correct in recording French V, or did the student take Spanish V? Why did the student return to an IB language class after performing poorly in a non-IB language class? If the student did take French V, he or she should not get credit without having taken prerequisite courses.

16. One transcript shows that a student incorrectly received credit for taking Introduction to Creative Writing in middle school.
17. One transcript shows a student given credit for Military Science II without Military Science I. No credits should be awarded.
18. One student is entering the senior year without a Career and Technical Education (CTE) credit; another rising senior needs five verified credits to graduate; at least one rising senior who might earn an Advanced Studies Diploma will not have earned enough foreign language credits due to waiting until eleventh grade to take a foreign language.

Notes from Cohort Graduation Process Interview:

Topic: Interventions in place for students who are not on track to graduate
RPS Response:

- Summer school
- After school remediation
- Parent-teacher conference
- Communities in Schools (CIS) referral
- Mentor
- Special programs
- Behavior support
- Psychologist
- Saturday school
- Retiree tutoring
- In-school pull-out tutoring
- Agencies – Hope Church, Upward Bound (residential component for summer)
- Project Discovery
- Partnership for the Future
- Classroom guidance for students at every grade level – college, employment
- Future Center
- Homebound

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- Edgenuity
- SOL remediation review
- Upward Bound selection – open application during new student orientation – about 20 students in it grades 9-12. College application mentor, college mentor.

Something for every grade level?
RPS Response:

- Not as much as we want due to resources.
- We want IB Camp.
- Summer school for IB freshmen – bridge program.
- Forty to sixty in IB per year.
- Two hundred thirty-two ninth grade students last year.
- Prior to ninth grade, collaboration with middle school counselors.
- Review scores from middle school, use to build their schedules, such as Algebra I Part One.
- We can't double block classes due to schedules.
- Look at attendance data, get with them first week of school.
- Retention rates for each grade level – only 20 students for entire year.

When do you identify if a child is off track to graduate?
RPS Response:

- Monitor report cards quarterly.
- Use academic career plan and report card to see where they are going.
- Send letters to parents at end of year – need to attend summer school.
- At end of first nine weeks – failures.
- Small group counseling – test taking skills.
- Parent letter.
- After hours tutoring by teachers.

Topic: Communication processes and evidence of communication with students and parents regarding graduation requirements.
RPS Response:

- Graduation requirements are covered in parent orientation and classroom guidance.
- Go over academic career plan once a year.
- Involve coaches.
- Counsel students about GPA – what it means.
- Transcripts are completed June 30.
- Students get a transcript every year in the mail.
- Glitches in system this year – have not gone out.
- 9^{th}, 10^{th}, 11^{th}, 12^{th} grade – classroom guidance, course requests, career cruising – students get transcripts at all these times.
- We do paper copy of academic career plan as required by the division.

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- Students don't manage career cruising effectively.
- There is a career cruising cohort meeting. Career cruising is better than academic career plans. Has student component to the workshops. It has SAT prep.
- We rarely have students bring back academic career plans with signature. Students can access career cruising anywhere.

Factors that contribute to at-risk students not graduating on time:
RPS Response:

- Attendance – not going to class.
- Not enough electives – in arts, such as dance, because we are small.
- Lack of family support.
- Students don't believe they can fail.
- Some students are on their own – homeless, bounced around.
- Chronically truant – out of 600, 67 students – 20 were seniors. A different division-level report had 122. Each parent should sign an attendance agreement.
- School list did not include students who were suspended.
- One out of six in division data for chronic absenteeism. This matches Thomas Jefferson data.

Topic: Graduation Monitoring Processes and Systems

- **How is student graduation data tracked?**
- **What graduation tracking documents are used to verify SOL data, course data, diploma type, industry certification, verified credits; rising seniors courses needed for graduation; and cohort graduation requirements**
- **Who is involved in cohort tracking?**
- **What is the communication process for monitoring student graduation data?**

RPS Response:

- Cohort spreadsheet – classes, SOL assessments, comments.
- Audit course sheet.
- SOL spreadsheet, CPR, industry certifications (CPR, industry certifications not on transcript).
- We teach them to read and understand their transcript.
- We award CVC and credit accommodations as seniors – we have to tell stories to get them to try to pass the test.
- Cohort monitoring – seniors only.
- All counselors and administrators meet quarterly.
- Mostly seniors – we review D/F list and look at trends.

Topic: Profile of a Virginia Graduate

- **How will you incorporate Profile of a Virginia Graduate requirements into your current process?**

RPS Response:

- We introduced Profile of a Virginia Graduate to our freshmen.

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- Have not received SOL reports from middle school. No data analysts at this point. Do not have capability to generate this.

Academic and Career Plan Review

- Seven plans were reviewed.
- Two plans reviewed were 9th grade plans dated 11/30/17 and 2/13/18.
- Three plans reviewed were tenth grade plans dated 2/17/18, no date, and 2/22/18.
- Two plans reviewed were eleventh grade plans dated 3/15/17 and 1/27/18.
- No plans reviewed were signed by parents.
- No plans showed evidence of career assessments.
- No plans showed evidence of classes offered that were aligned with the selected career path.
- Academic and career plan – check-off list of classes taken and classes needed for various diploma types.

Audit of Bell Schedules Conducted June 2018 Using 2017-2018 Schedules

Thomas Jefferson High School

- First, second, and fourth blocks are 92 minutes resulting in 138 hours of instruction
- Third block:
  - Both classes are 93 minutes resulting in 139.5 hours of instruction
- Ensure that the new requirements from the Standards of Quality (SOQ) regarding physical activity are implemented.

Questions/Observations:

1. Third block begins at 11:08 a.m.; 1st lunch begins at 11:15 a.m.; What are students doing from 11:08 a.m.- 11:15 a.m.?
2. How can the schedule be adjusted so that students report directly to the cafeteria for first lunch prior to instruction beginning?

Standards of Accreditation

Virginia Administrative Code 8VAC20-131-110. Standard and verified units of credit.
A. 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 school division may waive the requirement that a student receive 140 clock

hours of instruction to earn a standard credit, effective with students enrolled in the 2015-2016 school year, as prescribed in the Standards of Quality and board guidelines. When credit is awarded in less than whole units, the increment awarded must be no greater than the fractional part of the 140 hours of instruction provided. If a school division elects to award credit on a basis other than the 140 clock hours of instruction required for a standard unit of credit defined in this subsection, the local school division shall provide the board with satisfactory proof, based on board guidelines, that the students for whom the 140-clock-hour requirement is waived have learned the content and skills included in the relevant Standards of Learning. In addition, the local school division shall develop a written policy approved by the superintendent and school board that ensures:

1. That the content of the course for which credit is awarded is comparable to 140 clock hours of instruction; and
2. That upon completion, the aims and objectives of the course have been met.

B. 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. In accordance with the provisions of the Standards of Quality, students may earn a standard and verified unit of credit for any elective course in which the core academic Standards of Learning course content has been integrated and the student passes the related end-of-course SOL test. Such course and test combinations must be approved by the board.

Upon waiver of the 140-clock-hour requirement according to board guidelines, qualified students who have received a standard unit of credit shall be permitted to sit for the relevant SOL test to earn a verified credit without having to meet the 140-clock-hour requirement.

Definitions:

Standard credit: "Standard unit of credit" or "standard credit" means credit awarded for a course in which the student successfully completes 140 clock hours of instruction and the requirements of the course. Local school boards may develop alternatives to the requirement for 140 clock hours of instruction as provided for in 8VAC20-131-110 and in accordance with board guidelines.

Verified credit: "Verified unit of credit" or "verified credit" means credit awarded for a course in which a student earns a standard unit of credit and (i) achieves a passing score on a corresponding end-of-course SOL test; (ii) achieves a passing score on an additional test as defined in this section as part of the Virginia Assessment Program; (iii) meets the criteria for the receipt of a locally awarded verified credit conferred in accordance with board criteria and guidelines as provided in 8VAC20-131-110 B 3 when the student has not passed a corresponding SOL test in English, mathematics, laboratory science, or history and social science; (iv) meets the criteria for the receipt of a verified credit for history and social science by demonstrating mastery of the content of the associated course on an authentic performance assessment as provided in 8VAC20-131-110 B 4; or (v) 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, as provided in 8VAC20-131-

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110 B 5.

Va. Code § 22.1-253.13:1 (Standard One of the Standards of Quality)

§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

D. 15. (Applicable beginning with the 2018-2019 school year) A program of physical activity available to all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and available to all students in grades six through 12 with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate by the local school board. Each local school board shall implement such program during the regular school year.

Attachment J

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Transcript Audit Finding Guidance
45 Transcripts and Course Requests Reviewed
Note: The numbers in each column indicate the number of findings present.
Additional comments and questions appear below this table.

Transcript Finding	Rising 9th grade (12 course requests and middle school transcripts reviewed)	Rising 10th grade (11 transcripts reviewed)	Rising 11th grade (11 transcripts reviewed)	Rising 12th grade (11 transcripts reviewed)
Heading of the transcript is not complete (exclusive of graduation date)				
Diploma type is not indicated				
Class rank is not provided			TS	
Cumulative and earned credits are not noted and are not appropriately aligned		TS-Courses given credit and course credit summaries do not match	TS-Courses given credit and course credit summaries do not match	13
Yearly and cumulative GPA are not noted				
Appropriate course credit is not awarded for the given course	TS	TS	TS	12
Verified credits aligned to specific courses are not notated on vertical transcript column			11	13
State course codes are incorrect	TS	TS	TS	TS
Attendance data is not notated accurately		TS	TS	11
Test record for SAT/ACT is not noted	SAT/ACT data was not found on any of the transcripts reviewed			
Transfer information from feeder middle school and/or out of district high school does not include school name, address, email, and phone number		TS	11	TS

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Transcript Finding	**Rising 9th grade (12 course requests and middle school transcripts reviewed)**	**Rising 10th grade (11 transcripts reviewed)**	**Rising 11th grade (11 transcripts reviewed)**	**Rising 12th grade (11 transcripts reviewed)**
Course sequences are not appropriate	TS		TS	TS
Course titles are not aligned with approved state titles				
Virtual course or tracking system for virtual course is not notated	Virtual coursework data was not found on any of the transcripts reviewed			
CPR course or tracking system for CPR course is not notated	No information regarding student completion of the CPR graduation requirement was found on the reviewed transcripts			
CTE credential is not noted where appropriate	No transcript reviewed provided information about student achievement of any type of CTE credential			
Economics and Personal Finance is not noted				
Sequential elective: Computer math required CTE sequential electives – not noted				
A world language sequence is not noted for students attempting an advanced studies diploma				
The projected graduation date is not identified		TS	TS	11

TS – When the number is 10 or below, the number is suppressed to prevent identification of individual students.

Schoolwide Comments and Questions:

1. The course entitled “Spanish I – Regular Course” does not match the state course title, Spanish I. Similarly, the course entitled “French I – Regular Course” does not match the state course title.
2. How are course sequences and selections determined? What is the role of the teacher, counselor, parent and student in the process? How do counselors help students set and achieve rigorous and realistic goals when determining course selections and diploma types?
3. What is the process to ensure that students are earning enough credits to graduate? What is the process to ensure that students seeking the Advanced Studies Diploma are taking the courses

needed, such as foreign languages, in order to graduate with that diploma? Are academically advanced students counseled about seeking the Advanced Studies Diploma?

4. Attendance data are inconsistent. The number of days present and absent should add to 180. The majority of transcripts show days attended totaling above 180.
5. Transcripts are missing notations for honors courses and virtual courses.

Comments and Questions for Rising 9th Grade:

1. One transcript showed two credits incorrectly awarded for Keyboarding in grade 8.
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8. One student was incorrectly given credit in grade 9 for Study Skills and Standardized Test Prep.
9. Three students received credit in middle school for Career Investigations Phase I; no credit can be given for this course.

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1. Class rank is reported as a percentage on two transcripts.
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14. One transcript shows a student was given two credits for IB Algebra II Trigonometry and Algebra II/Trigonometry Honors but no credit for Geometry.

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15. One transcript shows a student took the following courses:
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    b. IB Spanish II (one credit, grade C) – middle school
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    Is the transcript correct in recording French V, or did the student take Spanish V? Why did the student return to an IB language class after performing poorly in a non-IB language class? If the student did take French V, he or she should not get credit without having taken prerequisite courses.
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Audit of Bell Schedules Conducted June 2018 Using 2017-2018 Schedules

Thomas Jefferson High School

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Standards of Accreditation

Virginia Administrative Code 8VAC20-131-110. Standard and verified units of credit.
A. 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 school division may waive the requirement that a student receive 140 clock

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hours of instruction to earn a standard credit, effective with students enrolled in the 2015-2016 school year, as prescribed in the Standards of Quality and board guidelines. When credit is awarded in less than whole units, the increment awarded must be no greater than the fractional part of the 140 hours of instruction provided. If a school division elects to award credit on a basis other than the 140 clock hours of instruction required for a standard unit of credit defined in this subsection, the local school division shall provide the board with satisfactory proof, based on board guidelines, that the students for whom the 140-clock-hour requirement is waived have learned the content and skills included in the relevant Standards of Learning. In addition, the local school division shall develop a written policy approved by the superintendent and school board that ensures:

1. That the content of the course for which credit is awarded is comparable to 140 clock hours of instruction; and
2. That upon completion, the aims and objectives of the course have been met.

B. 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. In accordance with the provisions of the Standards of Quality, students may earn a standard and verified unit of credit for any elective course in which the core academic Standards of Learning course content has been integrated and the student passes the related end-of-course SOL test. Such course and test combinations must be approved by the board.

Upon waiver of the 140-clock-hour requirement according to board guidelines, qualified students who have received a standard unit of credit shall be permitted to sit for the relevant SOL test to earn a verified credit without having to meet the 140-clock-hour requirement.

Definitions:

Standard credit: "Standard unit of credit" or "standard credit" means credit awarded for a course in which the student successfully completes 140 clock hours of instruction and the requirements of the course. Local school boards may develop alternatives to the requirement for 140 clock hours of instruction as provided for in 8VAC20-131-110 and in accordance with board guidelines.

Verified credit: "Verified unit of credit" or "verified credit" means credit awarded for a course in which a student earns a standard unit of credit and (i) achieves a passing score on a corresponding end-of-course SOL test; (ii) achieves a passing score on an additional test as defined in this section as part of the Virginia Assessment Program; (iii) meets the criteria for the receipt of a locally awarded verified credit conferred in accordance with board criteria and guidelines as provided in 8VAC20-131-110 B 3 when the student has not passed a corresponding SOL test in English, mathematics, laboratory science, or history and social science; (iv) meets the criteria for the receipt of a verified credit for history and social science by demonstrating mastery of the content of the associated course on an authentic performance assessment as provided in 8VAC20-131-110 B 4; or (v) 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, as provided in 8VAC20-131-

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110 B 5.

Va. Code § 22.1-253.13:1 (Standard One of the Standards of Quality)

§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

D. 15. (Applicable beginning with the 2018-2019 school year) A program of physical activity available to all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and available to all students in grades six through 12 with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate by the local school board. Each local school board shall implement such program during the regular school year.

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Attachment K

Resilience. Pride. Success.

RICHMOND PUBLIC SCHOOLS

GRADES 6-12 | FOCUS ON THE FUTURE | 2018-2019

Program of Studies

Planning Guide for Students and Parents

rvaschools.net

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Introduction

This Program of Study booklet is intended to provide valuable information to allow students and parents to make selections that will best prepare for future success. It has been designed to explain the rich variety of challenging and rigorous choices available.

The demands of high school coursework for students throughout the state make the expectations for graduation challenging for students than in past years. However, these expectations prepare students to be career and college ready. In anticipation of meeting these demands, Richmond Public Schools (RPS) offers complexity in course work as well as electives to help to diversify each high school experience.

Students are encouraged to work with their teachers and school counselors to make decisions appropriate for achieving individual goals. RPS continues to explore ways to introduce more rigor, relevancy, diversity, and specialization to all school course offerings and school counselors will be able to fully explain courses that are implemented after the printing of this booklet.

How students spend their time in school will only make their future better and their goals more attainable. All members of RPS urge each student to take full advantage of the courses that are provided in this booklet as well as in the classroom. Student success is the division's greatest achievement, and Richmond Public Schools is committed to students' continued development.

Superintendent
Jason Kamras

School Board
Elizabeth Doerr (District 1)
James Scott Barlow (District 2)
Kenya Gibson (District 3)
Jonathan Young (District 4)
Patrick Sapini (District 5)
Felicia Dionne Cosby (District 6)
Cheryl Burke (District 7)
Dawn Page (District 8)
Linda Owen (District 9)

Please Note:
Although deemed accurate when printed, information in this booklet may change during the year as Richmond School Board policies and regulations are updated. For the most current version of this booklet, visit the RPS website: www.rvaschools.net.

To see Richmond School Board Policies and Regulations, visit: http://www.rvaschools.net/Page/1965

GENERAL INFORMATION

Course Selection

The course selection process involves balancing student requests, teacher recommendations, parent preferences, and course availability. Many courses have prerequisites for the next sequential course, and it is important for the student to check with the teacher and/or department head to see if he/she has satisfied the prerequisites for the next course. Placement in honors and advanced placement courses requires a desire on the student's part to explore a topic in greater depth, a commitment to extra time and effort, parent approval, and a teacher recommendation. Elective courses such as Art are assigned based on student interest as well as both availability and positioning in the schedule.

School Counseling Services

Richmond Public Schools provides a comprehensive, developmental guidance and school-counseling program that addresses the academic, career, and personal/social development of all students. School counselors are professional advocates who provide support to maximize student potential and academic achievement. In partnership with other educators, parents/guardians, and the community, school counselors facilitate the support system to ensure all students in the school division have access to and are prepared with the knowledge and skills to contribute at the highest level as successful and productive members of the community.

Course Changes

Students will be issued schedules based on their selections as reflected on their course selection forms. **Every effort will be made to satisfy student requests, student needs, and parent and teacher recommendations.** Students will be encouraged and given every opportunity to discuss their choices with teachers, advisors, parents, and counselor before they leave for the summer. The school counseling staff is available for two weeks at the end of the school year and again two weeks before school opens in the fall to discuss scheduling problems. This practice has been put in place in hopes that any changes in the fall will be kept to a **minimum** and certainly within the first two weeks of school. A date will be set for the beginning of the school year that will mark the end of the add-drop period.

SECTION I: Key Information

Academic and Career Plan

Beginning in 7th grade all students are to have a personal learning plan and course of study that aligns with the student's academic and career goals. See a sample copy of the plan in Section II.
http://www.doe.virginia.gov/instruction/graduation/academic_career_plan/index.shtml

The Academic and Career Plan must include but is not limited to:

- A program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests.
- A review and update, if necessary, before the student enters the ninth and eleventh grades.
- The signatures of the student, student's parent or guardian and school official(s) designated by the principal.

Advanced Placement Program

The Advanced Placement (AP) Program, sponsored by the College Board, gives students the opportunity to pursue college-level studies while still in high school and to possibly receive college credit. Courses offered are designated "AP" in the course descriptions. The curriculum of an AP course is challenging and requires more effort and homework on the part of the student than a regular or honors course. Students develop critical thinking skills, fluent writing abilities, problem-solving skills, and expertise in absorbing masses of material. They learn to deal with strenuous traditional academic settings and ultimately achieve at levels they never imagined possible. Students are required to take the Advanced Placement Exam.

College Courses

With the approval of the high school principal, students may take college-level courses at the local colleges and universities. Students must also meet the admissions requirements set forth by the university as well as pay the full cost for the college course taken. Students are also responsible for securing and paying for the needed textbooks and supplies. See section III for information concerning special programs offered at local colleges and universities.

Dual Enrollment

The Dual Enrollment program provides an opportunity for qualified high school students to enhance their education by enrolling early in college courses. Students will be able to experience college-level courses, explore career options and shorten the time required to complete a college degree. Dual enrollment courses allow high school students to meet the requirements for high school graduation while simultaneously earning college credit.

Eligibility for Activities

Middle School Eligibility

A student may be eligible to participate only on the athletic team(s) of the middle school in which he or she is enrolled. Students may not participate while enrolled in an alternative education program. A student may not practice or compete with more than one middle school interscholastic team at a time.

Academic Requirements

- To be eligible to participate in middle school athletics, a student must pass five courses with a minimum grade of C, two of which shall be English and Math, and read on grade level, as determined by test data at the end of the preceding school year.
- **Fall Sports:** students must pass five courses with a minimum grade of C, two of which shall be English and Math, and read on grade level, at the end of the preceding school year. Rising sixth grade students must have passed all fifth-grade core academic courses with a minimum grade of C at the end of the preceding school year and read on grade level.
- **Winter Sports:** students must pass five courses with a minimum grade of C, two of which shall be English and Math, and read on grade level, at the end of the preceding school year. Rising sixth grade students must have passed all core academic courses with a minimum grade of C and read on grade level, at the end of the preceding school year. If the winter season extends into the second semester, students who do

not pass five courses with a minimum grade of C, two of which shall be English and Math, and read on grade level, at the end of the first semester of the current year shall become ineligible to participate for the remainder of the season. Likewise, students who do not meet the academic eligibility requirements at the beginning of the first semester may become eligible at the beginning of the second semester, if the student passes five courses with a minimum grade of C, two of which shall be English and Math, and read on grade level, at the end of the first semester.

- **Spring Sports:** students must pass five courses with a minimum grade of C, two of which shall be English and Math, and read on grade level, at the end of the first semester of the current school year.
- **Special Education:** students must also pass five courses, two of which shall be English and mathematics in accordance with any modifications prescribed by his/her individualized education program (IEP). Rising sixth grade students must pass all core academic courses with a minimum grade of C, at the end of the preceding school year to participate in Fall Sports or in Winter Sports during the first semester. A special education student who does not receive grades must make standard progress in his/her courses as determined by his/her IEP.

A participant in middle school athletics shall not have reached the age of 15 on or before September 1 of the school year in which he or she wishes to compete.

High School Eligibility
Richmond Public Schools Athletic GPA policy:

POLICY 8-4.2 INTERSCHOLASTIC ATHLETICS

The School Board of the City of Richmond endorses membership by its high schools in the Virginia High School League, Inc. (VHSL). The School Board approves of a broad program of interscholastic athletics for students eligible under the VHSL rules, subject to the additional academic and student conduct requirements set forth below for students participating in VHSL interscholastic athletic competition.

To be eligible to participate in the school athletic program, a student must be a bona fide student in good standing of the school he/she represents. A student's academic and behavioral performance is considered in determining whether that student is in good standing in their home school.

For a student to be deemed to be in good standing he/she must meet the following academic and student conduct criteria:
Academic Requirements For each semester, the student shall be enrolled in no fewer than five subjects, or their equivalent, offered for credit and which may be used for graduation.

Beginning July 1, 2014, students shall meet the following academic requirements to be eligible for participation in VHSL activities:

Rising 9th Graders:
All rising 9th graders who otherwise meet the qualifications for participation in VHSL activities will be deemed eligible to participate in VHSL activities for the upcoming school year.

Rising 10th, 11th and 12th Graders:
All rising 10th, 11th, and 12th graders who otherwise meet the qualifications for participation in VHSL activities will be deemed eligible to participate in VHSL activities for the first semester of the upcoming school year if:

(1) the student's cumulative grade point average at the conclusion of the preceding school year is 2.0 or greater; or
(2) the student's most recent semester grade point average was 2.0 or greater.

For eligibility in subsequent semesters, students must achieve:

(1) a cumulative grade point average of 2.0 or greater for the preceding school year; or
(2) a semester grade point average of 2.0 or greater for the preceding semester to retain eligibility.

Virginia High School League Eligibility

28A-5-1 SCHOLARSHIP RULE-The student shall:

(a) For the first semester, be currently enrolled in not fewer than *five* subjects, or their equivalent, offered for credit and which may be used for graduation; and have *passed five* subjects, or their equivalent, offered for credit and which may be used for graduation the immediately preceding year or the immediately preceding semester for schools that certify credit on a semester basis; and

(b) For the second semester, be currently enrolled in not fewer than five subjects, or their equivalent, offered for credit and which may be used for graduation; and have passed five subjects, or their equivalent, offered for credit and which may be used for graduation the immediately preceding semester.

Note: Credit for courses must be recognized by the State Department of Education. Such credit is to be awarded for the semester in which the work is scheduled to be completed. Credit for summer school work must be applied on the immediately preceding semester or year.

English Learners (EL)

An ESL program is available to students with non-English or limited English-speaking proficiency. The mission of the ESL Program is to provide a bridge to general education standards expected of all students in Richmond Public Schools. The department offers special resources and services to meet the needs of English Learners (EL). Language instruction is organized to assist students in communicating effectively in English both in and out of school and to use English to achieve academically in all content areas.

Exceptional Education

Exceptional education and related services are available for students with identified disabilities under the Individuals with Disabilities Education Improvement Act (IDEIA). These services ensure a student's access to the general education curriculum and addresses the unique needs that result from his/her disability. Services are individualized and implemented through the student's Individualized Education Plan (IEP) that is provided to the student in the least restrictive environment. Through the IEP process the students and collaborative team members are encouraged to develop specific goals related to a career plan that will support the student in reaching those goals by focusing on academics and social/emotional skills that will guide students to success and become contributing members of society.

Students with disabilities may participate in all school activities and must not be excluded from courses and tests required to earn a Standard, or Advanced Studies Diploma. Students with disabilities may receive any one of the three Board recognized (refer to "Graduation Requirements" in Section III) diplomas, as deemed appropriate by their IEP team, or other board approved certified credential (e.g. GED certificate).

Gifted and Advanced Learners

Richmond Public Schools Programs for the Gifted & Talented provides a continuum of comprehensive services for gifted and talented students. This continuum is accessible to all students beginning in kindergarten through twelfth grade. Such services are an essential component of an urban school division's commitment to deliver quality education to students to achieve at their highest potential. The Programs for the Gifted & Talented offer four levels of services of increasing challenge and are designed to emphasize the importance of pairing services with student needs utilizing flexible entry points. Our goal is to provide opportunities for students to experience challenges that promote continuous academic growth.

Levels of Services

Level 1: Special Program for Academic and Creative Excellence (General Education Classroom Push-in Services) Level 1 service is provided to all students in K-5 through the collaboration between SPACE teacher and classroom teachers. Critical and creative thinking skills will be embedded within lessons modeled by SPACE teachers using the

gifted push-in model in grades K-1. SPACE teachers and classroom teachers will identify students who demonstrate the aptitude for high achievement to be referred for Level 2 pullout services.

Level 2: Special Program for Academic and Creative Excellence (General Intellectual Aptitude/GIA Pull-out Services)
The SPACE teachers will service students with high achievement and consistent outstanding general intellectual ability in SPACE, a pull out program. The SPACE program serves students with high ability in grades 2-5. Elementary school (ES) gifted resource teachers will collaborate with classroom teachers to enhance and employ critical and creative thinking strategies in their instruction. The ES gifted resource teachers use units of study that deepen and enhance the curriculum for gifted learners. They will use sophisticated and complex content in authentic learning. These units, emphasize high-end learning, build students' critical and creative thinking skills by challenging them beyond grade level.

The middle school SPACE program serves students with high ability in grades 6 – 8. At the middle school level, elective classes with instruction provided by SPACE teachers emphasize the components of a differentiated curriculum, including advanced content, process, and product development. The MS SPACE teacher will advise and assist core teachers with differentiation for advanced and gifted learners.

Level 3: Specific Academic Ability (SAA)

Honors Program - Grades 6-12
Advanced and gifted students at the middle and high school levels are provided courses emphasizing challenging and meaningful learning experiences. Single and double advanced mathematics and dual enrollment opportunities provide students with accelerated content and in-depth study. Middle school students who qualify or meet certain criteria have access to gain high school credit in the following, Algebra I, Geometry, Earth Science, and Foreign Language.

Level 4: Application based programs servicing advanced and gifted students full time (GIA)
International Baccalaureate Middle Years Programme (IB_MYP): Grades 6-10. The IB Middle Years Programme provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.

International Baccalaureate Diploma Programme (IB-DP): Grades 11-12
The IB Diploma Programme is designed as an academically rigorous and balanced program of education that prepares students for success at the university level and in life.

Richmond Community High School: Grades 9-12
Richmond Community High School is a college preparatory high school that provides an outstanding educational opportunity for gifted students whose socio-economic circumstances may limit their ability to succeed.

Open High School: Grades 9-12
Open High School develops responsible, creative, independent, college/career ready students who value intellectual inquiry, compassion, and social responsibility in a global society by leading students to pursue challenging academic goals, participate in shared decision-making, and form partnerships with the community.

Maggie L. Walker Governor's School for Government and International Studies: Grades 9-12
Maggie L. Walker Governor's School provides broad-based educational opportunities that develop gifted students' understanding of world cultures and languages as well as the ability to lead, participate in, and contribute to a rapidly changing global society.

Appomattox Regional Governor's School for the Arts and Technology VPA and CTA: Grades 9-12
Appomattox Regional Governor's School nurtures gifted and talented creative thinkers, leaders, artists, innovators, and pioneers in the fine, performing and technological arts.

Area of Giftedness Identified by the Division	Grades Served
General Intellectual Aptitude (GIA) ▪ Special Program for Academic and Creative Excellence (SPACE)* K-8 ▪ Honors Program, Advanced Placement (AP), Dual Enrollment and Early College Academy (ECA) 6-12 ▪ International Baccalaureate Middle Years Programme (IB-MYP)* 6-10 ▪ International Baccalaureate Diploma Programme (IB-DP)* 11-12 ▪ Richmond Community High School* 9-12 ▪ Open High School* 9-12 ▪ Maggie L. Walker Governor's School for Government and International Studies* 9-12	K-12
Specific Academic Aptitude (SAA) ▪ Accelerated Mathematics 6-12 ▪ Advanced Placement (AP) 9-12	6-12
Career and Technical Aptitude (CTA) ▪ Appomattox Regional Governor's School for the Arts and Technology* 9-12 ▪ Governor's Summer STEM Academy, Hanover* 10-11	9 – 12 *
Visual and/or Performing Arts Aptitude (VPA) ▪ Appomattox Regional Governor's School for the Arts and Technology* 9-12	9 – 12 *
Extracurricular Programs for Middle School and High School Students ▪ Summer Regional Governor's School (middle school students) * ▪ Summer Residential Governor's School (high school students) * ▪ Math Science Innovation Center Summer Programs ▪ William & Mary Camp Launch* ▪ University of Virginia Summer Enrichment Program (SEP)*	6-12

*Each of these programs requires a specific application and adjudication process.

Grade Point Average (GPA), Class Rank, Grading Scale and Weighting of Grades

A student's grade point average (GPA) and class rank shall be computed for the following purposes: (1) to determine honor graduates; (2) to determine if a student is eligible for the diploma seal awarded by the Virginia Board of Education; (3) to communicate to college admissions offices and other agencies designed by the student and/or parent; and (4) to determine the valedictorians) and salutatorian(s) for the graduating class.

Class rank will be determined by assigning the student with the highest GPA the rank of number one (1); the second highest, the rank of number two (2), etc. In cases where more than one student has the same numerical average, all students with the average will be given the same rank. The next highest average will assure the next rank position.

Example:

Student No. 1 – 3.9880 Rank 1
Student No. 2 – 3.9880 Rank 1
Student No. 3 – 3.8972 Rank 2
Student No. 4 – 3.8972 Rank 2

The student with the next highest average will have the rank of three (3) in the class.

Students are ranked numerically, in descending order, according to GPA at the end of each high school year in grades 9 through 11 and at the end of the first semester of the senior year. All credit bearing courses will be used to compute the GPA and class rank. High school classes taken in middle school shall also be included in the computation. Courses with the letter grade of "I" or "P" and courses specifically flagged for exclusion (i.e., "pseudo" courses used for scheduling such as "Leave Early", "Media Assistant," etc.) are excluded from GPA calculation. GPA and class rank are reported to colleges and universities on a 4.0 scale at the end of grade 11 and at the end of the first semester of grade 12.

Students transferring during the junior or senior year shall receive a GPA and a standing as to percentage (i.e., top 5%, top 10%, etc.) but shall not be included in the numerical ranking. The GPA is determined as follows:

Points x Credits = Calculated Points
Total Calculated Points / Total Credits Attempted = GPA

Refer to the chart below for grading scale and grade values.

RPS Grading Scale

RPS Grading Scale	
A - Outstanding	**100-90**
B - Above Average	**80-89**
C - Average	**70-79**
D - Below Average	**60-69**
F - Unsatisfactory	**59-0**

Honor Roll

Students can attain honor roll status at the end of each 9-week marking period, semester and year by earning a grade point average of 3.0 or above and no grade below C.

Internet Acceptable Use Procedures

Appropriate student use of the Internet is addressed in the Student Code of Responsible Ethics under Standard Number 11 titled "Improper Use of the Internet." This standard recognizes the role of students as responsible uses of the Internet. Students in Richmond Public Schools are provided access to the Internet via a number of browsers, including Internet Explorer, Google Chrome and Firefox. They will not be provided with individual electronic mail accounts or unsupervised access to other tools for traveling the Internet. As such, the RPS S.C.O.R.E shall serve as the definitive guide for acceptable uses of the Internet in Richmond Public School. It is expected that all computers within the division accessing the Internet will be used in a responsible, efficient, ethical and legal manner.

Locally Awarded Verified Credits

Guidelines set forth by the Virginia Department of Education enable local school boards to award verified credits in science and history/social studies that may be used to fulfill the requirement of four verified credits of the student's own selection. These guidelines do not apply to the awarding of verified credits in English or mathematics and refer only to the Standard Diploma.

To be eligible to earn locally awarded verified credits in science, or history/social studies, a student must:

- Pass the high school course, not pass the related SOL or approved substitute test, but scores within a 375-399 scale score range on any administration of the SOL test after taking the test at least twice.
- Have fewer than four of the student-selected verified credits required for the Standard Diploma.
- No more than four verified credits may be awarded through this process and these guidelines may not be used to award verified credits for the Advanced Studies Diploma.

However, local school board is eligible to award locally awarded verified credits in reading, writing, and mathematics, in addition to science and history, to students with disabilities that are obtaining a Standard Diploma with accommodations. Use the same criteria for awarding credits currently approved for science and history that is stated above.

See your school's principal or counselor for complete information concerning locally awarded verified credits.

NCAA Eligibility for College-Bound Athletes

Students who plan to participate as college freshmen in Division I or II athletic programs must register and be certified by the NCAA (National Collegiate Athletic Association) Initial-Eligibility. After receiving the NCAA student-release form and a brochure entitled "Making Sure You Are Eligible to Participate in College Sports" from the guidance office, students should follow the directions to complete the necessary paperwork (including payment of a fee to the NCAA).

NCAA eligibility requirements may change annually; therefore, it is imperative that future college athletes read current NCAA materials on the NCAA Eligibility Center at http://www.eligibilitycenter.org. Students should specifically review core course requirements, SAT requirements, recruiting rules, and amateur status.

Promotion/Retention

Middle School

Promotion shall be based on successful completion of **3 out of 4** core curriculum areas (English, mathematics, social studies, and science) for each grade level. SOL test results administered at grade 8 may also be used to determine promotion or retention.

Students are encouraged to take advantage of academic strengthening, i.e., summer school, tutoring, etc. in any subject with a final grade of "F". If the student fails English and /or mathematics, he/she may be required to address the deficiency.

High School

Promotion shall be determined by (1) the successful completion of the required standard units of credit for each grade level, and (2) proficiency on the associated SOL tests.

The guidelines for grade placement are as follows:

Grade Level	Credits
9 to 10	Completion of 5 units, and pass 3 core courses
10 to 11	Completion of 10 units, and pass 6 core courses
11 to 12	Completion of 14 units, and pass 9 core courses

These are the minimum requirements that are cumulative in nature. For grades in which the SOL tests are given, achievement of a passing score on the SOL tests should be considered in addition to promotion/retention policies. Achievement expectations and participation in SOL testing of pupils with disabilities will be guided by provisions of their Individualized Education Plan (IEP) or 504 Plan.

Each student in middle and high schools shall take applicable end-of-course SOL tests following course instruction. Students who achieve a passing score shall be awarded a verified credit for that course.

Parents must be notified of unsatisfactory academic progress which might affect a child's progression to the next grade or their eligibility for graduation.

RVA Future Centers

The Centers are located in each comprehensive high school in collaboration with the school counseling department. The RVA Future Centers offer meaningful nonfinancial and financial support to RPS students, before, during, and after graduation to enhance educational and economic success. Future Centers help students identify college and career opportunities that fit their interests and abilities while focusing on the needs of the market. The RVA Future center is collaboration between Richmond Public Schools, City of Richmond, and RPS Education Foundation.

Scholar Roll

Students may attain scholar roll status at the end of each 9-week marking period, semester and year by earning a grade point average of 3.6 or above and no grade below B.

School/Parent Communication on Student Progress

Parents are provided written information concerning student progress throughout the year. The school year for all comprehensive high schools is divided into quarters of nine weeks each; students receive report cards following each quarter. Interim reports are sent home to parents in the middle of the first and third quarters. Consequently, each parent receives a minimum of six written progress reports for each student each year in addition to numerous opportunities for parent/teacher dialogue through written correspondence, conferences, email and telephone contacts.

Selection of Valedictorian(s) and Salutatorian(s)

The student or students with the highest rank at the end of the first semester of the senior year will be the valedictorian(s) of the graduating class. The student or students with the second highest rank at the end of the first semester of the senior year will be the salutatorian(s).

In those instances where two or more students have an identical GPA that results in a rank of number one, the students shall be designated co-valedictorians. Where there are two or more students with an identical GPA that results in a rank of number two, the students shall be designed as co-salutatorians for the class.

To be eligible for valedictorian and salutatorian, a student must complete the last four (4) consecutive semesters prior to graduation in the high school from which he/she will be graduating. Long-term homebound, exchange and

early graduation students shall not be eligible for valedictorian and salutatorian.

The policy regarding the eligibility of students for valedictorian and salutatorian shall become effective with the graduating class of 2005.

Sequential Electives

Beginning with the graduating class of 2003, at least two sequential electives are required for the Standard Diploma. Guidelines are as follows:

- Sequential electives may be in any discipline as long as the courses are not specifically required for graduation.
- Courses used to satisfy the one unit of credit in a fine or career and technical education elective may be used to partially satisfy this requirement.
- An exploratory course followed by an introductory course may not be used to satisfy the requirement.
- An introductory course followed by another level of the same course of study may be used.

Sequential electives do not have to be taken in consecutive years.

Standards of Learning (SOL), End-of-Course Tests, and Verified Credits

The State of Virginia has established a set of K-12 subject-area Standards of Learning (SOL) with corresponding end-of-course SOL tests. All students enrolled in a Grade 8 course are required to take a corresponding SOL test in the spring. In addition, all middle and high school students enrolled in applicable high school credit-bearing courses are required to take corresponding end-of-course tests.

Remediation opportunities (during school, after school and summer school) will be provided for students failing one or more of the SOL tests. Students and parents should check with principals in selecting appropriate programs.

Students who pass the course and achieve a passing score on an end-of-course test are awarded a **verified** unit of credit in that course. A **verified credit** is defined as 140 clock hours of instruction, successful completion of the course requirements, and the achievement of a passing score on the SOL test for that course or on a substitute assessment. (See "Substitute Assessments" in this section). The State has established the number of standard credits and verified credits required for the Standard Diploma and for the Advanced Studies Diploma (See "Graduation Requirements" in Section I.):

1. Students entering the ninth grade in (Class of 2007 and beyond) must pass 6 end-of-course tests: 2 English plus 1 mathematics, 1 science, 1 history/social science, and 1 of student's choice.
2. Students seeking an **Advanced Studies Diploma** entering ninth grade in (Class of 2004 and beyond) must pass 9 end-of course tests: 2 English, 2 mathematics, 2 sciences, 2 history/social sciences, and 1 of the student's choice.

Verified credits may be earned in each of the following core content areas:

ENGLISH

For both the 22-Credit Standard Diploma and the 26-Credit Advanced Studies Diploma, Virginia Graduation requirements specify four (4) course credits with two (2) verified credits earned by passing the following SOL English end-of-program tests:

- End-of-Course **Reading** SOL test (1 verified credit; grades 9-11 SOL) and;
- End-of-Course **Writing** SOL test (2 parts, 1 verified credit; grades 9-11 SOL); typically, will be administered to all students enrolled in English 11.

MATHEMATICS

Virginia graduation requirements for the 22-Credit Standard Diploma specify three (3) course credits with one (1) verified credit; for the 26-Credit Advanced Studies Diploma, four (4) course credits with two (2) verified credits earned by passing the following:

- End-of-Course Algebra I SOL test
- End-of-Course Geometry SOL test
- End-of-Course Algebra II SOL test

SCIENCE

Virginia graduation requirements for the 22-Credit Standard Diploma specify three (3) laboratory science credits (from at least two different science disciplines) with one (1) verified credit; for the 26-Credit Advanced Studies Diploma, four (4) laboratory science credits (from at least three different science disciplines) and two (2) verified credits are earned by passing the following:

- End-of-Course Earth Science SOL test
- End-of-Course Biology SOL test
- End-of-Course Chemistry SOL test

HISTORY/SOCIAL SCIENCE

Virginia graduation requirements for the 22-Credit Standard Diploma specify three (3) course credits with one (1) verified credit; for the 26-Credit Advanced Studies Diploma, four (4) course credits with two (2) verified credits are earned by passing the following:

- End-of-Course Geography SOL test
- End-of-Course World History and Geography I: to 1500 AD SOL test
- End-of-Course World History and Geography II: 1500 AD to the Present SOL test
- End-of-Course U.S. and Virginia History SOL test

Note: Students entering 9th grade in 2018-2019 will need 5 verified credits for the Standard Diploma and 5 verified credits for the Advanced Studies Diploma.

Straight "A" Scholar

Students who earn all A's at the end of each nine-week period, semester and/or year will achieve the status of Straight "A" Scholar.

Student Activities

Students are encouraged to explore interests and to participate in student activities that tend to promote and build self-esteem, character and leadership qualities. Numerous opportunities are available for students to excel in activities beyond the classroom and the textbook to include the following:

Athletics	Intramural activities
Service clubs	Co-curricular activities
Honor societies	Community service
Performing groups	Publications

Student-Selected Tests

Student-selected Test(s) may come from:

- Any end of course EOL test that is not already satisfying a required verified credit or
- Tests in computer science technology, or other areas
- The State Board of Education has approved a number of career and technical education certification and licensure exams that may also be used to satisfy student-selected verified credits. See the school counselor for a complete list.

Substitute Assessments for SOL Tests

Assessments that substitute for SOL tests and enable students to earn verified credit must meet the following minimum criteria:

1. The test must be standardized and graded independently of the school or school division in which the test is given;
2. The test must be knowledge based;
3. The test must be administered on a multistate or international basis, or administered as part of another state's accountability assessment program; and
4. To be counted in a specific academic area, the test must measure content that incorporates or exceeds the SOL content in the course for which verified credit is given.

Testing Program

Testing is an essential part of a student's education. With test results students, parents, teachers, and

administrators can determine not only the student's strengths but also the schools curricular strengths. State – mandated test scores are a part of the student's school record.

The following standardized tests may be administered to middle and high school students.

Grade	Test	Dates
6th-12th	SOL	Spring, (Fall and Summer for some)
9th-11th	PSAT	Fall
11th	SAT- School Day	Spring
10th-12th	Advanced Placement	Spring

VCU Health Sciences Academy

VCU Health Sciences Academy is in partnership with two Richmond City Public Schools, John Marshall High School (JMHS) and Richmond Community High School (RCHS), and offers:

- a health sciences exploration course,
- interactive lectures from health care workers,
- a mentoring program with VCU undergraduates and
- field trips to the Monroe Park and VCU Health campuses.
- Syllabi for Richmond City Public School Students

Websites

The Web Site for Richmond Public Schools is https://www.rvaschools.net/
The Web Site for Virginia Department of Education is http://www.doe.virginia.gov/
The Web Site for Scholarship Search is https://www.fastweb.com/
The Web Site for College Board (SAT, PSAT, AP) is https://www.collegeboard.org/
The Web Site for ACT is http://www.act.org/
The Web Site for FAFSA (Free Application for Federal Student Aid) is https://fafsa.ed.gov/

SECTION II: Overview of Middle and High Schools

Elementary School

Career Awareness and Planning for Middle School

Middle School

Exploring Careers and Planning for High School

MIDDLE SCHOOL OPTIONS

Middle Schools

(Curriculum includes standards, honors, high school offerings)
Binford, Lucille M. Brown, Thomas C. Boushall, Elkhardt-Thompson, Thomas H. Henderson, Albert Hill, and Martin Luther King, Jr.

Special Middle School Programs

Talented and Gifted offered at all middle schools
International Baccalaureate Middle Years Program located at Lucille M. Brown Middle School
Turnaround Arts at Binford Middle School and Martin Luther King, Jr. Middle School
RTC-Franklin Military Academy (Leadership)

HIGH SCHOOL OPTIONS

Comprehensive High Schools

(Academic and technical programs of studies offered in five high schools)
Armstrong, George Wythe, Huguenot, Thomas Jefferson, John Marshall
Curricula include standard, honors, IB, Dual Enrollment, and Advanced Placement offerings

Career and Technical Centers and Alternative Education

Richmond Technical Center (Specialized technical concentrations available to all high school students)
Performance Learning Center (A nontraditional learning environment with a blended learning curriculum)
Richmond Alternative School (Alternative Education)

Academic Core and Electives

English
Mathematics
Science
History and Social Science
Health/Physical Education
World Languages
Fine and Performing Arts
JROTC

Career and Technical Education Areas

Business, Finance, and Marketing
Communications, Arts, and Media
Manufacturing, Trades, and Technical
Health, Human, and Public Services

Alternative High Schools and Specialty Programs

(Applications and/or referral for admission required)
Franklin Military Academy, Open High, Richmond Community High, Appomattox Regional Governor's School for the Arts and Technology, Maggie L. Walker Governor's School for Government and International Studies, CodeRVA

International Baccalaureate Program

Grades 9-12 at Thomas Jefferson High School

Post-Secondary Options

Four-Year College - Two-Year College - Other Professional Training
Apprenticeship - Military Services - Work Force

Living and Working in the 21st Century

RICHMOND PUBLIC SCHOOLS
ACADEMIC & CAREER PLAN

Tentative Career Cluster/Plan:
Gr. 7_____
Gr. 8_____
Gr. 9_____
Gr. 10_____
Gr. 11
Gr. 12_____

Student Name: _____ **Student ID#:** _____
School:_____
Career Goal: **Career Cluster/Pathway:**

Diploma Choice: Advanced □ Standard □ Applied □

This individualized plan is tentative and will be reviewed annually. Do not be overly concerned with selecting electives for the 7th, 8th, and 9th grades as these may change based on interest and availability. *Your school counselor will help you develop your plan and will monitor your progress.*

STANDARD		**ADVANCED STUDIES**		**Applied**	**SOL TESTING REQUIREMENTS**	
Diploma Requirements 22 Credits		**Diploma Requirements 26 Credits**		This diploma is available to students with disabilities who complete the requirements of their Individualized Education Program (IEP) and who do not meet the requirements of for other diplomas	**Advanced Diploma**	**Standard Diploma**
Subject	**Units of Credit**	**Subject**	**Units of Credit**		2 English 2 Math 2 Science 2 History/Social Science 1 Student selected Test **9 TOTAL**	2 English 1 Math 1 Science 1History/Social Science 1 Student selected Test **6 TOTAL**
English	4	English	4			
*Mathematics	3	*Mathematics	4		**English:** Reading: Writing: **Math:** Algebra 1: Geometry: Algebra 2:	**Science:** E. Science : Biology: Chemistry: **History:** W. Geography: W. History 1: W. History 2: US/VA:
Laboratory Science	3	Laboratory Science	4			
History/Social Science	3	History/Social Science	4			
Health/Physical Education	2	Health/Physical Education	2			
World Lang/Fine Arts/Career	2	World Language (3 yrs. of one or 2 yrs. each of languages)	3		**Denote Completion of Virtual, Industry Cert & CPR** ☐ Virtual Credit ☐ Industry Cert. _____ ☐ CPR. Training	
Economics/Per. Finance	1	Economics/Per. Finance	1			
Electives	4	Fine or Career/Tech Ed.	1			
		Electives	3			
Virtual Course		Virtual Course				
Industry Certification						
CPR Training		CPR Training				
TOTAL	**22**	**TOTAL**	**26**			

TEST DATA:

PSAT		SAT		ACT		OTHER		OTHER

PLAN OF STUDY

EDUCATION LEVELS	GRADE	English/ Language Arts	Mathematics	Science	Social Studies/ Science	Health & Physical Education	Electives	Electives
		NOTE: Indicate State Course Titles and Codes **Graduation Requirements: http://www.doe.virginia.gov/instruction/graduation/index.shtml**						
Middle School	**7**							
	8							
		Career Assessment: Identify an appropriate career assessment instrument at the middle school level used to help students and their parents plan for high school: □ VA Wizard ☐ Career Cruising						
High School	**9**	**English 9 1130**	**Algebra 1 3130**	**Earth Science 4210**	**W. History 1 2215**	**9 P.E. 7310**		
	10	**English 10 1140**	**Geometry 3143**	**Biology 4310**	**W. History 2 2216**	**10 P.E. 7400 Drivers Ed 7015**	**Economics and Personal Finance 6120**	
	11	**English 11 1150**	**Algebra 2 3135**	**Chemistry 4410**	**VA/US History 2360**			
	12	**English 12 1160**			**Government 2440**			

Postsecondary

Major		College 2yr/4yr		Military		Work		Projected Date	

Grade	Student Signature	Parent Signature	Counselor Signature	Date
7				
8				
9				
10				
11				
12				

SECTION III: Graduation Requirements

Standard Diploma

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

Additional Requirements - **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 virtual course, which may be non-credit bearing.

Beginning with first-time ninth-grade students in 2016-2017, students shall be trained in emergency first aid, CPR, and the use of AEDs, including hands-on practice of the skills necessary to perform CPR.

Discipline Area	Standard Credits: effective with first-time ninth graders in 2016-2017 and beyond	Verified Credits: effective for first-time ninth graders in 2002-2004 and beyond	Proposed Verified Credits: effective with ninth graders in 2018-2019 and beyond
English	4	2	2
Mathematics[1]	3	1	1
Laboratory Science [2,6]	3	1	1
History & Social Sciences 2[,6]	3	1	1
Health and Physical Education	2		
Foreign Language, Fine Arts or Career & Technical Education[7]	2		
Economics and Personal Finance	1		
Electives 4	4		
Virtual Course	Required		
CPR, First Aid, and AED	Required		
CTE Credential	Required		
Student Selected Test[5]		1	
Total	**22**	**6**	**5**

[1] **For students entering the ninth grade for the first time in 2011-2012 and beyond:** Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra I, Geometry, Algebra, Functions and Data Analysis, Algebra II, or other mathematics courses above the level of Algebra II. The Board shall approve courses to satisfy this requirement.

[2] **For students entering the ninth grade for the first time in 2011-2012 and beyond:** Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The board shall approve courses to satisfy this requirement.

[3] **The Board shall approve additional courses to satisfy this requirement. For students entering the ninth grade for the first time in 2011-2012 and beyond:** Courses completed to satisfy this requirement shall include U. S. and Virginia History, U. S. and Virginia Government, and

one course in either World History or Geography or both. The Board shall approve courses to satisfy this requirement.

[4]Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

[5]**For students entering the ninth grade for the first time in 2011-2012 and beyond:** A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the Board in 8 VAC 20-131-110.

[6]Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (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 of Education as an additional test to verify student achievement.

[7]For students entering the ninth grade for the first time in 2011-2012 and beyond: Pursuant to Section 22.1-253.13:4, Code of Virginia, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education.

[8]Students shall earn a career and technical education credential approved by the Board of Education that could include, but not be limited to, the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.

[9]Students shall successfully complete one virtual course, which may be noncredit-bearing course or a required or elective credit-bearing course that is offered online.

Electives

Fine Arts and Career and Technical Education

The Standard and Advanced Studies Diplomas each contain a requirement for one standard unit of credit in Fine Arts or Career and Technical Education. The Standards of Accreditation do not require that courses used to satisfy the requirement of Fine Arts or Career and Technical Education be approved by the Board.

Sequential Electives

Effective with the graduating class of 2003, students who wish to receive a Standard Diploma must successfully complete two sequential electives. On February 5, 2002, the Board of Education approved Guidelines for Sequential Electives for the Standard Diploma.

Guidelines are as follows:

- Sequential electives may be in any discipline as long as the courses are not specifically required for graduation.
- Courses used to satisfy the one unit of credit in fine arts or career and technical education course may be used to partially satisfy this requirement.
- An exploratory course followed by an introductory course may not be used to satisfy the requirement.
- An introductory course followed by another level of the same course of study may be used.
- Sequential electives do not have to be taken in consecutive years.

Information regarding Graduation Requirements can be found at
http://www.doe.virginia.gov/instruction/graduation/index.shtml

Credit Accommodations

The Board of Education has approved Guidelines for Standard Diploma Credit Accommodations for Students with Disabilities to provide alternatives for these students in meeting the requirement for a Standard Diploma.

Credit Accommodations Available for Personal Living and Finances Course – These credit accommodations include augmenting the Personal Living and Finances course (state course code 3120) by including the 21 Workplace Readiness Skills (WRS) for the Commonwealth. Students with Individualized Education Programs (IEPs) and 504 Plans will have the opportunity to use the revised course to meet the Economics and Personal Finance graduation requirement if the student has earned at least three (3) standard credits in history and social science.

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

Credit accommodations for students with disabilities may include:

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

While credit accommodations provide alternative pathways and flexibility, students receiving accommodations must earn the 22 standard credits and six verified credits required to graduate with a Standard Diploma.

Information regarding Credit Accommodations for the Standard Diploma can be found at http://www.doe.virginia.gov/instruction/graduation/credit_accommodations.shtml

Advanced Studies Diploma

Course and Assessment Requirements - To graduate with an Advanced Studies Diploma, a student must earn at least **26 standard units of credit**, depending on when he or she entered ninth grade, and at least **nine verified units of credits** by passing end-of-course SOL tests or other assessments approved by the Board of Education.

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

Beginning with first-time ninth-grade students in 2016-2017, students shall be trained in emergency first aid, CPR, and the use of AEDs, including hands-on practice of the skills necessary to perform CPR.

Discipline Area	Standard Credits: effective with first-time ninth graders in 2016-2017 and beyond	Verified Credits: effective with ninth graders in 2000-2001 and beyond	Verified Credits: effective with ninth graders in 2018-2019 and beyond
English	4	2	2
Mathematics[1]	4	2	1
Laboratory Science [2]	4	2	1
History & Social Sciences [3]	4	2	1
Foreign Languages	3		
Health & Physical Education	2		
Fine Arts or Career & Technical Education	1		
Economics and Personal Finance	1		
Electives	3		
Virtual Course	Required		
CPR, First Aid, and AED	Required		
Student Selected Test[5]		1	
Total [6]	**26**	**9**	**5**

1. **For students entering the ninth grade for the first time in 2011-2012 and beyond:** Courses completed to satisfy this requirement shall include at least three different course selections from among Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The Board shall approve courses to satisfy this requirement.

2. **For students entering the ninth grade for the first time in 2011-2012 and beyond:** Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics, or completion of the sequence of science courses required for the International Baccalaureate Diploma. The Board shall approve courses to satisfy this requirement.

[3.] **For students entering the ninth grade for the first time in 2011-2012 and beyond:** Courses completed to satisfy this requirement shall include U. S. and Virginia History, U. S. and Virginia Government, and two courses in either World History or Geography or both. The Board shall approve courses to satisfy this requirement.

[4.] Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

[5.] **For students entering the ninth grade for the first time in 2011-2012 and beyond:** A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics or other areas as prescribed by the Board in 8 VAC 20-131-110.

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

Electives

Fine Arts and Career and Technical Education

The Standard and Advanced Studies Diplomas each contain a requirement for one standard unit of credit in Fine Arts or Career and Technical Education. The Standards of Accreditation do not require that courses used to satisfy the requirement of Fine Arts or Career and Technical Education be approved by the Board. Therefore, local school officials should use their own judgment in determining which courses students take to satisfy this requirement.

World Language

The Advanced Studies Diploma contains a requirement for either three years of one world language or two years of two languages. In March 1998, the Board of Education approved the provision of three years of instruction in American Sign Language (ASL) for world language credit toward an Advanced Studies Diploma; other world languages will satisfy this requirement as well. Details of this action are available in: Superintendent's Memo, Interpretive, #1, June 12, 1998.

Information regarding Graduation Requirements can be found at
http://www.doe.virginia.gov/instruction/graduation/index.shtml

Applied Studies Diploma

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

Diploma Requirements for First-Time Transfer Students

Standard Diploma Verified Credit Requirements

Beginning = First 20 hours of instruction During = After the first 20 hours of instruction

Students transferring into a Virginia public school for the first time			
During 9th Grade OR Beginning of 10th Grade:	**Must Earn**	**Ninth Graders in 2000-01, 2001-02, 2002-03**	**Ninth Graders in 2003-04 and beyond**
6 Verified Credits:			
	English	2	2
	Mathematics		1
	Science		1
	History & Social Science		1
	Student Selected	4	1
During 10th Grade OR Beginning of 11th Grade:	**Must Earn**	**Ninth Graders in 2000-01, 2001-02, 2002-03**	**Ninth Graders in 2003-04 and beyond**
4 Verified Credits:			
	English	2	1
	Mathematics		1
	Science		1
	History & Social Science		1
	Student Selected	2	
During 11th Grade OR Beginning of 12th Grade:			
2 Verified Credits:			
	English	1	1
	Student Selected	1	1
During 12th Grade:	Students should be given every opportunity to earn a diploma; if this is not possible, the school division should arrange to have the previous school award the diploma; or seek a waiver of the verified credit requirement from VDOE.		

Six verified credits required for a student transferring during the 9th grade or at the beginning of the 10th grade

- English – 2
- Mathematics – 1
- Science – 1
- History & Social Science – 1
- Student Selected – 1

Four verified credits for a student transferring during the 10th grade or at the beginning of the 11th grade

- English – 1
- Mathematics – 1
- Science – 1
- History & Social Studies – 1

Two verified credits for a student transferring during the 11th grade or at the beginning of the 12th grade

- English – 1
- Student Selected – 1

For a student transferring during the 12th grade, every opportunity should be given to earn a diploma; if this is not possible the local school division should seek to have the previous school award the diploma or request from VDOE a waiver of the verified credit requirement.

Information regarding Graduation Requirements for First-time Transfers to a Virginia Public School can be found at http://www.doe.virginia.gov/instruction/graduation/student_transfers.shtml

Advanced Studies Diploma Verified Credit Requirements

Beginning = First 20 hours of instruction During = After the first 20 hours of instruction

Students transferring into a Virginia public school for the first time		
During 9th Grade OR Beginning of 10th Grade:	**Must Earn**	**Ninth Graders in 2000-01 and beyond**
9 Verified Credits:		
	English	2
	Mathematics	2
	Science	2
	History & Social Science	2
	Student Selected	1
During 10th Grade OR Beginning of 11th Grade:	**Must Earn**	**Ninth Graders in 2000-01 and beyond**
6 Verified Credits:		
	English	2
	Mathematics	1
	Science	1
	History & Social Science	1
	Student Selected	1
During 11th Grade OR Beginning of 12th Grade:	**Must Earn**	**Ninth Graders in 2000-01 and beyond**
4 Verified Credits:		
	English	1
	Student Selected	3
During 12th Grade:	Students should be given every opportunity to earn a diploma; if this is not possible, the school division should arrange to have the previous school award the diploma; or seek a waiver of the verified credit requirement from VDOE.	

Nine verified credits required for a student transferring during the 9th grade or at the beginning of the 10th grade

- English – 2
- Mathematics – 2
- Science – 2
- History & Social Science – 2
- Student Selected – 1

Six verified credits for a student transferring during the 10th grade or at the beginning of the 11th grade

- English – 2
- Mathematics – 1
- Science – 1
- History & Social Studies – 1
- Student Selected - 1

Four verified credits for a student transferring during the 11th grade or at the beginning of the 12th grade

- English – 1
- Student Selected – 3

For a student transferring during the 12th grade, every opportunity should be given to earn a diploma; if this is not possible the local school division should seek to have the previous school award the diploma or request from VDOE a waiver of the verified credit requirement.

Information regarding Graduation Requirements for First-time Transfers to a Virginia Public School can be found at http://www.doe.virginia.gov/instruction/graduation/student_transfers.shtml

General Achievement Adult High School Diploma (GAAHSD) Program

This diploma is intended for individuals who are at least 18 years of age and not enrolled in public school or not otherwise meeting the compulsory school attendance requirements set forth in the *Code of Virginia*.

Requirements for earning the GAAHSD include prescribed standard units of credit; a passing score on a high school equivalency examination approved by the Virginia Board of Education; and the attainment of a Board-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. Standard credits required for the GAAHSD may be earned in a variety of educational settings, including public school; community college or other postsecondary institution; adult high school program; or approved correspondence, distance education, or online courses. See General Achievement Adult High School Diploma (GAAHSD) Program for requirements.

General Education Development Certificates (GED)

The Tests of General Educational Development (GED) were developed by the American Council on Education to enable persons who have not graduated from high school to demonstrate the attainment of abilities normally associated with completion of a high school program of study. The Virginia GED program provides an opportunity to recognize the educational development of individuals as results of their life and/or employment experiences. Persons who are successful on the battery of tests receive a certificate that is equivalent to a high school diploma. Applications and testing information can be secured from the Richmond Alternative School (RAS).

An applicant must be at least 18 years of age and out of school. Under special circumstances the age limit may be lowered if an applicant:

- has been officially withdrawn from school
- meets all requirements for homeschooled youth
- meets the requirements for youth granted an Individual Student Alternative Education Plan (ISAEP)
- meets the requirements for youth currently enrolled in alternative education programs. Under no circumstances is an individual under the age of 16 eligible for testing.

The GED battery of four tests measures the skills considered to be the major outcomes of a high school education. The tests focus on the major use of skills and concepts rather than upon recall of specific facts. The questions focus on the general abilities to analyze, evaluate, and draw conclusions.

Subject Areas

- Reasoning through Language Arts
- Mathematical Reasoning
- Science
- Social Studies

Richmond Public Schools offers a GED preparatory program with course instruction in writing skills, reading skills, science, social studies and mathematics. A practice test is also offered monthly. Call 804- 780-4388 for complete registration and testing information.

Diploma Seals

Students meeting specific requirements for graduation and demonstrating exemplary performance may receive diploma seals for recognition. VDOE makes available to local school divisions the following seals:

Governor's Seal

Awarded to students with an Advanced Studies Diploma with an average grade of "B" or better who successfully complete college-level coursework that will earn the student at least nine transferable college credits in Advanced Placement (AP), International Baccalaureate (IB) Cambridge, or Dual Enrollment courses.

Board of Education Seal

Awarded to students who complete requirements for a Standard or Advanced studies diploma beginning with the 9th grade class of 2006-2007 and beyond with an average grade of **"A"**.

Board of Education's Career and Technical Education Seal

Awarded to students who earns a Standard or Advanced Studies Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a **"B"** average in those courses; or (i) pass an examination or occupational competency assessment in a career and technical education concentration or specialization that confers certification or occupational competency credential from a recognized industry, trade or professional association or (ii) acquire a professional license in that career and technical education field from the Commonwealth of Virginia.
The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.

Board of Education's Advanced Mathematics and Technology Seal

Awarded to students who earn either a Standard or Advanced Studies Diploma and satisfy all of the mathematics requirements for the Advanced Studies Diploma (four units of credit including Algebra II; two verified units of credit) with a **"B"** average or better; and either (a) pass an examination in a career and technical education field that confers certification from a recognized industry, or trade or professional association; or (b) acquire a professional license in a career and technical education field from the Commonwealth of Virginia; or (c) pass an examination approved by the Board that confers college-level credit in a technology or computer science area.

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

Board of Education's Excellence in Civics Education Seal

Awarded to students who meet each of the following criteria: Satisfy the requirement to earn a Modified Standard Diploma, a Standard Diploma or an Advanced Studies Diploma; Complete Virginia & United States History and Virginia & United States Government courses with a grade of "B" or higher; Complete 50 hours of voluntary participation in community service or extracurricular activities, such as volunteering for a charitable or religious organization that provides services to the poor, sick or less fortunate; participating in Boy Scouts, Girl Scouts or similar youth organizations; participating in Junior Reserve Officer Training Corps (JROTC); participating in political campaigns, government internships, Boys State, Girls State or Model General assembly; participating in school-sponsored extracurricular activities that have civics focus. Any student who enlists in the United States military prior to graduation will be deemed to have met this community service requirement; and have good attendance and no disciplinary infractions as determined by local school board policies.

Board of Education's Seal of Biliteracy

Awarded to students who earn a Board of Education-approved diploma and:

- Pass all required End-of-Course
- Assessments in English reading and writing at the proficient or higher level
- Demonstrate proficiency at the intermediate-mid level or higher in one or more languages other than English as demonstrated through an assessment from a list approved by the Superintendent of Public Instruction. American Sign Language qualifies as a language other than English.
- Local school divisions may award other diploma seals or awards for exceptional academic, CTE, citizenship or other exemplary performance in accordance with criteria defined by the local school board. The design, production and use of those seals are the responsibility of the local school boards awarding the seal.

Board of Education Seal for Excellence in Science and the Environment – Begins with entering ninth grade class of 2018-2019

The Board of Education's for Excellence in Science and the Environment shall be awarded to students who earn either a Standard Diploma or Advanced Studies Diploma and (i)complete at least three different first level board approved laboratory science courses and at least one rigorous advanced –level or post-secondary laboratory science course, each with a grade of "B" or higher: (ii) complete laboratory or field-science research and present that research in a formal juried setting: and (iii) complete at least 50 hours of voluntary participation in community service or extracurricular activities that involve the application of science such as environmental monitoring, protection, management or restoration.

Standard Diploma
Record of Standard and Verified Credits

Student Name_____ Grade _____ Yr. Entered 9th Grade_____

Discipline	Courses	Standard Credits	SOL Test or Substitute Assessment Passed		Verified Credits
English 4 standard credits 2 verified credits			English RLR* Or Substitute		
			English Writing or Substitute		
Mathematics 3 standard credits			Students may combine SOL tests with other approved substitute assessments or career and technical certifications to earn verified credits. A list of the approved substitute assessments may be found on the Internet: http://www.doe.virginia.gov/?VDOE/suptsmemom/2002/info079a.pdf		
Laboratory Science 3 standard credits					
History and Social Science 3 standard credits					
Health and Physical Education 2 standard credits					
Fine Art, World Language, or CTE 2 standard credits				Sequential Electives	
Economics & Personal Finance 1 standard credit					
Electives 4 standard credits Students who graduate in 2003 and beyond must have 2 sequential electives. Guideline on sequential electives are available on the Internet: http://www.doe.virginia.gov/VDOE/suptsmemom/2002/info079a.pdf					
Board-approved Career or Industry Credential	**Required**		**CPR, First Aid and AED**		
Virtual Course	**Required**		**Required**		
Students Selected Test	During the transition years, students must earn 2 verified credits in English and 4 other verified credits of their choice, which would be reflected above.				
Total	Minimum: 22 Standard Credits		Minimum: 6 Standard Credits		

*English Reading/Literature/Research

Advanced Studies Diploma
Record of Standard and Verified Credits

Student Name_____ Grade _____ Yr. Entered 9th Grade_____

Discipline	Courses	Standard Credits	SOL Test or Substitute Assessment Passed		Verified Credits
English 4 standard credits 2 verified credits			English RLR* Or Substitute		
			English Writing or Substitute		
Mathematics 4 standard credits 2 verified credits			Students may combine SOL tests with other approved substitute assessments or career and technical certifications to earn verified credits. A list of the approved substitute may be found on the Internet: http://www.doe.virginia.gov/VDOE/suptsmemos/2002/int001a.pdf		
Laboratory Science 4 standard credits 2 verified credits					
History and Social Science 4 standard credits 2 verified credits					
World Language 3 standard credits (3 years of 1 language or 2 years each of 2 languages)					
Health and Physical Education 2 standard credits					
Fine Art or CTE Elective 1 standard credit					
Economics & Personal Finance 1 standard credit					
Electives 3 Standard credits http://www.doe.virginia.gov/VDOE/suptsmemos/2002/int001a.pdf					
CPR, First Aid and AED	**Required**				
Virtual Course	**Required**				
Students Selected Test	Students must earn 2 verified credits in English, 2 verified credits in Mathematics, 2 verified credits in laboratory science, 2 verified credits in History and Social Science, and 1 of Student's Selection.				
Total	Minimum: 24 Standard Credits or 26 Standard Credits		Minimum: 9 Verified Credits		

*English Reading/Literature/Research

Section IV: Course Sequences and Honors Guidelines

Acceleration

Efforts have been made to ensure that students may access an accelerated pathway toward high school credit while in middle school without skipping *Standards of Learning*. There are multiple ways in which students may earn high school credits in middle school and points for applications submitted to specialty and Governor's schools. The criteria for placement in accelerated courses are described in this catalog.

Honors

Efforts have also been made to ensure that students have access to honors course in middle and high school. These courses are for students who want to extend their thinking and challenge their abilities. The criteria for placement in honors courses are described in this catalog.

Identification/Placement

Each school is responsible for establishing an Identification/Placement Committee, which will be responsible for reviewing referrals and pertinent documentation for placement into honors courses. The Identification/Placement Committee will consist of teachers, school counselors, assessment analysts, gifted program staff, school administrators, and/or others with credentials or experience in gifted education as deemed appropriate by the school principal.

Accelerated Courses

Accelerated courses are designed to allow students an opportunity to accelerate through the typical core curriculum while ensuring that all standards are taught or essential knowledge and skills are met in each grade level. This occurs most commonly in Mathematics.

Students may demonstrate ability that requires them to skip content and accelerate to a higher grade level course to meet their academic needs. These students will be permitted to take a class in the next grade level based on meeting a majority of the criteria listed below for their current grade level and course sought.

Screening and Identification

Richmond Public Schools shall use a uniform procedure with **multiple criteria** for screening and identification of accelerated-learning pupils in all populations, as prescribed by the Virginia Board of Education. Richmond Public Schools shall use the following criteria for determining the appropriate level of acceleration:

- Assessment of appropriate pupil evidence of learning, performance, or portfolio;
- Record of observation of in-class behavior (teacher recommendation);
- Appropriate rating scaled, checklists, or questionnaires;
- Individual interview;
- Record of previous accomplishments such as awards, honors, grades; and
- Additional valid and reliable measures or procedures.

Assessments

Assessments used to determine placement in honors or accelerated courses may include:

- Measures of Academic Progress (MAP)
- Standards of Learning Assessments (SOL)
- PowerSchool District Created Assessment

English Acceleration Criteria

Students should meet the majority of criteria listed below based on their current grade level and course in which they are seeking to enroll.

Course	Criteria	Comments/Notes
English 6 - 12	▪ Standard Grade Level Language Arts/English Course	▪ Students will receive instruction on grade level SOL ▪ Students will take the appropriate grade level SOL test at the end of the respective grade level or course.
Honors English 6 - 12	▪ Grade of "B" or better in previous Language Arts/English course ▪ MAP Reading Score in the 80th Percentile or greater ▪ Teacher recommendation	▪ Honors course completes grade level SOL at a more rigorous level ▪ Students will take the appropriate grade level SOL Test at the end of the respective grade level or course. ▪ Placement decisions made by school-based team

*Teacher recommendation should be based on academic ability, not behavior.

Mathematics Acceleration Criteria

Students should meet the majority of criteria listed below based on their current grade level and course in which they are seeking to enroll. Differentiated instruction in mathematics reflects a tiered system of instruction:

- **Grade level mathematics courses -** Content-based, differentiated general classroom instruction will service approximately 80 percent of students in a given grade level
- **Single acceleration -** Compacted courses will service 15-20 percent of students per grade level,
- **Double acceleration -** Subject level acceleration will service approximately 5 percent of students in a given grade level.

6th GRADE MATHEMATICS

Course	Criteria	Comments/Notes
Mathematics Grade 6	Standard Grade Level Mathematics Course	▪ Students will receive instruction on 6th Grade SOL ▪ Students will take the Grade 6 Mathematics SOL test at the end of 6th grade
Mathematics Grade 6/7	▪ Grade of "B" or better in previous mathematics course ▪ Score of 450 or greater on Grades 5 Mathematics SOL ▪ MAP Math Score in the 90th percentile or greater ▪ Score of 80% or higher on District created Assessment in PowerSchool ▪ Teacher recommendation*	▪ This course completes all of the Grade 6 Mathematics SOL and the first semester of the Grade 7 Mathematics SOL ▪ Students will take the Grade 6 Mathematics SOL test at the end of 6th grade ▪ Placement decisions made by school-based team
Mathematics Grade 7	▪ Grade of "B" or better in previous math course ▪ Score of 500 or Higher on 5th Grade Math SOL test ▪ MAP Math Score in the 95th percentile or greater ▪ Score of 90% or higher on District created Assessment in PowerSchool ▪ Teacher recommendation*	▪ 7th Grade Mathematics SOL will be taught ▪ Students will take the Grade 7 Mathematics SOL test at the end of 6th grade ▪ Placement decisions will be made in consultation with Instructional Specialist for Mathematics

*Teacher recommendation should be based on academic ability, not behavior.

7th GRADE MATHEMATICS

Course	Criteria	Comments/Notes
Mathematics 7	▪ Standard Grade Level Mathematics Course	▪ Students will take 7th Grade Mathematics SOL test
Honors Mathematics 7/8	▪ Grade of "B" or better in previous mathematics course ▪ Score of 450 or greater on Grade 6 Mathematics SOL test ▪ Score of 85% or higher on District created Assessment in PowerSchool ▪ Teacher recommendation*	▪ This course includes second semester of the Grade 7 Mathematics SOL and all the Grade 8 Mathematics SOL. ▪ Students will take the Grade 8 Mathematics SOL test at the end of 7th grade ▪ Placement decisions will be made by school-based team
Mathematics 8	▪ Grade of "B" or better in previous math course ▪ Score of 500 or greater on Grade 6 Mathematics SOL test ▪ MAP Math Score in the 90th percentile or greater ▪ Score of 90% or higher on District created Assessment in PowerSchool ▪ Teacher recommendation*	▪ This course includes the Grade 8 Mathematics SOL ▪ Students will take the Grade 8 Mathematics SOL test ▪ Placement decisions made by school-based team in consultation with Instructional Specialist for Mathematics
Algebra 1	▪ Grade of "B" or better in previous mathematics course ▪ Score of 500 or greater on the Grade 8 Mathematics SOL test ▪ MAP Math Score in the 95th percentile or greater ▪ Score of 95% or higher on District created Assessment in PowerSchool ▪ Teacher recommendation*	▪ Double Acceleration ▪ Students will take the Algebra I SOL test ▪ This course is eligible for high school credit ▪ Placement decisions made by school-based team in consultation with Instructional Specialist for Mathematics

*Teacher recommendation should be based on academic ability, not behavior.

8th GRADE MATHEMATICS

Course	Criteria	Comments/Notes
Mathematics 8	▪ Standard Grade Level Mathematics Course	▪ Students will take Grade 8 Mathematics SOL test
Algebra I	▪ Grade of "B" or higher in previous mathematics course ▪ Score of 500 or greater on recent Mathematics SOL tests ▪ MAP Math Score in the 85th percentile or greater ▪ Score of 90% or higher on District created Assessment in PowerSchool ▪ Teacher recommendation*	▪ Students will take the Algebra I SOL test ▪ This course is eligible for high school credit ▪ Placement decisions made by school-based team
Geometry	▪ For middle school students who have passed Algebra 1, Geometry is the next course in the sequence; no testing requirement must be met	▪ Geometry students will take the Geometry SOL test ▪ Placement decisions made by school-based team in consultation with Instructional Specialist for Mathematics ▪ This course is eligible for high school credit

*Teacher recommendation should be based on academic ability, not behavior.

History/Social Science Acceleration Criteria

Students should meet the majority of criteria listed below based on their current grade level and course in which they are seeking to enroll.

6th GRADE HISTORY/SOCIAL SCIENCE

Course	Criteria	Comments/Notes
United States History to 1865	▪ Successful completion of previous history course	▪ Students will receive instruction on United States History to 1865 standards
Honors United States History to 1865	▪ Grade of "B" or better in previous history course ▪ Teacher recommendation*	▪ Placement decisions made by school-based team

*Teacher recommendation should be based on academic ability rather than behavior.

7th GRADE HISTORY/SOCIAL SCIENCE

Course	Criteria	Comments/Notes
United States History 1865 to Present	▪ Successful completion of previous history course	▪ Students will receive instruction on United States History 1865 to Present standards
Honors United States History 1865 to Present	▪ Grade of "B" or better in previous history course ▪ Teacher recommendation*	▪ Placement decisions made by school-based team

*Teacher recommendation should be based on academic ability, not behavior.

8th GRADE HISTORY/SOCIAL SCIENCE

Course	Criteria	Comments/Notes
Civics and Economics	▪ Successful completion of previous history course	▪ Students will receive instruction on Civics and Economics standards
Honors Civics and Economics	▪ Grade of "B" or better in previous history course ▪ Teacher recommendation*	▪ Placement decisions made by school-based team

**Teacher recommendation should be based on academic ability, not behavior.*

Science Acceleration Criteria

Students should meet the majority of criteria listed below based on their current grade level and course in which they are seeking to enroll.

6th GRADE SCIENCE

Course	Criteria	Comments/Notes
Science 6	▪ Standard Grade Level Science Course	▪ Students will receive instruction on 6th Grade Science Standards of Learning. ▪ The Grade 8 Science SOL test will be administered at the end of Physical Science.
Honors Science 6	▪ Grade of "B" or better in previous Science course ▪ Score of 450 or higher on 5th Grade Science SOL test ▪ Teacher recommendation*	▪ This course includes Grade 6 Science Standards of Learning. ▪ Placement decisions made by school-based team in consultation with Instructional Specialist for Science.
Science Grade 6/Life Science	▪ Grade of "B" or better in previous science course ▪ Score of 500 or greater on Grade 5 Science SOL Test ▪ Teacher recommendation*	▪ This course completes the Grade 6 Science Standards of Learning and half of the Life Science Standards of Learning. ▪ Placement decisions made by school-based team in consultation with Instructional Specialist for Science.

*Teacher recommendation should be based on academic ability, not behavior.

7th GRADE SCIENCE

Course	Criteria	Comments/Notes
Life Science	▪ Standard Grade Level Science Course	▪ Life Science SOL will be taught.
Honors Life Science	▪ Grade of "B" or better in previous science course ▪ Teacher recommendation*	▪ This course includes the Life Science Standards of Learning. ▪ Placement decisions made by school-based team in consultation with Instructional Specialist for Science.
Life Science/ Physical Science	▪ Grade of "B" or better in the Grade 6/Life Science course ▪ Teacher recommendation*	▪ This course includes second half of Life Science Standards of Learning and all of the Physical Science Standards of Learning. ▪ Students will take the Physical Science SOL test at the end of this course ▪ Placement decisions made by school-based team in consultation with Instructional Specialist for Science

*Teacher recommendation should be based on academic ability, not behavior.

8th GRADE SCIENCE

Course	Criteria	Comments/Notes
Physical Science	▪ Standard Grade Level Science Course	▪ Students will take Grade 8 Science SOL test.
Honors Physical Science	▪ Grade of "B" or better in previous science course ▪ Teacher recommendation*	▪ This course will include the Physical Science SOL. ▪ Students will take the Physical Science SOL test. ▪ Placement decisions made by school-based team in consultation with Instructional Specialist for Science.
Earth Science	▪ Grade of "B" or higher in previous science course ▪ Score of 500 or greater on Grade 8 Science SOL Test ▪ Teacher recommendation*	▪ Students will take the Earth Science SOL test. ▪ This course is eligible for high school credit. ▪ Placement decisions made by school-based team in consultation with Instructional Specialist for Science.

*Teacher recommendation should be based on academic ability, not behavior.

Middle School Course Sequences

Middle School Course Sequences			
	Grade 6	**Grade 7**	**Grade 8**
English	English - Grade 6	English - Grade 7	English - Grade 8
	Honors English – Grade 6	Honors English – Grade 7	Honors English – Grade 8
Mathematics	Mathematics – Grade 6	Mathematics – Grade 7	Mathematics – Grade 8
	Honors Mathematics – Grades 6/7	Honors Mathematics – Grade 7/8	Algebra I (high school course)
	Honors Mathematics – Grade 7	Grade 8	Algebra I
		Algebra I* (high school course)	Geometry I* (high school course)
Science	Grade 6 Science	Life Science	Physical Science
	Honors Grade 6 Science	Honors Life Science	Honors Physical Science
	Grade 6/Life Science	Life Science/Physical Science	Earth Science (high school course)
History and Social Science	United States History to 1865	United States 1865 to Present	Civics and Economics
	Honors United States History to 1865	Honors United States 1865 to Present	Honors Civics and Economics
Elective Options	A range of elective options including Art, Music, Career and Technical Education are offered in the middle grades.		

Academic Support Classes

Students are recommended for placement and continuation based on multiple criteria including results from previous standardized tests, diagnostic assessments, IEPs and on-going quarterly data with teacher observation evidence.

Grade 6	Grade 7	Grade 8
Reading & Writing	Reading & Writing	Reading & Writing

3199/Mathematics Enrichment	3200/Mathematics Enrichment	3201/Mathematics Enrichment

High School Course Sequences by Core Subject

English

Diploma	Year 1	Year 2	Year 3	Year 4
Standard Diploma	English – Grade 9 Honors English – Grade 9	English – Grade 10 Honors English – Grade 10	English – Grade 11 Honors English – Grade 11 AP Language and Composition Dual Enrollment English	English – Grade 12 Honors English – Grade 12 AP Literature and Composition Dual Enrollment English
Advanced Diploma	English – Grade 9 Honors English – Grade 9 Pre-IB English – Grade 9	English – Grade 10 Honors English – Grade 10 Pre-IB English – Grade 10	English – Grade 11 Honors English – Grade 11 IB English –Grade 11 AP Language and Composition Dual Enrollment English	English – Grade 12 Honors English – Grade 12 IB English – Grade 12 AP Literature and Composition Dual Enrollment English

Academic Support Classes

Students are recommended for placement and continuation based on multiple criteria including results from previous standardized tests, diagnostic assessments, IEPs and on-going quarterly data with teacher observation evidence.

Course			
High School Developmental Reading I	High School Developmental Reading II	High School Developmental Reading III	High School Developmental Reading IV

English Electives

(Note: These courses will earn students a standard elective credit but may not be used as a standard credit to satisfy an English graduation requirement.)

Course			
Writing	English Composition	Advanced Composition	Creative Writing
Speaking		Advanced Speech	Debate
Publication	Publication Production/ Yearbook		
College and Career Readiness	Grade 12 English Capstone	College Assessments: Standardized Test Preparation	
Journalism I	Journalism II	Journalism III	Journalism IV

Mathematics Sequences

(Note: The following chart offers some potential mathematics course sequences. Please inquire with your High School Counselor and Mathematics Instructional Specialist with options you are interested in pursuing that are not on the chart below. All sequences not listed on this chart must be authorized by the Mathematics Instructional Specialist.)

A FULL 3-year course sequence will satisfy Standard Diploma requirements, however, it is recommended for students to take four years of mathematics.

Diploma	Grade 9	Grade 10	Grade11	Grade 12
Standard Diploma	Algebra I or Honors Algebra I	Geometry or Honors Geometry	Algebra, Function & Data Analysis (AFDA) or Algebra II	Algebra, Function & Data Analysis (AFDA) or Algebra II **(Optional)**
	Geometry/ Honors Geometry (Prerequisite – Algebra 1)	Algebra, Function & Data Analysis (AFDA) or Algebra II	Algebra, Function & Data Analysis (AFDA) or Algebra II	Math Analysis/Pre-Calculus **(Optional)**
	Algebra I Part 1	Algebra I Part 2	Geometry	Algebra, Function & Data Analysis (AFDA) or Algebra II
	Algebra 1	Geometry Part 1	Geometry Part 2	Algebra, Function & Data Analysis (AFDA) or Algebra II
	*Algebra I Part 1	* Algebra I Part 2	*Geometry Part 1	*Geometry Part 2
Advanced Diploma	Algebra 1 / Honors Algebra 1	Geometry/ Honors Geometry	Algebra II or Algebra II and Trigonometry	Mathematical Analysis / Pre-Calculus
	Geometry/ Honors Geometry	Algebra II or Algebra II and Trigonometry	Mathematical Analysis/Pre-Calculus or IB Math Studies SL 1	AP Computer Science AB or AP Statistics or AP Calculus or Dual Enrollment or IB Mathematics
	Algebra II or Algebra II and Trigonometry	Mathematical Analysis/Pre-Calculus or IB Math Studies SL 1	AP Computer Science A or AP Calculus AB or AP Statistics or Dual Enrollment (or) IB Mathematics	AP Computer Science A or AP Calculus AB or Dual Enrollment or IB Mathematics

* The Board of Education's Guidelines on Credit Accommodations allow students with disabilities who are eligible for credit accommodations in mathematics to use each part of Algebra I, Parts I and II, and Geometry, Parts I and II, to earn a standard credit towards the three mathematics credits required for the Standard Diploma only. A student who chooses to earn standard credits by taking both Algebra I and Geometry in two parts must complete *both* parts of both courses to meet the minimum course requirements and would earn three standard credits in mathematics plus one additional elective credit. Two-part courses may also be combined with full-year courses in other Board- approved mathematics courses to meet the requirements.

Guidelines for High School Mathematics Placement

Placement in Algebra I

- Mathematics 8 grade A - D **and** Grade 8 Mathematics SOL test score greater than 400
- Mathematics 8 grade A - C **and** Grade 8 Mathematics SOL test score below 400 **and** MAP midyear RIT score is greater than 225

Placement in Algebra I, Part I

- Mathematics 8 grade D or F and Grade 8 Mathematics SOL test score below 400
- Mathematics 8 grade A - C and Grade 8 Mathematics SOL below 400 and MAP midyear RIT score is less than 225 (Other data and teacher recommendation should be considered for possible placement in Algebra I)

Placement in Geometry I, Part I

- Algebra I grade D or F and EOC Algebra I SOL test score below 400

Mathematics Electives

(Note: These courses will earn students a standard elective credit but may not be used as a standard credit to satisfy a Mathematics graduation requirement.)

Foundations of Algebra	SAT Prep

History and Social Science

(Note: The following chart offers some potential History/Social Science course sequences. Please inquire with your High School Counselor and History/Social Science Instructional Specialist with options you are interested in pursuing that are not on the chart below. All sequences not listed on this chart must be authorized by the History/Social Science Instructional Specialist.)

* The honors level course is an option for this course.

Diploma	Grade 9	Grade 10	Grade11	Grade 12
Standard Diploma	World History and Geography to 1500 AD (CE)*	World History and Geography: 1500 AD (CE) to the Present*	United States and Virginia History*	Government*
	World History and Geography to 1500 AD (CE)*	United States and Virginia History, Part I*	United States and Virginia History, Part II*	Government*
	World History and Geography to 1500 AD (CE)*	World History and Geography: 1500 AD (CE) to the Present*	United States and Virginia History*	Government*
	World Geography*	World History and Geography to 1500 AD (CE)*	United States and Virginia History*	Government*
	World Geography*	World History and Geography: 1500 AD (CE) to the Present*	United States and Virginia History*	Government*
Advanced Studies Diploma	World History and Geography to 1500 AD (CE)*	World History and Geography: 1500 AD (CE) to the Present*	United States and Virginia History 2360* or AP United States History	Government 2440* or AP Government & Politics: United States
	World History and Geography to 1500 AD (CE)*	World Geography*	United States and Virginia History 2360* or AP United States History	Government 2440* or AP Government & Politics: United States

Diploma	Grade 9	Grade 10	Grade11	Grade 12
	World Geography*	World History and Geography to 1500 AD (CE)*	United States and Virginia History* or AP United States History	Government* or AP Government & Politics: United States
	World Geography*	World History and Geography: 1500 AD (CE) to the Present*	United States and Virginia History* or AP United States History	Government* or AP Government & Politics: United States
	World History and Geography: 1500 AD (CE) to the Present*	Government*	IB History HL 1	IB History HL 2

* The honors level course is an option for this course.

Science

(Note: The following chart offers some potential Science course sequences. Please inquire with your High School Counselor and Science Instructional Specialist with options you are interested in pursuing that are not on the chart below. All sequences not listed on this chart must be authorized by the Science Instructional Specialist.)

Diploma	Grade 9	Grade 10	Grade11	Grade 12
Standard Diploma (**Note:** The **Standard Diploma** requires **three (3) standard credits from two (2) science disciplines**.)	Earth Science I	Biology I	Chemistry I	Physics I
	Environmental Science	Biology I or Earth Science I	Chemistry I	Biology II or Earth Science II
	Earth Science I, Part I*	Earth Science I, Part II*	Biology I	Biology II: Ecology 4340 **or** Earth Science II: Astronomy
	Biology I	Biology II: Anatomy/ Physiology **or** Biology II: Genetics	Chemistry I	Physics I
	Biology I, Part I*	Biology I, Part II*	Earth Science I	Chemistry I
	Earth Science I	Biology I	Earth Science II: Astronomy	Physics I
	Biology I	Biology II: Ecology	Earth Science I	AP Environmental Science
	Earth Science I	Biology I	Chemistry I	Physics I

Advanced Studies Diploma (**Note:** The **Advanced Studies Diploma** requires four **(4) standard credits from three (3) science disciplines**.)	Environmental Science	Biology or Earth Science	Chemistry I	Physics/Bio II/Earth Science II/AP/IB or Dual Science Courses
	Biology I	Chemistry I	Physics I or AP Physics 1	AP Biology or AP Chemistry **or** Dual Enrollment (DE) Biology **or** DE Chemistry
	Biology I	Biology II: Anatomy/ Physiology **or** Biology II: Genetics	Chemistry I	Physics I
	Biology I	Chemistry I	AP Physics 1 or DE Biology or DE Physics or IB Biology SL/HL 1 or IB Physics SL 1 or IB Environmental Systems and Societies SL 1	AP Biology **or** AP Chemistry **or** Biology II: Anatomy/ Physiology 4330 **or** Biology II: Genetics 4350 **or** IB Biology SL/HL 2 **or** IB Physics SL 2 **or** IB Environmental Systems and Societies SL 2
	Physics I	Biology I	Chemistry I	AP Biology **or** AP Chemistry **or** Biology II: Anatomy/ Physiology **or** Biology II: Genetics

*This pathway is only available to students eligible for credit accommodations in science. Students must complete both parts of both courses to meet minimum course requirements.

Course Sequences - Fine Arts Middle School 06-08

Middle School Course Sequences			
	Grade 6	**Grade 7**	**Grade 8**
Band	Beginning Band-9230	Intermediate Band- 9231	Advanced Band- 9229
Chorus	Beginning Chorus- 9269	Intermediate Chorus- 9270	Advanced Chorus- 9271
Dance	Beginning Dance-18wk- 6305 Beginning Dance-36wk-6305M	Intermediate Dance-18wk-6306 Intermediate Dance-36wk-6306M	Advanced Dance-18wk-6307 Advanced Dance-36wk-6307M
Guitar	Beginning Guitar- 5008	Intermediate Guitar- 5009	Advanced Guitar- 5010
Harp	Beginning Harp- 3711	Intermediate Harp- 3712	Advanced Harp- 3713
Orchestra	Beginning Orchestra- 9235	Intermediate Orchestra- 9236	Advanced Orchestra- 9241
Theatre	Beginning Theater I-18wk-1393 Beginning Theater I-36wk-1393M	Intermediate Theater II-18wk-1394 Intermediate Theater II-36wk-1394M	Speech Application &Theatre -1395
Visual Art	Art- Grade 6-18wk-9103 Art- Grade 6-36wk-9103M	Art- Grade 7-18wk-9105 Art- Grade 7-36wk-9105M	Art- Grade 8-18wk-9115 Art- Grade 8-36wk-9115M

Course Sequences – Fine Arts High School 09-12

Diploma	**Year 1**	**Year 2**	**Year 3**	**Year 4**
Standard Diploma	Beginning Band-9232	Intermediate Band-9233	Advanced Band- 9234	Artist Band-9244
	Beginning Chorus- 9260	Intermediate Chorus-9285	Advanced Chorus- 9289	Artist Chorus- 9290
	Beginning Orchestra-9237	Intermediate Orchestra- 9238	Advanced Orchestra-9239	Artist Orchestra-9242
	Dance Technique: Dance I- 9252	Dance Technique: Dance II- 9253	Dance Technique: Dance III- 9254	Dance Technique: Dance IV-9255
	Theater I/Introduction to Theater-1410	Theater II/Dramatic Literature & Theater-1420	Theater III/Introduction to Acting-1423	Theater IV-Advanced Acting- 1426
	Guitar I-9245	Guitar II-9247	Small Instrumental Ensemble-Guitar-9250	Small Instrumental Ensemble-Guitar-9251
	Art I/Art Foundations-9120	Art II/Intermediate-9130	Art III/Advance Intermediate-9140	Art IV/Advanced- 9145

Course Sequence – Fine Arts High School 09-12 cont'd

Diploma	Year 1	Year 2	Year 3	Year 4
Advanced Diploma	Beginning Band-9232 Beginning Chorus- 9260 Beginning Orchestra-9237 Dance Technique: Dance I- 9252 Theater I/Introduction to Theater-1410 Guitar I-9245 Art I/Art Foundations-9120	Intermediate Band-9233 Intermediate Chorus-9285 Intermediate Orchestra- 9238 Dance Technique: Dance II- 9253 Theater II/Dramatic Literature & Theater-1420 Guitar II-9247 Art II/Intermediate-9130	Advanced Band- 9234 Advanced Chorus- 9289 Advanced Orchestra-9239 Dance Technique: Dance III- 9254 Theater III/Introduction to Acting-1423 Small Instrumental Ensemble-Guitar-9250 Art III/Advance Intermediate-9140	Artist Band-9244 Artist Chorus- 9290 Artist Orchestra-9242 Dance Technique: Dance IV-9255 Theater IV-Advanced Acting- 1426 Small Instrumental Ensemble-Guitar-9251 Art IV/Advanced- 9145

Course Sequence – World Language/Spanish Middle School 06-08

Grade 6	Grade 7	Grade 8
Exploratory Spanish (18 Weeks)	Spanish 1A	Spanish 1B
Exploratory Spanish (36 weeks)	Spanish1 A	Spanish 1B
Spanish 1A	Spanish 1B	

WORLD LANGUAGES

The study of World Languages is of increasing importance in today's global society. It is more important than ever that our students are properly equipped with skills that will allow them to graduate from high school on a path that has prepared them to engage with the world that will await them.

Middle School Offerings

RPS offers Spanish language offerings in the middle school to allow students to experience or build on their language experiences with the goal of providing students with the language experience needed for high school.

- Students with little to no experience in Spanish will enroll in Exploratory Spanish in either semester or yearlong format.
- Students who demonstrate language proficiency at a certain level may enroll in Spanish 1A in 6th grade.
- As they progress, students may enroll in Spanish 1B

SECTION V: Course Descriptions

Career & Technical Education

Business and Information Technology

Accounting
Course 6320 **1 Credit**
Students study the basic principles, concepts, and practices of the accounting cycle for a service business and a merchandising business. **(Grades 10-11)**

Advanced Accounting
Course 6321 **1 Credit**
Students gain in-depth knowledge of advanced accounting procedures and techniques used in solving business problems and making financial decisions. **(Grades 11-12)**
Prerequisite: *Accounting*

Business Law-18 weeks
Course 6132 **0.5 Credit**
Students examine the foundations of the American legal system and learn the rights and responsibilities of citizens. Students gain practical knowledge and life skills by exploring economic and social concepts related to laws governing business and individuals. Focus areas include contracts, consumer protection, criminal law, tort law, international law, family/domestic law, employment law, cyber law, and careers in the legal profession. **(Grades 10-12)**

Business Management-18 weeks
Course 6136 **0.5 Credit**
Students study basic management concepts and leadership styles as they explore business ownership, planning, operations, marketing, finance, economics, communications, the global marketplace, and human relations. **(Grades 10-12)**

Computer Information Systems
Course 6612 **1 Credit**
Students apply problem-solving skills to real-life situations through word processing, spreadsheets, databases, multimedia presentations, and integrated software activities. Students work individually and in groups to explore computer concepts, operating systems, networks, telecommunications, and emerging technologies. **(Grades 10-12)**
Prerequisite: *Keyboarding Applications recommended*

Advanced Computer Information Systems
Course 6613 **1 Credit**
Students apply problem-solving skills to real-life situations through advanced integrated software applications, including printed, electronic, and Web publications. Students work individually and in groups to explore advanced computer maintenance activities, Website development, programming, networking, emerging technology, and employability skills. (**Grades 11-12)**
Prerequisite: *Computer Information Systems*

Computer Science Solutions-18 weeks
Course 6609 **0 Credit**
Students are introduced to the world of business using the computer as a problem-solving tool. Emphasis is placed on completing a variety of projects incorporating programming concepts and writing code. Basic Internet safety is an important component of this course. **(Grade 7)**

Computer Science Solutions-36 weeks
Course 6610 **0 Credit**
Students are introduced to the world of business using the computer as a problem-solving tool. Emphasis is placed on completing a variety of projects incorporating programming concepts and writing code. Basic Internet safety is an important component of this course. **(Grade 7)**

Design, Multimedia & Web Technologies
Course 6630 **1 Credit**
Students develop proficiency in designing and creating desktop-published projects, multimedia presentations/ projects, and Websites, using industry-standard application software. Students apply principles of layout and design in completing projects. Students create portfolios that include a résumé and a variety of desktop-published, multimedia, and Web-site projects produced in the course. **(Grades 10-12)**

Advanced Design, Multimedia & Web Technologies
Course 6631 **1 Credit**
Students develop advanced skills for creating desktop-published, interactive multimedia, and Web-site projects. Students work with sophisticated hardware and software, applying skills to real-world projects. **(Grades 11-12)**
Prerequisite: *Design, Multimedia & Web Tech.*

Economics & Personal Finance
Course 6120 **1 Credit**
Students learn how economies and markets operate and how the United States economy is interconnected with the global economy. Additionally, they learn how to navigate the financial decisions they must face and to make informed decisions relating to career exploration, budgeting, banking, credit, insurance, spending, financing postsecondary education, taxes, saving and investing, buying/leasing a vehicle, and living independently. **(Grades 10-12)**

Information Technology (IT) Fundamentals
Course 6670 **1 Credit**
Students are introduced to skills related to information technology basics, Internet fundamentals, network systems, computer applications, programming, and graphics, Web page design, and interactive media. **(Grades 9-10)**

Keyboarding Applications
Course 6152 **1 Credit**
Students develop and enhance touch skills for entering alphabetic, numeric and symbol information on a keyboard. Students compose and produce a variety of personal, business, and professional documents. **(Grades 8-10)**

Keyboarding Middle-18 weeks
Course 6150 **0 Credit**
This course is designed for middle school students to develop and enhance touch skills for entering alphabetic, numeric and symbol information on a keyboard to produce documents. **(Grade 6)**

Legal Systems Administration
Course 6735 **1 Credit**
Students explore various areas of law (e.g., civil, criminal, family, real estate, estate, and probate) while preparing for employment in the legal field. Students gain knowledge and skills in legal document preparation, office communications, legal terminology, client services, records management, financial records, and business ethics. Successful completion of this course may lead to an entry-level position in a law office, court office, law enforcement agency, corporate legal department, or to postsecondary education. **(Grades 11-12)** ***Offered at RTC***
Prerequisite: *Keyboarding Applications recommended*

Medical Systems Administration
Course 6730 **1 Credit**
Students learn how to use medical terminology and apply administrative procedures necessary to be productive employees in a healthcare environment. Students will learn how to manage office activities, enhance communication skills, identify legal and ethical issues in health care practices, manage financial functions, and enhance employability skills. **(Grades 11-12)** ***Offered at RTC Only***
Prerequisite: *Keyboarding Applications 6152 recommended*

Office Administration
Course 6621 **1 Credit**
Students enhance word processing and communication skills as they develop competencies needed by administrative support professionals. Students study office procedures such as information processing, telecommunications, electronic record management, and financial records management. **(Grades 11-12)**
Prerequisite: *Keyboarding Applications recommended*

Principles of Business & Marketing
Course 6115 **1 Credit**
Students discover the roles of business and marketing in the free enterprise system and the global economy. Basic financial concepts of banking, insurance, credit, inheritance, taxation, and investments are investigated. (**Grades 9-10)**

Programming
Course 6640 **1 Credit**
Students in the Programming course explore programming concepts, use algorithmic procedures, implement programming procedures with one or more standard languages, and master programming fundamentals. Coding is used throughout the course. Graphical user interfaces may be used as students design and develop interactive multimedia applications, including game programs. **(Grades 10-12)**
Prerequisite: *Keyboarding Applications Recommended*

Advanced Programming
Course 6641 **1 Credit**
Building on their foundation of programming skills, Advanced Programming students use object-oriented programming to develop database applications, interactive multimedia applications including game applications, mobile applications, and Web applications. (**Grades 11-12)**
Prerequisite: *Programming*

Career Connections

Career Investigations
Course 9070 **0 Credit**
This course allows students to explore career options and begin investigating career opportunities. Students assess their roles in society, identify their roles as workers, analyze their personal assets, complete a basic exploration of career clusters, select career pathways or occupations for further study, and create an Academic and Career Plan based on the their academic and career interests. This course also helps students identify and demonstrate the workplace skills that employers desire in their future employees. **(Grades 6-8)**

Career Strategies
Course 9071 **1 Credit**
Students do an in-depth study of one to four or more career cluster, through a variety of investigative activities. They observe, analyze, and report on the demand for workers, worker qualifications, organizational structures, quality control measures, selected policies and regulations, ethical issues and rewards of work. Students analyze career assessment results, compare various educational options, and develop or revise a plan related to their academic and career-related goals. **(Grades 9-12)**

Education for Employment I- Preparation
Course 9078 **1 Credit**
This course teaches students to make informed career and continuing education choices as they transition from school, gain technical skills, and adapt to the workplace. Students are taught ethical behaviors and career-research, job-acquisition, workplace-communication, self- awareness, self-advocacy, customer-service, and life skills. **(Grades 9-12)**

Education for Employment II - Preparation
Course 9080 **1 Credit**
Students continue to explore careers in the Education and Training Cluster and pathways. This course provides the opportunity for students to prepare for careers in education as they research postsecondary options, learn about the process of teacher certification in Virginia, and participate in a practicum experience. **Grades 10-12**
Prerequisite: *Education for Employment I – Preparation I*

VA Teachers for Tomorrow I
Course 9062 **1 Credit**
Virginia Teachers for Tomorrow (VTFT) fosters student interest, understanding, and appreciation of the teaching profession and allows secondary students to explore careers in education. Students build a foundation for teaching; learn the history, structure and governance of teaching; apply professional teaching techniques in the VTFT classroom and field experience; and reflect on their teaching experiences. **Grades 10-12**

VA Teachers for Tomorrow II
Course 9072 **1 Credit**
Students continue to explore careers in the Education and Training Cluster and pathways. This course provides the opportunity for students to prepare for careers in education as they research postsecondary options, learn about the process of teacher certification in Virginia, and participate in a practicum experience. **(Grades 11-12)**
Prerequisite: *VA Teachers for Tomorrow I*

Family & Consumer Science

Child Development and Parenting
Course 8232 **1 Credit**
Students enrolled in Child Development and parenting focus on assessing the impact of the parenting role in society; taking responsibility for individual growth within the parenting role; preparing for a healthy emotional and physical beginning for parent and child; meeting developmental needs of children and adolescents; building positive parent-child relationships; using positive guidance and discipline to promote self-discipline, self-respect, and socially responsible behavior. **(Grades 9-11)**

Early Childhood, Education, and Services I
Course 8285 **1 Credit**
This course introduces early childhood development through activities and experiencing nursery, pre-kindergarten, and primary programs. Focus is placed on child growth and development; development of self-concepts and building self-esteem; learning experiences for children; principles of guiding children; healthy and safe environments; career development and careers related to child care. **(Grades10-11)**

Early Childhood, Education, and Services II
Course 8286 **1 Credit**
Students prepare for positions in child care centers as childcare attendants, kindergarten aides, or childcare assistants; as foster parents; or as entrepreneurs. Cooperative (on-the- job) education or an internship under the supervision of the instructor is an option. **(Grades 11-12**)
Prerequisite: *Early Childhood, Education, and Services I*

Family and Consumer Sciences Exploratory I
Course 8208 **0 Credit**
This course provides a foundation for managing individual, family, career, and community roles and responsibilities. In FACS Exploratory I, students focus on areas of individual growth such as personal goal achievement, responsibilities within the family and accountability for personal safety and health. They also explore and practice financial management, clothing maintenance, food preparation, positive and caring relationships with others, and self-assessment as related to career exploration. **(Grade 6)**

Family and Consumer Sciences Exploratory II
Course 8263 **0 Credit**
This course provides a foundation for managing individual, family, work, and community roles and responsibilities. In FACS Exploratory II, students focus on their individual development as well as their relationships and roles within the family unit. They learn how to maintain their living and personal environments and to use nutrition and wellness practices. Students apply consumer and family resources, develop textile, fashion, and apparel concepts, and explore careers related to Family and Consumer Sciences. **(Grade 7)**

Family and Human Services I
Course 8264 **1 Credit**
Students prepare for occupations related to individual and family health; consumer and community special services; nutrition and dietary modification; home maintenance, management and adaptation to physical restrictions; and services to homebound individuals of all ages. **(Grades 10-11)**

Family and Human Service II
Course 8265 **1 Credit**
Students continue to prepare for occupations related to individual, family, community health and well-being. Critical thinking, practical problem solving and entrepreneurship opportunities within the field of home and community care is emphasized. **(Grades 11-12)**
Prerequisite: *Family and Human Services I*

Family Relations
Course 8225 **1 Credit**
Family Relations focus on analyzing the significance of the family, nurturing human development in the family throughout the lifespan, analyzing factors that build and maintain healthy family relationships, developing communication patterns that enhance family relationships, dealing effectively with family stressors and conflicts, managing work and family roles and responsibilities, and analyzing social forces that influence families across the lifespan. (**Grades 9-11)**

Fashion Careers I
Course 8280 **1 Credit**
Students prepare for occupations concerned with the spectrum of clothing, apparel, and textiles production and services, including but not limited to construction, fabric and fabric care, pattern design, principles of clothing construction and selection, fitting and alterations for ready-to- wear garments, custom tailoring, and clothing maintenance. **(Grades 11-12)**

Fashion Careers II
Course 8281 **1 Credit**
Students focus on technical skills identified as essential for careers in the fashion industry. Students continue to develop skills in fashion illustration, draping, pattern making, garment construction and compilation of a portfolio. Opportunities for entrepreneurship within the field of fashion design are examined. Work-based learning opportunities within the fashion industry are encouraged to provide opportunities for students to develop employability skills. (**Grades 11-12)**
Prerequisite: *Fashion Careers I*

GRADS

Course 8278 **1 Credit**

Students enrolled in the Graduation, Reality, and Dual-role Skills Program (GRADS) concentrate on developing self-esteem; using effective communication skills; maintaining positive relationships; promoting wellness, prenatal, and postnatal care; evaluating the cost of parenthood; adjusting to parenthood; understanding child development; providing child care; managing family relationships; exploring careers; employability skills; managing resources and expenditures; and balancing work and family. This course is designed for pregnant and parenting teens. **(Grades 9-12)**

Independent Living

Course 8219 **1 Credit**

This course allows students to explore successful strategies for living independently by actively participating in practical problem solving focusing on relating to others, relationships; managing resources in the areas of apparel, nutrition and wellness, and housing; using leadership skills to reach individual goals; planning for careers and making consumer choices in a global environment. **(Grades 9-11)**

Individual Development

Course 8210 **1 Credit**

Students enrolled in individual development focus on self and others throughout the lifespan; enhancing positive views of self and others; managing stressful situations; formulating a plan to achieve career goals; forming healthy, caring relationships with family members and peers; managing conflict; choosing responsible ways to express oneself; and evaluating the importance of responsible parenting to individuals, families, and society. **(Grades 8-11)**

Intro to Culinary Arts

Course 8250 **1 Credit**

This course focuses on identifying and exploring the individual careers within the foodservice industry. Units of study include food science and technology, dietetics and nutrition services, contemporary cuisines and service styles, food and beverage production and preparation, and food safety and sanitation. **(Grades 9-11)**

Intro to Early Childhood Education

Course 8234 **1 Credit**

This course introduces early childhood development through activities and experiences in nursery, pre-kindergarten, and primary programs. Focus is placed on child growth and development; development of self-concepts and building self-esteem; learning experiences for children; principles of guiding children; healthy and safe environments; career development and careers related to child care. **(Grades 9-11)**

Intro to Fashion Careers

Course 8248 **1 Credit**

The fashion design and merchandising competencies focus on identifying and exploring the individual careers within the fashion design, manufacturing, and merchandising industry. Units of study include the relationships that exist among all areas of the clothing industry; related global and economic issues; and the skills and characteristics necessary for success in careers in the textile, design, apparel production and fashion merchandising industries. **(Grades 9-11)**

Nutrition and Wellness

Course 8229 **1 Credit**

Students enrolled in nutrition and wellness focus on making choices that promote wellness and good health; analyzing relationships between psychological and social needs and food choices; choosing foods that promote wellness; obtaining and storing food for self and family; preparing and serving nutritious meals and snacks; selecting and using equipment for food preparation; and identifying strategies to promote optimal nutrition and wellness in society. **(Grades 9-11)**

Marketing

Introduction to Fashion Careers
Course 8248 **1 Credit**
Students focus on identifying and exploring the individual careers within the apparel, accessory, and textile design, manufacturing, and merchandising industry. Units of study include the relationships that exist among all areas of the clothing industry; related global and economic issues; apparel, accessory, and textile technology; exploration of careers, including entrepreneurial opportunities in related areas; and the skills and personal characteristics necessary for success in careers in the apparel, accessory, and textile design, manufacturing, and marketing industry. **(Grades 9-10)**

Fashion Marketing
Course 8140 **1 Credit**
Students gain basic knowledge of the apparel and accessories industry and skills necessary for successful employment in apparel businesses. Students develop general marketing skills necessary for successful employment in fashion marketing, general marketing skills applicable to the apparel and accessories industry, and specialized skills unique to fashion marketing. Personal selling, sales promotion, purchasing, physical distribution, market planning, and product/service technology, and supervision as well as academic skills will be developed . **(Grades 10-11)**

Advanced Fashion Marketing
Course 8145 **1 Credit**
Students with an interest in apparel and accessories marketing gain in-depth knowledge of the apparel and accessories industry and skills utilized in various apparel businesses. They develop advanced skills unique to fashion marketing and advanced general marketing skills applied to the apparel and accessories industry. Professional selling, sales promotion, buying, merchandising, marketing research, economics, hiring and retaining employees, product/service technology, and supervision as well as academic skills. **(Grades 11-12)**
Prerequisite: *Fashion Marketing*

Introduction to Marketing
Course 8110 **1 Credit**
Students gain an understanding of the importance of marketing in today's society. They develop skills related to interpersonal communication, self-presentation, economics, marketing, sales, employability, career discovery, and ethical decision-making. **(Grades 9-10)**

Marketing
Course 8120 **1 Credit**
Students examine activities in marketing and business important for success in marketing employment and postsecondary education. Students will learn how products are developed, branded, and sold to businesses and consumers. Students will analyze industry trends and gain hands-on experience in the marketing of goods, services, and ideas. Topics will include professionalism in the workplace, product planning and positioning, promotion, pricing, selling, economic issues, and the impact of technology on the marketplace. **(Grades 10-11)**

Advanced Marketing
Course 8130 **1 Credit**
Students build on knowledge gained in a prior Marketing course. Students participate in supervisory and management activities focusing on the marketing mix, purchasing, financing, human resources, global marketing, pricing, and emerging technologies. Students will prepare for advancement in marketing careers and postsecondary education. **(Grades 11-12)**
Prerequisite: *Marketing*

Opportunities in Global Trade
Course 8135 **1 Credit**
Opportunities in Global Trade is a specialized course for students with a career interest in the field of international trade. Students gain an understanding of the various careers in global trade, finance, shipping, and marketing and consider fundamental concepts, principles, and theories of marketing in an international setting. **(Grades 11-12)**

Advanced Opportunities in Global Trade
Course 8136 **1 Credit**
This is a specialized course for students with a career interest in international trade, builds upon concepts learned in Global Marketing and Commerce (8135). Economic and international trade concepts are reviewed, and the world environment of international trade is further explored. Students expand their knowledge about the impact of culture on international trade and continue their study of the legal and political aspects of international marketing. Global product strategies are examined. Concepts detailing entry into international markets, pricing strategies, international promotion, and marketing research are studied. **(Grade 12)**
Prerequisite: *Opportunities in Global Marketing*

Digital Marketing
Course 8125 **1 Credit**
Students receive an introduction to marketing functions and the business plan and study Internet marketing's role in the global economy. Students gain knowledge of the tools and techniques used in Internet marketing and learn how to design a Web site. They explore ethical, legal, and security aspects and prepare for a career in Internet marketing. **(Grades 11-12)**

Principles of Business & Marketing
Course 6115 **1 Credit**
Students discover the roles of business and marketing in the free enterprise system and the global economy. Basic financial concepts of banking, insurance, credit, inheritance, taxation, and investments are investigated. **(Grades 9-10)**

Sports and Entertainment Marketing
Course 8175 **1 Credit**
Students develop a thorough understanding of fundamental marketing concepts and theories as they relate to the sports and entertainment industries. Students will investigate the components of branding, sponsorships and endorsements, as well as promotion plans needed for sports, entertainment and recreation events. The course also supports career development skills and explores career options. **(Grades 10-11)**

Sports and Entertainment Management
Course 8177 **1 Credit**
Students will build on prior knowledge of sports, entertainment, and recreation marketing. This course focuses on the principles of management and planning supported by research, financial, and legal concepts. Students will be able to plan and execute an event, develop a career plan, and establish a sports, entertainment, or recreation marketing product/business. **(Grades 11-12)**
Prerequisite: *Sports and Entertainment Marketing*

Military Science

Army JROTC Military Science I - Leadership

Course 7913 **1 Credit**

Cadets develop leadership techniques with emphasis on assuming command and staff functions. Character, leadership development and theory, leadership application, foundations of success, wellness, and first aid are also included. Academic areas of geography, Earth science, citizenship, and American history are emphasized and reinforced. Service-learning projects and community involvement are also covered at this level.

Army JROTC Military Science II - Leadership

Course 7916 **1 Credit**

Cadets continue to develop leadership techniques with emphasis on assuming command and staff functions. Character, leadership development and theory, leadership application, foundations of success, wellness, and first aid are also included. Academic areas of geography, Earth science, citizenship, and American history are emphasized and reinforced. Service-learning projects and community involvement are also covered at this level.

Army JROTC Military Science III - Leadership

Course 7918 **1 Credit**

Cadets experience the culmination of their JROTC experience by applying leadership theories and communication skills at the command and staff level in cadet-led classes. Foundations of success, wellness, and first aid are addressed. Academic areas of geography, Earth science, citizenship, and American history are emphasized and reinforced. Service-learning projects are implemented, and community involvement is stressed with emphasis on group dynamics, human relations, and U.S. issues.

Army JROTC Military Science IV- Leadership

Course 7919 **1 Credit**

Cadets experience the culmination of their JROTC experience by applying leadership theories and communication skills at the command and staff level in cadet-led classes. Foundations of success, wellness, and first aid are addressed. Academic areas of geography, Earth science, citizenship, and American history are emphasized and reinforced. Service-learning projects are implemented, and community involvement is stressed with emphasis on group dynamics, human relations, and U.S. issues.

Technology and Engineering

Technical Drawing and Design

Course 8435 **1 Credit**

In this foundation course, students learn the basic language of technical design, while they design, sketch, and make technical drawings, illustrations, models, or prototypes of real design problems. Students develop spatial ability as they apply mathematical concepts to visual representations. **(Grades 9-11)**

Architectural Drawing and Design

Course 8437 **1 Credit**

Students explore architectural design foundations and increase understanding of working drawings, construction techniques, and codes regulating building design. They learn the design process and apply the elements and principles of design to architectural projects. Through producing models and illustrations of all aspects of a building, students create architectural design solutions using CADD (computer aided drafting and design). **(Grades 10-12)**

Prerequisite: *Technical Drawing and Design or Introduction to Engineering Design*

Advanced Drawing & Design
Course 8438 **1 Credit**
Students use a graphic language for product design and technical illustration. They increase their understanding of drawing techniques learned in the prerequisite courses. They research design-related fields while identifying the role of advanced drawing and design in manufacturing and construction industry processes. They apply the design process, analyze design solutions, reverse engineer products, create 3-D solid models using CADD, construct physical models, and create multimedia presentations of finished designs. They complete a work portfolio based on a chosen graphic project. **(Grades 11-12)**
Prerequisite: *Architectural Drawing and Design*

Digital Visualization
Course 8459 **1 Credit**
Students gain experiences related to computer animation by using graphics and design concepts. Students solve problems involving 3-D object manipulation, storyboarding, texturing/mapping, lighting concepts, and environmental geometry. Students create a variety of animations that reflect real-world applications and are introduced to interactive and 3-D animation software. Production of a portfolio showcasing examples of original student work is included. **(Grades 9-11)**
Prerequisite Recommended: *Technical Drawing and Design*

Electronics Systems I
Course 8416 **2 Credit**
Electronic devices are everywhere in modern life and business, and, as a result, opportunities abound for any who should master the knowledge and skills required to design, alter, repair, and construct them. This course allows students the opportunity to explore principles of electricity, apply knowledge in mathematics and science, and conduct experiments with electronics. Students solve problems using simple electrical devices and circuits and build electronic projects using DC and AC devices and circuits. **(Grades 11-12)**

Electronics Systems II
Course 8412 **2 Credit**
Students work with electronics devices, instruments, and circuits, building and designing devices to apply theories and laws with electronic components such as resistors, capacitors, and transistors. They also study integrated circuits used in computers, amplifiers, television, and other equipment. **(Grade 11-12)**
Prerequisite: *Electronics Systems I*

Introduction to Technology 18 weeks
Course 8482 **0 Credit**
Students study technological resources through problem-solving processes and various hands-on activities. They relate the impact of technology on society, environment, and culture to future consequences and decisions. **(Grades 6-8)**

Inventions and Innovations 18 weeks
Course 8464 **0 Credit**
Students make models of significant inventions that have advanced society. After studying these developments, they explore contemporary technological problems facing them, their community, or the world and apply a systematic procedure to invent new products or innovations as solutions. **(Grade 7)**

Principles of Technology I
Course 9811 **2 Credit**
Students in this single-period laboratory science course apply physics and mathematics concepts through a unified systems approach to develop a broad knowledge base of the principles underlying modern technical systems. Students study seven technical principles: force, work, rate, resistance, energy, power, and force transformers, emphasizing how each principle plays a unifying role in the operation of mechanical, fluid, electrical, and thermal systems in high-technology equipment. This "principles and systems" approach to studying these technical principles provides a foundation for further education and career flexibility as technology and technical systems advance. The sequence of Principles of Technology I and Principles of Technology II will satisfy one unit of credit in laboratory science for physics and one elective credit. Students who enroll in Principles of Technology courses for a physics credit must have completed Algebra I and two other laboratory science courses as specified by the accrediting standards prior to enrolling in Principles of Technology. **(Grades 10-12)**

Principles of Technology II
Course 9812 **2 Credit**
Students continue to apply physics and mathematics concepts through a unified systems approach to expand their knowledge base of the principles underlying modern technical systems. This course focuses on seven technical principles: momentum, waves, energy converters, transducers, radiation, optical systems, and time constants, emphasizing how each principle plays a unifying role in the operation of mechanical, fluid, electrical, and thermal systems in high-technology equipment. This "principles and systems" approach to studying these technical principles provides a foundation for further education and career flexibility as technology and technical systems advance. The sequence of Principles of Technology I and Principles of Technology II will satisfy one unit of credit in laboratory science for physics and one elective credit. Students who enroll in Principles of Technology courses for a physics credit must have completed Algebra I and two other laboratory science courses as specified by the accrediting standards prior to enrolling in Principles of Technology. **(Grades 11-12)**
Prerequisite: *Principles of Technology I*

Technology Foundations
Course 8403 **1 Credit**
In this beginning high school course, students acquire a foundation in technological material, energy, and information and apply processes associated with the technological thinker. Challenged by laboratory activities, students create new ideas and innovations, build systems, and analyze technological products to learn further how and why technology works. They work in groups to build and control systems using engineering design in the development of a technology. **(Grades 8-11)**

Technology Transfer
Course 8405 **1 Credit**
Students learn that technology transfer occurs when a new user applies an existing technology developed for one purpose to a different function. Groups work together, applying mathematics, science, and engineering concepts to projects that combine systems such as energy and power, agriculture and biotechnology, information and communication, manufacturing, construction, transportation, and medical technologies. Students engage in thematic activities to learn that the transfer of a technology from one society to another can cause cultural, social, economic, and political changes that affect both societies to varying degrees. **(Grades 10-12)**
Prerequisite: *Technology Foundations*

Richmond Technical Center

Prerequisites recommended for all students enrolling in Richmond Technical Center courses: have completed a computer/keyboarding application course with at least a grade of C; have passed English 10 with at least a grade of C; have passed Algebra 1 with at least a grade of C.

Trade and Industrial

Auto Body Technology 1 (280 hours)
Course 8676 **2 Credits**
In the global automotive repair industry, there is a growing demand for qualified auto body technicians. In this course, students are taught non-structural analysis, damage repair, and welding. Students work with a variety of materials, using metal finishing and body filling techniques to prepare surfaces and repair panels. In addition, students practice shop safety and gain career skills. Students who successfully complete this program sequence will be prepared to take and pass the respective ASE/NATEF exam and will be prepared for postsecondary education opportunities. **(Grades 10-11)**

Auto Body Technology II (280 hours)
Course 8677 **2 Credits**
In the global automotive repair industry there is a growing demand for qualified auto body technicians. In this course, students are taught to repair, mask, and refinish auto body components and entire vehicles. In addition, they use spray guns and personal safety equipment while applying undercoats and topcoats, working with a variety of materials, and gaining career skills. Students who successfully complete this program sequence will be prepared to take and pass the respective ASE/NATEF exam and will be prepared for postsecondary education opportunities. **(Grades 11-12)**
Prerequisite: *Auto Body Technology I*

Auto Body Technology III (280 hours)
Course 8678 **2 Credits**
This course allows students to further apply the tasks/competencies learned in Auto Body Technology I and II. This course may also be used as a capstone course in which students may perfect their auto body skills and move toward employment in the industry. Students who successfully complete this program sequence will be prepared to take and pass the respective ASE/NATEF exam and will be prepared for postsecondary education opportunities. Note: Auto Body Technology III may be offered as a complement to an existing concentration sequence in any Career Cluster. **(Grade 12)**
Prerequisite: *Auto Body Technology II*

Automotive Technology I (280 hours)
Course 8506 **2 Credits**
Due to recent technological advancements in automobiles, it is crucial that technicians are prepared with state-of-the-art technology and training. This course represents a large sampling of the competencies from National Automotive Technician's Education Foundation's (NATEF's) Maintenance and Light Repair accredited program. Students are provided instruction in all systems as they prepare for the ASE (Automotive Service Excellence) Student Certification, "the first step in building a career as a service professional in the automotive industry." (**Grades 10-11)**

Automotive Technology II (280 hours)
Course 8507 **2 Credits**
This course represents the advanced competencies from National Automotive Technician's Education Foundation's (CNATEF's) Maintenance and Light Repair accredited program without redundancy from the prerequisite course. Students are provided instruction in all systems as they prepare for the ASE (Automotive Service Excellence) Student Certification, "the first step in building a career as a service professional in the automotive industry." Successful completion of this course will result in program completion and prepare students to pass the equivalent NATEF student exam and ultimately attain certification. (**Grades 11-12)**
Prerequisite: *Automotive Technology I*

Automotive Technology III (280 hours)
Course 8508 **2 Credits**
This course is available for students who have completed the first two courses of Automotive Technology and attained program-completer status. The tasks for this capstone course represent the middle-tier standards of the National Automotive Technician's Education Foundation (NATEF's) Automobile Service Technology accredited program. Students are provided instruction in all systems as they prepare for the ASE (Automotive Service Excellence) Student Certification, "the first step in building a career as a service professional in the automotive industry." (**Grade 12)**
Prerequisite: *Automotive Technology II*

Barbering I (280 hours)
Course 8740 **2 Credits**
Barbering is the study of hair, scalp, and skin. Students study and prepare in a clinical lab setting, using mannequins and live models for manipulative practice. The program emphasizes safety and sanitation, communication, and management skills. Related areas of study include psychology, ethics, and professional image. Competency completions prepare the students to work or apprentice in a local barbershop or beauty salon. (**Grades 10-11)**

Barbering II (280 hours)
Course 8741 **2 Credits**
Students apply their knowledge of barbering skills in a clinical lab setting, using mannequins and live models for manipulative practice. The program emphasizes safety and sanitation, communication skills, and management of a barbershop or beauty salon. Related areas of study include psychology, ethics, and professional image. Competency completions prepare the students for the Virginia state-licensing exam. **(Grades 11-12)**
Prerequisite: *Barbering I*

Barbering III (280 hours)
Course 8742 **2 Credits**
In Trade and Industrial Education, task lists traditionally have been shared among related course codes and course titles. To meet new Perkins IV requirements, these competency lists have been divided to specifically address each level (I, II, III, IV). Please note that this level III course is in transition. For more information, contact the Trade and Industrial Education program specialist at VDOE. **(Grade 12)**
Prerequisite: *Barbering II*

Beauty Salon Assistant (140 hours)
Course 8546 **2 Credits**
The Beauty Salon Assistant course prepares students for work as an assistant in a hair salon. Students study and prepare in a clinical lab setting, learning practical and manipulative skills. The program emphasizes safety and sanitation, shampooing and conditioning, retailing, inventory control, and receptionist work. Competency completions allow students a certificate for entry-level employment. **(Grades 9-10)**

Building Management I (140 hours)
Course 8590 **2 Credits**
Students obtain the knowledge and skills to perform the upkeep of commercial and public buildings and grounds through hands-on training in cleaning operations, building repairs, plumbing, and grounds maintenance. **(Grades 09-10)**

Building Management II (280 hours)
Course 8591 **2 Credits**
Students obtain advanced knowledge and skills to perform the upkeep of commercial and public buildings and grounds through hands-on training in cleaning operations, building repairs, plumbing, and grounds maintenance. Completion of the two-course sequence may prepare students for a number of certification exams, helpful for employment in a variety of Building Management occupations. **(Grades 10-11)**
Prerequisite: *Building Management I*

Building Management III (280 hours)
Course 8592 **2 Credits**
Building Management III is offered as a capstone course for high school. Students apply the knowledge and skills to perform advanced maintenance and upkeep of commercial and public buildings and grounds through specific hands-on training in cleaning operations, building repairs, electrical, plumbing, and grounds maintenance. **(Grades 11-12)**
Prerequisite: *Building Management II*

Carpentry I (140 hours)
Course 8601 **2 Credits**
Carpentry I is the building block for achieving high-level construction industry skills that can result in an exciting and lucrative career. With an emphasis on safety, students are taught to use hand and power tools, cut stock, apply construction mathematics, and interpret blueprints. Students will become proficient in identifying types of residential construction components to form foundations and frame walls, floors, ceilings, roofs, doors, and windows. All students will obtain the required OSHA 10 safety credential. **(Grades 09-10)**

Carpentry II (280 hours)
Course 8602 **2 Credits**
Carpentry II leads to successful transition into postsecondary education for careers in carpentry and related fields, such as construction management, architecture, and others. Students are taught the safe use of hand and power tools common to the industry to complement their OSHA 10 safety credential earned in Carpentry I. Students will become proficient in assembling and installing various types of residential construction components that are current with industry standards, including rigging and job-estimating procedures, forming foundations, framing floors, walls, ceiling, roofs, trusses, roofing materials, stairs, exterior doors and windows, decks, and porches. Successfully passing this course leads to CTE program completion. **(Grades 10-11)**
Prerequisite: *Carpentry I*

Carpentry III (280 hours)
Course 8603 **2 Credits**
Carpentry III is an advanced course that allows students to gain in-depth knowledge and hands-on experience in construction industry skills. Work-based learning methods of instruction for this course would provide the student with practical, on-the-job experience in addition to what he or she has already mastered in Carpentry I and II. Additional exploration of the carpentry profession and postsecondary options for continuing education and professional opportunities are also emphasized.
(Grades 12)
Prerequisite: *Carpentry II*

Cosmetology I (280 hours)
Course 8527 **2 Credits**
In this introductory course, students study hair, skin, and nails and their related care. Students are grounded in theory as they prepare to practice procedures in a clinical lab setting or classroom, using manikins for manipulative skill practice. The first-year course emphasizes personal safety, professionalism, and sanitation and disinfection of equipment and facilities. Students develop skills in shampooing and conditioning hair, as well as styling and cutting hair. They are introduced to chemical texture services and develop skills in manicure and pedicure procedures. **(Grades 10-11)**

Cosmetology II (280 hours)
Course 8528 **2 Credits**
In this advanced course, students build on their theoretical foundation of general sciences and practices in cosmetology to increase proficiency in haircutting and styling on live models, with attention to professionalism, client consultation, safety, and infection control. Students are trained in safe chemical processes related to permanent waves, relaxers, soft-curl permanent waves, lightening, and coloring hair. They also develop artistic skills with wigs and hair additions. In addition, students learn to care for skin, hands, and feet, developing experience in providing facials, manicures, pedicures, and nail enhancements. A business management unit focuses on managing the salon. Competency completion prepares the student for the Virginia State Licensing Exam. Students can combine classroom instruction and supervised on-the-job training in an approved position or internship with continuing supervision throughout the school year. **(Grades 11-12)**
Prerequisite: *Cosmetology I*

Cosmetology III (280 hours)
Course 8529 **2 Credits**
In this advanced course, students build on their theoretical foundation of general sciences and practices in cosmetology to increase proficiency in haircutting and styling on live models, with attention to professionalism, client consultation, safety, and infection control. An advanced business management unit focuses on managing the salon. Competency completion prepares the student for the Virginia State Licensing Exam. Students can combine classroom instruction and supervised on-the-job training in an approved position or internship with continuing supervision throughout the school year. **(Grade 12)**
Prerequisite: *Cosmetology II*

Criminal Justice I (140 hours)
Course 8702 **2 Credits**
Students are introduced to the legal foundations and processes, and the principles, techniques, and practices for exploring careers within the criminal justice system. Completion of the two-course sequence may prepare students for a number of certification exams, helpful for employment in a variety of Criminal Justice occupations. **(Grade 11)**

Criminal Justice II (140 hours)
Course 8703 **2 Credits**
Students learn the legal foundations and processes, the principles, techniques, and practices for exploring careers within the criminal justice system, and the history of terrorism in the United States. Students combine classroom instruction and supervised, practical experience throughout the school year. **(Grade 12)**
Prerequisite: *Criminal Justice I*

Electricity I (140 hours)
Course 8533 **2 Credits**
Students develop skills in the installation, operation, maintenance, and repair of residential, commercial, and industrial electrical systems. They also study electrical theory, navigate the National Electrical Code Book, select and install conductors, and work with panel boards, switchboards, and generators. Completion of the two-course sequence may prepare students for a number of certification exams, helpful for employment in a variety of Electrical occupations. **(Grades 9-10)**

Electricity II (280 hours)
Course 8534 **2 Credits**
Students continue to develop skills in the installation, operation, maintenance, and repair of residential, commercial, and industrial electrical systems. They also study electrical theory and mathematical problems related to electricity, navigate the National Electrical Code Book, select and install conductors, examine lighting, communication, and power systems, and work with conduit and raceways, panel boards, switchboards, grounding systems, and generators. Completion of the two-course sequence may prepare students for a number of certification exams, helpful for employment in a variety of Electrical occupations. **(Grades 10-11)**
Prerequisite: *Electricity I*

Electricity III (280 hours)
Course 8535 **2 Credits**
Students continue to develop skills in the installation, operation, maintenance, and repair of residential, commercial, and industrial electrical systems. They also study electrical theory and mathematical problems related to electricity, navigate the National Electrical Code Book, select and install conductors, examine lighting, communication, and power systems, and work with conduit and raceways, panelboards, switchboards, grounding systems, and generators. **(Grades 11- 12)**
Prerequisite: *Electricity II*

Firefighting I (280 hours)
Course 8705 **2 Credits**
Firefighting is one of the most dangerous jobs in the world and, therefore, requires complete discipline and attention to achieving the academic and professional standards necessary to successfully fight live fires, address hazardous-materials incidents, and conduct search-and-rescue operations. Students will become familiar with the procedures, equipment, and technologies used by current fire departments. This course challenges students academically, mentally, and physically and meets the standards of National Fire Protection Association (NFPA) 1001-2013 leading to Firefighting I certification.
Note: Students must be at least 16 years old (40-1.79.1 Code of Virginia) by the first day of the course offering. Enrollment also requires parental consent. Additional requirements, including CPR, HAZMAT operations, and Mayday Awareness, are stipulated for those students seeking NFPA 1001-2013 Firefighter I certification. **(Grade 11)**

Firefighting II (140 hours)
Course 8706 **2 Credits**
This course builds upon the professional knowledge gained and skills taught in Firefighting I. Students respond to simulated hazardous-materials incidents and conduct rescue operations, including vehicle extrication. Students react to multi-faceted situations (e.g., caused by simulated terrorism, accidents, and natural disasters) by managing resources such as medivac helicopters, emergency medical personnel, technical rescue teams, and community-based organizations. Students will become familiar with the procedures, equipment, and technologies used by current fire departments. This course challenges students academically, mentally, and physically and meets the standards of National Fire Protection Association (NFPA) leading to Firefighting II certification. **(Grade 12)**
Prerequisite: *Firefighting I*

Graphic Imaging Technology I (140 hours)
Course 8660 **2 Credits**
Graphic Imaging Technology I introduces students to the graphic communications industry. Students gain an overview of digital file preparation, image capture, color theory, digital file output, press operations, and bindery operations. Students learn to practice workplace safety and develop skills in measurement, mathematical problem solving, interpersonal communication, and the job application process. Graphic Imaging Technology programs may be accredited by GAERF, the accrediting body for the nationally recognized PrintEd certification program. Completion of the two-course sequence may prepare students for a number of certification exams, helpful for employment in a variety of Graphic Imaging occupations. **(Grades 10-11)**

Graphic Imaging Technology II (280 hours)
Course 8661 **2 Credits**
Graphic Imaging Technology II prepares students for a career in the graphic communications industry. Students gain knowledge and skills in digital file preparation and output. Graphic Imaging Technology programs may be accredited by GAERF, the accrediting body for the nationally recognized PrintED certification program. Completion of the two-course sequence may prepare students for a number of certification exams, helpful for employment in a variety of Graphic Imaging occupations. **(Grades 11-12)**
Prerequisite: *Graphic Imaging Technology I*

Heating, Ventilation, Air Conditioning, and Refrigeration I (140 hours)
Course 8503 **2 Credits**
In this first course of the instructional program, students are taught to professionally install, repair, and maintain the operating conditions of heating, air-conditioning, and refrigeration systems. Students work with piping and tubing, study the principles of heat and electricity, install duct systems, and comply with EPA regulations. Completion of the two-course sequence may prepare students for a number of certification exams, helpful for employment in a variety of HVACR occupations. **(Grades 10-11)**

Heating, Ventilation, Air Conditioning, and Refrigeration II (280 hours)
Course 8504 **2 Credits**
This instructional program teaches students to professionally install, repair, and maintain the operating conditions of heating and cooling systems. Students also explore emerging technologies, EPA regulations and conservation techniques, and R-410A systems. Completion of this sequence may prepare students for a number of certification exams, helpful for employment in a variety of HVACR occupations. **(Grades 11-12)**
***Prerequisite*:** Heating, Ventilation, Air Conditioning, and Refrigeration I

Precision Machining Technology I (140 hours)
Course 8539 **2 Credits**
The demand for precision machinists is growing along with the resurgence of the U.S. manufacturing industry. Machinists are highly skilled, creative problem solvers who are task-oriented and self-directed individuals. In this first course, students are taught safety awareness and the foundations of machining, including how to accurately apply measurements, use engineering drawings and sketches, and apply metalworking theory in order to efficiently plan, manage, and perform general machine maintenance and machining jobs. Completion of the two-course sequence may prepare students for a number of certification exams, helpful for employment in a variety of Precision Machine occupations. **(Grades 10-11)**

Precision Machining Technology II (280 hours)
Course 8540 **2 Credits**
The demand for precision machinists is growing along with the resurgence of the U.S. manufacturing industry. Machinists are highly skilled, creative problem solvers who are task-oriented and self-directed individuals. In this advanced course, CNC machining operations are emphasized. Students have the opportunity to increase their skills in applying precise measurements, using engineering drawings and sketches, and applying metalworking theory in order to safely and efficiently plan, manage, and perform general machine maintenance and machining jobs. Completion of the two-course sequence may prepare students for a number of certification exams, helpful for employment in a variety of Precision Machine occupations. **(Grades 11-12)**
Prerequisite: *Precision Machining Technology I*

Public Safety I (140 hours)
Course 8700 **2 Credits**
Students perform procedures related to law enforcement and firefighting occupations, including learning the history of the criminal justice system; policing skills; the rule of law; crime scene investigation; the role of the court's; communications systems; first aid and CPR techniques; protective devices (e.g. sprinklers); the history and fundamentals of the fire service; rescue procedures; and procedures for using personal protective equipment (PPE), the self-contained breathing apparatus (SCBA), water supply, hoses, and nozzles. **(Grades 10-11)**

Public Safety II (280 hours)
Course 8701 **2 Credits**
Students perform procedures related to law enforcement and firefighting occupations, including learning policing; the rule of law; the role of the courts, including juvenile justice; the history and fundamentals of the fire service; fire behavior; building construction; ventilation; salvage, overhaul, and cause of fire; the value of fire prevention and public fire education programs; fire suppression techniques; forcible entry methods; HazMat standards; and equipment related to firefighting and criminal justice. **(Grades 10-11)**
Prerequisite: *Public Safety I*

Television and Media Production I (140 hours)
Course 8688 **2 Credits**
Students will learn how to think and work like media producers by engaging in hands-on production projects. Students will also gain proficiency with the media production process while using industry-standard tools. They will explore jobs and careers in the dynamic and growing industry of television and media production and understand the impact of media and its function as entertainment, persuasion, information, and instruction. Completion of the two-course sequence may prepare students for a number of certification exams, helpful for employment in a variety of Television/ Media occupations. **(Grades 9-11)**

Television and Media Production II (280 hours)
Course 8689 **2 Credits**
Students will become media producers as they take real-world projects from conception to production. They will continue to develop and master skills that are essential to the industry as they function in various professional roles. In addition, the students will gain both breadth and depth in their abilities with the sophisticated tools and equipment involved in professional media production. They will develop an increased understanding of postsecondary and career pathways and will develop plans and portfolios to help them achieve their goals. Completion of the two-course sequence may prepare students for a number of certification exams, helpful for employment in a variety of Television/Media occupations.
(Grades 10-12)
Prerequisite: *Television and Media Production I*

Television and Media Production III (280 hours)
Course 8690 **2 Credits**
Students will demonstrate mastery of media production knowledge and skills. They will function as media producers by creating original productions as they develop and market programs for target audiences. Students will assemble a professional digital portfolio to advance postsecondary and career goals. They will investigate the dynamic media production industry and identify opportunities for real-world experiences (e.g., internship, job shadowing). Students will research postsecondary opportunities and formulate strategies for both college and career success. **(Grades 11-12)**
Prerequisite: *Television and Media Production II*

Welding I (140 hours)
Course 8672 **2 Credits**
Welding is required by a wide variety of industries, anywhere fusible materials and high heat are needed to manufacture, repair, or alter tools and products. Professional welders are in high demand and can earn accordingly. Students in Welding I are taught to use manual welding, cutting, and electric arc welding processes to fabricate and weld metal parts according to diagrams, blueprints, and specifications. Students will also receive all safety-related practices and techniques, including the OSHA 10 card. **(Grades 10-11)**

Welding II (280 hours)
Course 8673 **2 Credits**
This course teaches advanced welding students to fine-tune their craft and to perform V-groove welds in all positions, using multiple welding processes. Students prepare to pass relevant industry certifications. Welding is required by a wide variety of industries, anywhere fusible materials and high heat are needed to manufacture, repair, or alter products. Professional welders are in high-demand and can earn accordingly. **(Grades 11-12)**
Prerequisite: *Welding I*

Welding III (280 hours)
Course 8674 **2 Credits**
This welding capstone course teaches the industry's emerging technologies and how to demonstrate gas tungsten arc welding (GTAW) and shielded metal arc welding (SMAW) pipe tests. Students are prepared to earn relevant industry credentials toward employment in production or manufacturing facilities. **(Grade 12)**
Prerequisite: *Welding II*

Technology and Engineering

Aerospace Technology I
Course 8487 **1 Credit**
Aerospace Technology I offers an introduction to flight, space, and supporting technologies through a hands-on approach. Students explore the aviation and space industries through the history of aviation, working with aerodynamics and aircraft components, addressing maintenance and safety issues, assessing flight conditions, examining airport and flight operations, and analyzing the concepts of rocketry and space. **(Grades 10-12)**

Technical Drawing and Design
Course 8435 **1 Credit**
In this foundation course, students learn the basic language of technical design, while they design, sketch, and make technical drawings, illustrations, models, or prototypes of real design problems. Students develop spatial ability as they apply mathematical concepts to visual representations.
(Grades 9-10)

Digital Visualization
Course 8459 **1 Credit**
Students gain experiences related to computer animation by using graphics and design concepts. Students solve problems involving 3-D object manipulation, storyboarding, texturing/mapping, lighting concepts, and environmental geometry. Students create a variety of animations that reflect real-world applications and are introduced to interactive and 3-D animation software. Production of a portfolio showcasing examples of original student work is included. **(Grades 9)**
Prerequisite Recommended: *Technical Drawing*

Architectural Drawing and Design
Course 8437 **1 Credit**
Students explore architectural design foundations and increase understanding of working drawings, construction techniques, and codes regulating building design. They learn the design process and apply the elements and principles of design to architectural projects. Through producing models and illustrations of all aspects of a building, students create architectural design solutions using CADD (computer aided drafting and design). **(Grades 10-12)**
Prerequisite: *Technical Drawing and Design or Introduction to Engineering Design*

Advanced Drawing & Design
Course 8438 **1 Credit**
Students use a graphic language for product design and technical illustration. They increase their understanding of drawing techniques learned in the prerequisite courses. They research design-related fields while identifying the role of advanced drawing and design in manufacturing and construction industry processes. They apply the design process, analyze design solutions, reverse engineer products, create 3-D solid models using CADD, construct physical models, and create multimedia presentations of finished designs. They complete a work portfolio based on a chosen graphic project. **(Grades 11-12)**
Prerequisite: *Architectural Drawing and Design*

Project Lead The Way Technology Education

Introduction to Engineering Design (PLTW)
Course 8439 **1 Credit**
In this foundation course in Project Lead the Way (PLTW), students use 3-D computer modeling software as they learn the engineering-design process and solve design problems for which they develop, analyze, and create product models. Students will have the opportunity to take the PLTW course assessment. **(Grades 9-10)**

Aerospace Engineering (PLTW)
Course 8428 **1 Credit**
In this specialized course for Project Lead the Way (PLTW), students are taught about aerodynamics, astronautics, space-life sciences, and systems engineering through hands-on engineering problems and projects. **(Grades 10-12)**
Prerequisite: *Introduction to Engineering Design*

Civil Engineering & Architecture (PLTW)
Course 8430 **1 Credit**
In this specialization course for Project Lead the Way (PLTW), students collaborate on both the development of community-based building and design projects and conceptual design for project presentations. **(Grades 10-11)**
Prerequisite: *Introduction to Engineering Design (PLTW)*

Digital Electronics (PLTW)
Course 8440 **1 Credit**
In this foundation course in Project Lead the Way (PLTW), students use computer simulation to learn about the logic of electronics as they design, test, and construct circuits and devices. They apply control-system programming and explore sequential logic and digital-circuitry fundamentals. Topics in computer circuitry are also presented, including circuitry analysis and an exploration into diodes, transistors, and operational amplifiers. **(Grade 11-12)**
Prerequisite: *Introduction to Engineering Design (PLTW)*

Engineering Design and Development (PLTW)
Course 8443 **1 Credit**
In this capstone course in Project Lead the Way (PLTW), teams of students, guided by community mentors, work together to research, design, and construct solutions to engineering problems. Students synthesize knowledge, skills, and abilities through an authentic engineering experience. Students are expected to develop and formally present an independent-study project and a team-oriented project that are critiqued by an evaluation committee. **(Grade 12)**
Prerequisite: *Introduction to Engineering Design (PLTW)*

Principles of Engineering (PLTW)
Course 8441 **1 Credit**
In this foundation course in Project Lead the Way (PLTW), students explore the engineering profession and the fundamental aspects of engineering problem solving. Students study the historical and current impacts of engineering on society, including ethical implications. Mathematical and scientific concepts will be applied to fundamental engineering topics, including mechanics and electrical-circuit theory. **(Grades 10-11)**
Prerequisite: *Introduction to Engineering Design (PLTW)*

Software Engineering (PLTW) [Computer Science Principles]
Course 8470 **1 Credit**
This Project Lead the Way course aims to develop students' computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. Students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cyber security, and simulation. **(Grade 12)**
Prerequisite: *Introduction to Engineering Design (PLTW) (8439), Principles of Engineering (PLTW)*

Agriculture

Greenhouse Plant Production and Management
Course 8035 **2 Credits**
Students are taught the operating procedures for a greenhouse. Units of instruction include developing plant production facilities, science application in plant production, and identification of plants. Business management, leadership development, and marketing skills are emphasized to prepare students for careers in the greenhouse plant production and management industry. **(Grades 11-12)**
Prerequisite: *Horticulture Science*

Horticulture Science
Course 8034 **2 Credits**
Through laboratory activities, students apply scientific principles to the field of horticulture, including the areas of floriculture, landscape design, greenhouse operation, nursery plant production, and turf management. They practice safety, develop leadership traits, use plant-growing media, and identify, propagate, and grow horticultural plants in the greenhouse and land laboratory. **(Grades 10-12)**

Introduction to Animal Systems
Course 8008 **2 Credits**
Students develop competencies in each of the major areas of the Animal Systems career pathway including animal nutrition, reproduction, breeding, care, and management. Students learn agricultural mechanics applicable to animal systems. As with all agriculture courses, students will be exposed to principles of leadership and opportunities within student organizations along with Supervised Agricultural Experience opportunities. (**Grades 9-10)**

Introduction to Plant Systems
Course 8007 **2 Credits**
Students develop competencies in each of the major areas of the Plant Systems career pathway, including applied botany, plant propagation, and plant care and selection. Instructional content also includes an introduction to the various divisions of the plant systems industry. Students learn agricultural mechanics applicable to plant systems.

Landscaping I
Course 8036 **2 Credits**
Landscaping I offers students satisfying career opportunities in varying working environments. The expanding and evolving green industry keeps skilled workers in high-demand occupations with educational and leadership opportunities. This course focuses on preparing students for entry-level employment and advancement in landscape design, landscape construction, and landscape maintenance. **(Grades 10-11)**

Landscaping II
Course 8039 **2 Credits**
Landscaping II offers skilled workers satisfying career opportunities in varying working environments. The expanding and evolving green industry keeps skilled workers in high-demand occupations that feature educational and leadership opportunities. This course focuses on preparing students for entry-level employment in commercial landscaping through hands-on experiences. Students will design landscapes and install components, including lighting, hardscapes, and water features within an environment of the landscaping business enterprise. **(Grades 11-12)**
***Prerequisite**: Landscaping I*

Small Animal Care I
Course 8083 **2 Credits**
Students learn how to care for and manage small animals, focusing on instructional areas in animal health, nutrition, management, reproduction, and evaluation. Course content also includes instruction in the tools, equipment, and facilities for small animal care, and provides activities to foster leadership development. FFA and SAE activities are encouraged. **(Grades 10-11)**

Small Animal Care II
Course 8084 **2 Credits**
Students advance their skills in the care and management of small animals, focusing on specific needs of various breeds. Instruction includes handling animals and grooming/caring for coats, as well as technical and maintenance functions related to animal health. The course also includes office-management instruction and affords students the opportunity to practice leadership skills. FFA and SAE activities are encouraged. **(Grades 10-11)**
***Prerequisite:** Small Animal Care I*

Veterinary Science I
Course 8088 **2 Credits**
Veterinary Science enables students to acquire the employability and technical knowledge and skills needed to succeed in postsecondary education as well as in a career in veterinary medicine or a related occupation. Course content integrates application of academics, development of career competencies, and instruction in course-specific knowledge and skills, such as the use of tools, equipment, and facilities related to veterinary medicine. Business management, leadership, and FFA activities are included in the course. **(Grade 11 12)**
***Prerequisite**: Introduction to Animal System, Small Animal Care I and II*

Veterinary Science II
Course 8089 **2 Credits**
Students expand their knowledge of animal science and the care of animals. They develop more advanced skills and techniques for assisting the veterinarian/technician in the performing first aid and surgery, applying aseptic techniques, performing technical functions, administering medication, handling death and dying, and performing office functions. (Grade 12)
***Prerequisite:** Veterinary Science I*

Business and Information Technology

Advanced Entrepreneurship (2nd Sem)
Course 9094 **1 Credit**
This course is designed for students who wish to concentrate on advanced strategies for entrepreneurship, building upon concepts introduced in Entrepreneurship (9093). The focus of the course is on development of a business plan and small business management. Students will establish, market, and maintain a business. (**Grade 12) *Offered at RTC Only***; *Recommended after completing a 2 year CTE sequence.*
***Prerequisite:** Entrepreneurship Education*

Computer Information Systems
Course 6612 **1 Credit**
Students apply problem-solving skills to real-life situations through word processing, spreadsheets, databases, multimedia presentations, and integrated software activities. Students work individually and in groups to explore computer concepts, operating systems, networks, telecommunications, and emerging technologies. **(Grades 10-12)**
Prerequisite: *Keyboarding Applications recommended*

Entrepreneurship Education (1st Sem)
Course 9093 **1 Credit**
This course introduces students to the exciting world of creating, owning, and launching their own business. Students will learn concepts and techniques for planning an innovative business and living the entrepreneurial lifestyle. RTC only. **(Grade 12)** ***Offered at RTC Only***
Recommended after completing a 2 year CTE sequence

Legal Systems Administration
Course 6735 **1 Credit**
Students explore various areas of law (e.g., civil, criminal, family, real estate, estate, and probate) while preparing for employment in the legal field. Students gain knowledge and skills in legal document preparation, office communications, legal terminology, client services, records management, financial records, and business ethics. Successful completion of this course may lead to an entry-level position in a law office, court office, law enforcement agency, corporate legal department, or to postsecondary education. **(Grades 11-12)** ***Offered at RTC Only Prerequisite:*** *Keyboarding Applications recommended*

Medical Systems Administration
Course 6730 **1 Credit**
Students learn how to use medical terminology and apply administrative procedures necessary to be productive employees in a healthcare environment. Students will learn how to manage office activities, enhance communication skills, identify legal and ethical issues in health care practices, manage financial functions, and enhance employability skills. **(Grades 11-12)** ***Offered at RTC Only***
Prerequisite: *Keyboarding Applications recommended*

Family and Consumer Science

Culinary Arts I
Course 8275 **2 Credits**
Students prepare for managerial, production, and service skills used in government, commercial, or independently owned institutional food establishments and related food industry occupations. Their study includes planning, selecting, storing, purchasing, preparing, and serving food and food products; basic nutrition, sanitation, and food safety; the use and care of commercial equipment; serving techniques; and the operation of institutional food establishments. **(Grades 10-12)**
Prerequisite*: Intro to Culinary Arts*

Culinary Arts II
Course 8276 **2 Credits**
Students will have continuing opportunities to acquire a comprehensive knowledge of the food service industry as well as to expand their technical skills. Students practice kitchen safety and sanitation, apply nutritional principles to food preparation and storage, perform a wide range of more advanced food-preparation techniques including grade manger and baking, refine their dining room serving skills, develop menus, perform on-site and off-site catered functions, and strengthen their business and math skills. **(Grades 10-12)**
Prerequisite*: Culinary I*

Culinary Arts Specialization
Course 8279 **2 Credits**
The Culinary Arts Specialization curriculum provides students with continuing opportunities to obtain comprehensive knowledge of the food service industry as well as to expand their technical skills in a food service specialty. Students explore careers and refine their skills in implementing safety and sanitation standards, applying nutritional principles, planning menus, using business and math skills, and selecting and maintaining food service equipment. Depending on the options available in the locality, students specialize in one of the following four areas: baking & pastry food; catering/banquet food; restaurant operation; quantity food preparation. **(Grades 11-12)**
***Prerequisite**: Culinary I and II*

Medical and Health Sciences

Dental Careers I
Course 8328 **2 Credits**
Students are introduced to the careers in dentistry, including dentist (general and specialists), hygienist, dental assistant, dental laboratory technician, and dental receptionist. Students practice and learn about many of the skills utilized in these professions while attaining all the skills necessary to become a dental assistant. This course has specific state regulations from a governing medical board or agency. **(Grade 11)**
***Prerequisite**: Introduction to Health and Medical Sciences and/or Medical Terminology*

Dental Career II
Course 8329 **2 Credits**
Units of study include medical emergencies, coronal polishing, oral pathology, dental roentgen ology, nutrition, schedule IV drugs and pharmacology, and advanced laboratory techniques. While attending classes for part of the week, students also have an opportunity to participate in internships in local private dental offices and public health dental facilities, where they participate in all phases of dental care delivery. At the end of the program, students are eligible to take the National Registered Dental Assistant Examination, Radiation Hygiene and Safety examination and Infection Control examination, qualifying those who pass to work as a dental assistant, dental receptionist, patient educator, appointment controller, and dental office manager. This course has specific state regulations from a governing medical board or agency. **(Grade 12)**
***Prerequisite:** Dental Assistant I*

Emergency Medical Technician I
Course 8333 **2 Credits**
The tasks for this course represent the National Emergency Medical Services Educational Standards. Students explore and apply the fundamentals of emergency medical services, anatomy, physiology, and medical terminology while demonstrating skills in assessing and managing patient care, including assessing the scene and understanding shock, resuscitation, and trauma. Supervised field experience outside of school hours is required. Successful completion of this course and instructor endorsement qualifies students to enroll in EMT II to complete the program sequence. This course has specific state regulations from a governing medical board or agency. **(Grades 10-11)**
***Prerequisite**: Intro to Health and Medical and Medical Terminology / 16 years of age*

Emergency Medical Technician II
Course 8334 **2 Credits**
The tasks for this course represent the National Emergency Medical Services Educational Standards. Students build on their knowledge and skills for providing basic life support by focusing on the areas of emergency medical services (EMS) operations, medical emergencies, and management of special patient populations. Supervised field experience outside of school hours is required. Successful completion of this second course in the sequence will earn the student CTE completer status. Successful completion of all course requirements and instructor endorsement may lead to eligibility to take the Virginia State Psychomotor Exam and the National Registry EMT cognitive exam. This course has specific state regulations from a governing medical board or agency. **(Grades11-12)**

***Prerequisite**: EMT I*

Emergency Medical Telecommunications
Course 8337 **2 Credits**
Emergency Medical Telecommunications is designed for top entry-level skills needed in a telecommunication environment for rescue, fire, and police. The course provides the beginning telecommunicator with an understanding of situations encountered in an emergency communications environment. Upon completion, the student will be able to: summarize issues involving the telecommunication's role and responsibilities as a member of health and public safety environment; summarize issues involving available resources to a telecommunicator; the importance of maintaining confidentiality, liability and legal issues involving emergency tele communicators and their agencies; summarize the process of stress management for inside and outside a communications department/center.
(Grades11-12)

Human Anatomy and Physiology
Course 4330 **1 Credit**
This laboratory science course provides detailed explanations of the functions of the human body and develops basic knowledge of physiology as represented by the latest advances in scientific research. **(Grades 10-11)**

Introduction to Health and Medical Sciences
Course 8302 **2 Credits**
This course introduces the student to a variety of healthcare careers and develops basic skills required in all health and medical sciences. It is designed to help students understand the key elements of the U.S. healthcare system and to learn basic healthcare terminology, anatomy and physiology for each body system, pathologies, diagnostic and clinical procedures, therapeutic interventions, and the fundamentals of traumatic and medical emergency care. Throughout the course, instruction emphasizes safety, cleanliness, asepsis, professionalism, accountability, and efficiency within the healthcare environment. Students also begin gaining job-seeking skills for entry into the health and medical sciences field. In addition, instruction may include the basics of medical laboratory procedures, pharmacology fundamentals, biotechnology concepts, and communication skills essential for providing quality patient care. **(Grades 9-11)**

Medical Coding and Billing I
Course 8388 **2 Credits**
Students will be introduced to healthcare systems, how to manage an office, and the electronic medical record as it pertains to the field of medical coding and billing. Students will be exposed to the medical terminology used to describe human anatomy and physiology. Students will also be introduced to the field of health informatics.
(Grades 10-11)

Medical Coding and Billing II
Course 8389 **2 Credits**
Students will become familiar with the health insurance industry and legal and regulatory issues. Students will learn the principles of medical coding and billing related to reimbursement, claim submission, and payment regarding ICD, CPT, and HCPCS coding systems. Students will consider the impact of fraud and importance of biomedical ethics. **(Grades 11-12)**
***Prerequisite:** Medical Coding and Billing I*

Medical Terminology
Course 8383 **2 Credits**
Medical Terminology is designed to help students learn common medical terms essential for safe patient care. Topics are presented in logical order, beginning with each body systems' anatomy and physiology and progressing through pathology, laboratory tests and clinical procedures, therapeutic interventions, and pharmacology. Students learn concepts, terms, and abbreviations for each topic. **(Grades 10-11)**
***Prerequisite**: Introduction to Health and Medical Sciences*

Nurse Aide I

Course 8360 **2 Credits**

Nurse Aide I, offered as an occupational preparation course, emphasizes the study of nursing occupations as homes and hospitals is part of the course. This course has specific state regulations from a governing medical board or agency. Related to the health care system. Students study normal growth and development, simple body structure and function, and are introduced to microbes and disease. They receive elementary skill training in patient-nursing assistant relationships; taking and recording of vital signs; cardiopulmonary resuscitation; and bathing, feeding, dressing, and transporting of patients in hospitals and nursing homes. Limited on-the-job instruction in nursing **(Grades 11-12)**

Prerequisite: *Introduction to Health and Medical Sciences and/or Medical Terminology*

Nurse Aide II

Course 8362 **2 Credits**

Nurse Aide II is an occupational preparation course, emphasizing advanced skill training in areas such as catheter care, range of motion, bowel and bladder training, care of the dying, selected procedures for maternal and infant care, and admission and discharge procedures. Students learn diseases and body systems as related to advanced clinical care of the acute medical-surgical patient, the chronically ill, and the elderly. On-the-job instruction in a licensed nursing home is part of the course. This course has specific state regulations from a governing medical board or agency. **(Grades 11-12)**

Prerequisite: *Nurse Aide I*

Pharmacy Technician I

Course 8305 **2 Credits**

This certificate program is designed to provide students with the basic skills and knowledge to begin work as a pharmacy technician. The coursework will fulfill the requirements of the Board of Pharmacy and prepare students to take either the state examination or the national examination administered by the Pharmacy Technician Certification Board. Trained, experienced pharmacy technicians who can demonstrate the right skills and knowledge should be able to pursue many exciting and respected career options or postsecondary study in the pharmacy field. This course has specific state regulations from a governing medical board or agency. **(Grades 10-11)**

Prerequisite: *Introduction to Health and Medical Sciences and/or Medical Terminology*

Pharmacy Technician II

Course 8306 **2 Credits**

This certificate program is designed to provide students with the basic skills and knowledge to begin work as a pharmacy technician. The coursework will fulfill the requirements of the Board of Pharmacy and prepare students to take either the state examination or the national examination administered by the Pharmacy Technician Certification Board. Trained, experienced pharmacy technicians who can demonstrate the right skills and knowledge should be able to pursue many exciting and respected career options or postsecondary study in the pharmacy field. This course has specific state regulations from a governing medical board or agency. **(Grades 11-12)**

Prerequisite: *Pharmacy Technician I*

Sports Medicine I

Course 7660 **2 Credits**

This course of studies provides students with the basic concepts and skill set required for an entry-level position as a sports medicine assistant. It introduces students to topics such as injury prevention, nutrition, first aid/CPR/AED, exercise physiology, and biomechanics. Students study basic human anatomy and physiology, medical terminology, legal and ethical issues in sports medicine, and career preparation. Course competencies have been constructed so as not to go beyond the professional scope of aide/assistant level. Mastery of the material in this course would provide students with a strong background should they wish to pursue certification in areas such as first aid, CPR, AED, and/or personal trainer. **(Grades 11-12)**

Prerequisite*: Introduction to Health and Medical Sciences and/or Medical Terminology*

Sports Medicine II
Course 7662 **2 Credits**
This course of studies provides students with the basic concepts and skill set required for an entry-level position as a sports medicine assistant. It introduces students to topics such as injury prevention, nutrition, first aid/CPR/AED, exercise physiology, and biomechanics. Students study basic human anatomy and physiology, medical terminology, legal and ethical issues in sports medicine, and career preparation. Course competencies have been constructed so as not to go beyond the professional scope of aide/assistant level. **(Grade 12)**
Prerequisite: *Sports Medicine I*

English Core Curriculum

English - Grade 6
Course 1109 **0 Credit**
Honors English - Grade 6
Course H1109* **0 Credit**
Students in sixth grade focus on the continued development of communication, vocabulary, reading, writing, and research. The student will begin the study of word origins and continue vocabulary development by reading and determining the meaning of unfamiliar words and phrases. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts, with an emphasis on nonfiction reading. Students will engage in the writing process, to include narrative, expository, persuasive and reflective, with an emphasis on narrative and reflective writing. Students will be expected to have greater control over the conventions of writing and self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English. Students will continue their development of research skills that are foundational to effective critical thinking and responsible use of information by finding, evaluating, and selecting appropriate resources to create a oral, visual, written, or multimodal research product.
Required*: Grade 6 SOL Test*

English - Grade 7
Course 1110 **0 Credit**
Honors English- Grade 7
Course H1110* **0 Credit**
Students in seventh grade focus on the continued development of communication, vocabulary, reading, writing, and research. Students will continue the study of word origins and roots and begin identifying connotations by reading and determining the meanings of unfamiliar words and phrases. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts, with an emphasis on nonfiction reading. Students will engage in the writing process, to include narrative, expository, persuasive and reflective, with an emphasis on expository and persuasive writing. Students will be expected to have greater control over the conventions of writing and self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English. Students will continue their development of research skills that are foundational to effective critical thinking and responsible use of information by finding, evaluating, and selecting appropriate resources to create an oral, visual, written, or multimodal research product.
Required*: Grade 7 SOL Test*

English - Grade 8
Course 1120 **0 Credit**
Honors English - Grade 8
Course H1120* **0 Credit**
Students in eighth grade focus on the continued development of communication, vocabulary, reading, writing, and research. The student will continue the study of word origins, roots, connotations, and denotations, as well as apply their knowledge of word origins and figurative language to extend vocabulary development. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts, with an emphasis on nonfiction reading. Students will engage in the writing process, to include narrative, expository, persuasive and reflective, with an emphasis on expository and persuasive writing. Students will be expected to have greater control over the conventions of writing and self- and peer-edit writing for capitalization, punctuation, spelling,

sentence structure, paragraphing, and Standard English. Students will continue their development of research skills that are foundational to effective critical thinking and responsible use of information by finding, evaluating, selecting, and synthesizing appropriate resources to produce a research product.
***Required**: Grade 8 Reading SOL Test and Grade 8 Writing SOL Test*

Grade 6-8 – Language Arts
Course 0600- Grade 6 **0 Credit**
Course 0700- Grade 7 **0 Credit**
Course 0800- Grade 8 **0 Credit**
This course focuses on practical life skills utilizing authentic instruction in the area of language arts to address individualized goals and objectives.
NOTE: This course will not count as an English credit for the Standard or Advanced Standard Diploma.

English - Grade 9
Course 1130 **1 Credit**
HONORS ENGLISH - Grade 9*
Course H1130* **1 Credit**
Students in ninth grade focus on the continued development of communication, vocabulary, reading, writing and research. The student will continue to expand vocabulary using the structural analysis of roots and affixes to understand complex words, as well as apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts, with an emphasis on nonfiction reading. Students will read, comprehend, and analyze a variety of fiction, nonfiction, poetry and drama. Students will use the recursive writing process to write in a variety of forms, including expository, persuasive, reflective and analytic with an emphasis on persuasion and analysis. Students will be expected to have greater control over the conventions of writing and self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English. Students will continue their development of research skills that are foundational to effective critical thinking and responsible use of information by finding, evaluating, and selecting credible resources to create a research product.

English - Grade 10
Course 1140 **1 Credit**
Honors English - Grade 10*
Course H1140* **1 Credit**
Students in tenth grade focus on the continued development of communication, vocabulary, reading, writing and research. The student will continue to expand vocabulary and extend vocabulary development. In tenth grade, there is a sustained emphasis on reading comprehension by analyzing the cultural and social function and universal themes of a variety of fictional texts from different cultures. There is an increased emphasis on analyzing and synthesizing information from a variety of nonfiction texts to solve problems, answer questions, and generate new knowledge. Students will use the recursive writing process to write in a variety of forms, including expository, persuasive, reflective and analytic with an emphasis on persuasion and analysis. Students will be expected to have greater control over the conventions of writing and write and revise to a standard acceptable both in the workplace and postsecondary education. Students will continue their development of research skills that are foundational to effective critical thinking and responsible use of information by finding, evaluating, and selecting credible resources to create a research product.

English - Grade 11
Course 1150 **1 Credit**
Honors English - Grade 11*
Course H1150* **1 Credit**
Students in eleventh grade focus on the continued development of communication, vocabulary, reading, writing and research. The student will continue to expand vocabulary and extend vocabulary development. In eleventh grade, there is a sustained emphasis on reading comprehension by reading, comprehending, and analyzing relationships among American literature, history and culture. They will conduct comparative analyses of multiple

texts that address the same topic, as well as analyze fictional texts by American authors describing the contributions of other cultures and identifying prevalent themes and characterizations, which are reflective of American culture. Students will also read, interpret, analyze and evaluate a variety of nonfiction texts, including employment documents and technical writing. Students will use the recursive writing process to write persuasive/argumentative, reflective, interpretive, and analytic essays with an emphasis on persuasive/argumentation. Students will be expected to have greater control over the conventions of writing and write and revise to a standard acceptable both in the workplace and postsecondary education. Students will be able expected to write and revise to a standard acceptable both in the workplace and postsecondary education. Students will continue their development of research skills that are foundational to effective critical thinking and responsible use of information by analyzing, evaluating, synthesizing, and organizing information from a variety of credible resources to produce a research product.
Required: *EOC Reading SOL Test, EOC Writing SOL Test or appropriate alternative assessment*

English - Grade 12
Course 1160 **1 Credit**
Honors English - Grade 11*
Course H1160* **1 Credit**
Students in twelfth grade focus on the continued development of communication, vocabulary, reading, writing and research. The student will continue to expand vocabulary and extend vocabulary development. In twelfth grade, there is a sustained emphasis on reading comprehension by reviewing multiple texts to identify and evaluate resources to make decisions and solve problems. The focus is on British authors and literature, therefore students will read, comprehend and evaluate the development of British literature and the literature of other cultures while evaluating how authors use key elements to contribute to meaning and interpreting how themes are connected across texts. Students will also read, interpret, analyze and evaluate a variety of nonfiction texts. Students will use the recursive writing process to write persuasive/argumentative, reflective, interpretive, and analytic essays with an emphasis on persuasive/argumentation. Students will be able expected to write and revise to a standard acceptable both in the workplace and postsecondary education. Students will continue their development of research skills that are foundational to effective critical thinking and responsible use of information by analyzing, evaluating, synthesizing, and organizing information from a variety of credible resources.
EOC tests required for students who still need ELA verified credits: *EOC Reading SOL Test, EOC Writing SOL Test or appropriate alternative assessment*

***NOTE ABOUT HONORS COURSES**
Placement is based on information from assessment, observation and teacher recommendation. Students enrolled in Honors are still responsible for the Grade Level English Standards of Learning, but are offered opportunities to explore the curriculum through more rigorous analysis, evaluation, and synthesis of grade level materials.

AP Literature and Composition
Course 1195 **1 Credit**
A college level course that includes both a wide and a deep reading of works from various genres and periods, concentrating on works of recognized literary merit. Students will read to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is shared through its details. In addition students will reflect on the social and historical values texts reflect. Students will also write about literary works by explaining judgments about artistry, social and cultural values, and how the details of the work justify the judgments. Students will learn how to make careful observations of textual details, establish connections among their observations, and make inferences leading to an interpretive conclusion about the meaning and value of a piece of writing.
Required for students who still need ELA verified credits*: EOC Reading SOL Test, EOC Writing SOL Test or appropriate alternative assessment*

AP Language and Composition
Course 1196 **1 Credit**
A college level course providing students with opportunities to write about multiple subjects from a variety of disciplines and to demonstrate an awareness of audience and purpose. Students will move beyond programmatic responses and are encouraged to focus on content, purpose and audience in the organization of their writing. Students will become acquainted with a wide variety of styles from many disciplines and gain understanding of the connections between writing and reading. Students will be asked to analyze how graphics and visual images in texts relate to written texts and serve as alternative forms of text. Also, the informed use of research materials and the ability to synthesize varied sources (to evaluate, use and cite sources) will be integral parts of the course.
Required: *EOC Reading SOL Test, EOC Writing SOL Test or appropriate alternative assessment*

AP Seminar
Course 1002 **1 Credit**
AP Seminar is a year-long course that has students investigate real-world issues from multiple perspectives. Students learn to synthesize information from different sources, develop their own lines of reasoning in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team.

AP Research
Course 1001 **1 Credit**
AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question.
Prerequisite*: AP Seminar*

Grades 9-12 – Language Arts
Course 0900- Grade 9 **1 Credit**
Course 1000- Grade 10 **1 Credit**
Course 1100- Grade 11 **1 Credit**
Course 1200- Grade 12 **1 Credit**
This course focuses on practical life skills utilizing authentic instruction in the area of language arts to address individualized goals and objectives.
NOTE: This course will not count as an English credit for the Standard or Advanced Standard Diploma.

English Electives

Middle School
Reading - Grades 6
Course 1106 **0 Credit**
This course offers students the opportunity to learn word attack, fluency, comprehension and vocabulary skills through the use of fiction and nonfiction. Both independent and on-grade level texts from various content areas will be used to develop strategies for independent and grade-level reading success. Students may be placed in a class in which the Language! Live Program is used (Exceptional Education only).
**Students are recommended for placement and continuation based on multiple criteria including results from previous standardized tests, diagnostic assessments, IEPs and on-going quarterly data with teacher observation evidence of reading skills*.
***These courses do not replace the grade level English course*

Reading - Grade 7
Course 1107 **0 Credit**
Students continue learning word attack, fluency, comprehension and vocabulary skills through the use of fiction and nonfiction. Both independent and on-grade level texts from various content areas will be used to develop strategies for independent and grade-level reading success. Students may be placed in a class in which the Language! Live Program is used (Exceptional Education only).
**Students are recommended for placement and continuation based on multiple criteria including results from*

previous standardized tests, diagnostic assessments, IEPs and on-going quarterly data with teacher observation evidence of reading skills.
***These courses do not replace the grade level English course*

Reading - Grade 8
Course 1108 **0 Credit**
Students continue learning word attack, fluency, comprehension and vocabulary skills through the use of fiction and nonfiction. Both independent and on-grade level texts from various content areas will be used to develop strategies for independent and grade-level reading success. Students may be placed in a class in which the Language! Live Program is used (Exceptional Education only).
**Students are recommended for placement and continuation based on multiple criteria including results from previous standardized tests, diagnostic assessments, IEPs and on-going quarterly data with teacher observation evidence of reading skills*.
***These courses do not replace the grade level English course*

Public Speaking
Course 51151 **0 credit**
Students will have the opportunity to learn to communicate effectively and improve presentation skills while building self-confidence in a variety of settings. Dramatic games, interview techniques, and preparation of formal presentations will all be used to expand students' abilities to use their voice and ideas as a powerful communication tool.

<u>High School (In order of course number)</u>

Publication Production/ Yearbook
Course 0239 **1 credit**
Students will learn the basics of journalism, photography, graphic design and marketing in the creation and publication of a yearbook.

English Composition
Course 1102 **1 Credit**
Students will develop an understanding of the various purposes and audiences for which we write. The course will develop students' writing techniques across genres including narrative, persuasive, and informational and share their work in authentic settings with authentic audiences. A focus will be placed on how written expression, content development, and organizational format choices can create powerful pieces of communication.

Debate
Course 1153 **1 Credit**
Debate teaches students how to coordinate the written and oral communication process through a study of logical thinking and research techniques culminating in written and oral presentations. Using affirmative and negative teams student will study of the national debate topics and more to present arguments using persuasiveness and logic of evidence in a rational and logical manner to a neutral third party.
Prerequisite: *Public Speaking*

Creative Writing
Course 1171 **1 credit**
Students will learn how to write creatively using works of noted poets and authors as models for their own writing as they produce a school-wide literary publication.

Grade 12 English Capstone
Course 1176 **1 Credit**
This course is designed to give certain students an additional boost for competent and successful entry into college and careers. Students will augment skills in critical reading: critical thinking the fundamentals of academic writing; and exposition, persuasion, and argumentation. Through the research and writing process, students will refine

topics; develop and support ideas and hypothesis; investigate, evaluate, and incorporate appropriate resources; edit for effective style and usage; and determine appropriate approaches for a variety of contexts, audiences, and purposes. Skills taught are in conjunction with but not overlapping Grade 12 English curriculum.
Prerequisites: *Successful completion of Grade 11 English, demonstrated minimum proficiency on EOC Reading and Writing tests*

Advanced Composition
Course 1177 **1 Credit**
Students will continue to be immersed in a wide variety of writing genres and maintain a strong emphasis on written expression while writing structured and well-supported essays. Students will create works of their own and analyze, respond to, and edit the work of others in a workshop setting. Both formal and informal writing will occur and students will be exposed to a number of pre- and post-writing strategies.
Prerequisite: *English Composition*

High School Developmental Reading I
Course 1181 **1 Credit**
This course offers students the opportunity to learn word attack, fluency, comprehension and vocabulary building skills primarily through the use of non-fiction material. Texts from across the various contents at both independent and on-grade levels will be used to focus students' strategy use for independent and grade-level reading success. Students may be placed in a class in which the Language! Live Program is used.
**Students are recommended for placement and continuation based on multiple criteria including results from previous standardized tests, diagnostic assessments, IEPs and on-going quarterly data with teacher observation evidence of reading skills*.

High School Developmental Reading II
Course 1182 **1 Credit**
Students continue learning word attack, fluency, comprehension and vocabulary building skills primarily through the use of non-fiction material. Texts from across the various contents at both independent and on-grade levels will be used to focus students' strategy use for independent and grade-level reading success. Students may be placed in a class in which the Language! Live Program is used.
**Students are recommended for placement and continuation based on multiple criteria including results from previous standardized tests, diagnostic assessments, IEPs and on-going quarterly data with teacher observation evidence of reading skills*.

High School Developmental Reading III
Course 1183 **1 Credit**
Students continue learning word attack, fluency, comprehension and vocabulary building skills primarily through the use of non-fiction material. Texts from across the various contents at both independent and on-grade levels will be used to focus students' strategy use for independent and grade-level reading success. Students may be placed in a class in which the Language! Live Program is used.
**Students are recommended for placement and continuation based on multiple criteria including results from previous standardized tests, diagnostic assessments, IEPs and on-going quarterly data with teacher observation evidence of reading skills*.

High School Developmental Reading IV
Course 1184 **1 Credit**
Students continue learning word attack, fluency, comprehension and vocabulary building skills primarily through the use of non-fiction material. Texts from across the various contents at both independent and on-grade levels will be used to focus students' strategy use for independent and grade-level reading success. Students may be placed in a class in which the Language! Live Program is used.
**Students are recommended for placement and continuation based on multiple criteria including results from previous standardized tests, diagnostic assessments, IEPs and on-going quarterly data with teacher observation evidence of reading skills*.

Journalism I
Course 1209 **1 Credit**
Introduction to Media/News Writing. Students are introduced to journalistic writing, styles and formats for such writing, and the possible multiple uses inside a school setting.

Journalism II
Course 1210 **1 Credit**
Students will continue their work with multiple journalistic styles of writing and the multiple ways the writing can be shared through media and news venues. Students will continue to assess and contribute to media/news reporting in the school setting.
Prerequisite: *Journalism* I

Journalism III
Course 1211 **1 Credit**
Students will continue their work with multiple journalistic styles of writing and the multiple ways the writing can be shared through media and news venues. Students will continue to assess and contribute to media/news reporting in the school setting.
Prerequisite: *Journalism I, II*

Journalism IV
Course 1212 **1 Credit**
Students will continue their work with multiple journalistic styles of writing and the multiple ways the writing can be shared through media and news venues. Students will continue to assess and contribute to media/news reporting in and beyond the school setting.
Prerequisite: *Journalism I, II, and III*

Advanced Speech
Course 1302 **1 Credit**
This course provides students the opportunity to continue their exploration into effective communication and master presentation skills in a variety of settings. Students will continue to use group and individual communication activities to build mastery of their presentation skills so that they are comfortable sharing their knowledge and opinions in various settings in front of varied audiences.
Recommended Prerequisite: *Public Speaking*

College Assessments: Standardized Test Preparation
Course 22001 **1 Credit**
Students will explore the strategies and skills needed to register for, participate in, and feel accomplished with College Board Assessments. Emphasis will be on vocabulary-building techniques, verbal reasoning, and advanced reading comprehension skills.

English as a Second Language

Middle School ESL I
Course 0926 **0 Credit**
This course will focus on basic building of English language foundations for middle school English Learners. It will be geared towards new arrivals that have little to no background knowledge of English and students who are at English Language Proficiency Level I (1.0-1.9), as measured by the WIDA ACCESS for ELLs test. The content of the course will be the English Language Proficiency Standards, including basic vocabulary building, basic literacy skills (alphabet, phonics, sight words, etc.) and basic grammar.

Middle School ESL II
Course 0927 **0 Credit**
This course will focus on continuing to build basic English language skills for middle school English Learners. It will be geared towards students who are at English Language Proficiency Level II (2.0-2.9), as measured by the WIDA

ACCESS for ELLs test. The content of the course will be the English Language Proficiency Standards, including academic vocabulary building, literacy skills, grammar, and strengthening reading and writing skills needed for success in core content classes.

Middle School ESL III
Course 0928 **0 Credit**
This course will focus on expanding the academic vocabulary needed for success in core content classes. It will be geared towards students who are at English Language Proficiency Level III (3.0-3.9), as measured by the WIDA ACCESS for ELLs test. The content of the course will be to expand academic vocabulary and strengthen reading and writing skills needed for success in core content classes.

ESL I
Course 5710 **1 Credit**
This course is designed to build basic English language skills for high school English Learners. It will be designated for students who are at English Language Proficiency Level I (1.0-1.9), as measured by the WIDA ACCESS test and for non-English speaking students with little to background knowledge of the English language. The content of this course will be the English Language Proficiency Standards that will focus on developing listening, speaking, reading, and writing skills.
Prerequisite: Must be a newly arrival or at ELP Level I

ESL II
Course 5720 **1 Credit**
This course will focus on developing of English language skills for high school English learners. It will be designated for students who are at English Language Proficiency Level II (2.0-2-9), as measured by the WIDA ACCESS test. The content of the course will be the English Language Proficiency Standards, including academic vocabulary building, increasing literacy and comprehension skills, and strengthening reading and writing skills needed for success in core content classes.
Prerequisite: Must be at ELP Level II

ESL III
Course 5730 **1 Credit**
This course will focus on increasing writing skills and reading comprehension of English Learners. It will be designated for students who are at English Proficiency Level III (3.0-3.9), as measured by the WIDA ACCESS test. It will be geared towards returning students who have not moved beyond EL Level I, as measured by the ACCESS for ELLs or alternative English Language Proficiency testing as designated by WIDA. The content of the course will be vocabulary building, literacy skills, and grammar, all within the context of content-based materials.
Prerequisite: Must be at ELP Level III

English as a Second Language 1A
Course 5732 **1 Credit**
This course will focus on basic building of English language foundations. It will be geared towards new arrivals that have little to no background knowledge in English. The content of the course will be the WIDA Standards for Level I ELs, including basic vocabulary building, basic literacy skills (alphabet, phonics, sight words, etc.) and basic grammar.
Prerequisite: *Must be enrolled in the district's English as a Second Language program.*

English as a Second Language 1B
Course 5733 **1 Credit**
This course will focus on continuing to build basic English language skills. It will be geared towards returning students who have not moved beyond ELP Level I, as measured by the WIDA ACCESS for ELs 2.0 or Alternative ACCESS for ELLs 2.0. The content of the course will be vocabulary building, literacy skills, and grammar, all written in the context of content-based materials.
Prerequisite: *Must be enrolled in the district's English as a Second Language program.*

English as a Second Language Content Support English
Course 5746 **1 Credit**
This course will focus on assisting EL students to achieve success in their core English courses. The content of the course will be based on the content linguistic struggles of the students in the course, focusing primarily on facilitating one-on-one or small group tutoring of students.
Prerequisite: *Must be enrolled in the district's English as a Second Language program.*

English as a Second Language Content Support Math
Course 5735 **1 Credit**
This course will focus on assisting EL students to achieve success in their core Math courses. The content of the course will be based on the content linguistic struggles of the students in the course, focusing primarily on facilitating one-on-one or small group tutoring of students.
Prerequisite: *Must be enrolled in the district's English as a Second Language program.*

English as a Second Language Content Support Science
Course 5737 **1 Credit**
This course will focus on assisting EL students to achieve success in their core Science courses. The content of the course will be based on the content linguistic struggles of the students in the course, focusing primarily on facilitating one-on-one or small group tutoring of students.
Prerequisite: *Must be enrolled in the district's English as a Second Language program.*

English as a Second Language Content Support Social Science
Course 5736 **1 Credit**
This course will focus on assisting EL students to achieve success in their core Social Studies courses. The content of the course will be based on the content linguistic struggles of the students in the course, focusing primarily on facilitating one-on-one or small group tutoring of students.
Prerequisite: *Must be enrolled in the district's English as a Second Language program.*

English as a Second Language Freshman Orientation
Course 5739 **1 Credit**
This course will focus on teaching the Freshmen Orientation course to EL students. It will be geared towards ELP Level I students. The content of the course will be based on the Freshmen Orientation curriculum.
Prerequisite: *Must be enrolled in the district's English as a Second Language program.*

Spanish for Fluent Speakers I
Course 5511 **1 Credit**
This course will reinforce literacy skills and fill in gaps in cultural knowledge to native Spanish-speakers who may have underdeveloped literacy skills in the Spanish language. Students will learn grammar, spelling, basic vocabulary, and communication skills in Spanish while exploring the history and culture of Spanish-speaking countries.
Prerequisite: *Must be enrolled in the district's English as a Second Language program.*

Spanish for Fluent Speakers II
Course 5521 **1 Credit**
This course will focus on continuing to build basic Spanish language skills for native speakers. It will be geared towards returning students who continue to need improvement in Spanish literacy skills. Students will learn grammar, vocabulary building, and oral reading skills in Spanish while exploring the history and culture of Spanish-speaking countries.
Prerequisite: *Must be enrolled in the district's English as a Second Language program and successful completion of Spanish for Native Speakers I*

Fine Arts

High School Fine Arts offerings

Band

Beginning Band-36 weeks

Course 9232 **1 Credit**

This course is designed for the high school students who have not previously had the opportunity to study a band instrument or have had minimal instruction on an instrument. The students will be taught basic tone production, embouchure, intonation, posture, and breathing. (Graded music levels I-II) Musical note reading is developed and refined sequentially. Performances and individual daily practices are required.

Intermediate Band-36 weeks

Course 9233 **1 Credit**

More advanced music is studied. More complex phrasing and style techniques are developed. Musical note reading is refined and music of higher grade levels is mastered (graded music levels II-III). Public performance is required to enhance the learning process. Individual daily practice is required.
***Recommended*:** Middle School Advanced Band or High School Beginning Band.

Advanced Band-36 weeks

Course 9234 **1 Credit**

This course continues in sequence after High School Intermediate Band. Advanced level music is studied. High level thinking skills are reinforced by the student's participation in the concert band. (Graded music levels III-IV) Preparation for concerts, and competitive festivals are all required. Individual daily practice is required. Performances are required.
***Recommended*:** Successful completion of Intermediate Band

Artist Level Band-36 weeks

Course 9244 **1 Credit**

This course continues in sequence after High School Advanced Band. This course is designed to continue in technical sequence from advanced band and offers an advanced level of band participation. An examination of a variety of all literature will be explored. Advanced playing for winds, the use of vibrato, mastery of technique, interpretation of advanced literature, and the refinement of large ensemble playing. Audition for District and All-State String ensembles is expected. Daily practice is required. School related and public performances are required.
***Recommended*:** Successful completion of High School Advanced Band. Teacher recommendation & audition required.

High School Jazz Ensemble-36 weeks

Course 3769 **1 Credit**

This course gives students a laboratory experience in the study of jazz, the true art form indigenous to America. Studies are provided to familiarize the students with the historical development of jazz styles from the beginning of the 20th century through today's idioms. Rehearsal techniques, forms, styles, theory, arranging, improvisation, and electronic music techniques are important areas of emphasis. Scheduled school related and public performances are required.

AP Music Theory-36 weeks

Course 9226 **1 Credit**

AP Music Theory corresponds to two semesters of a typical introductory college music theory course covering topics such as musicianship, theory, musical materials, and procedures. Students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Students understand basic concepts and terminology by listening to and performing a wide variety of music.

Chorus

Beginning Chorus-36 weeks

Course 9260 **1 Credit**

This course is designed to help students develop the skills necessary for improved vocal ability and technique. It prepares students for participation in a vocal ensemble. Emphasis is placed on correct posture, breathing, techniques, diction and intonation. Students will also concentrate on sight singing. Public performances are required.

Intermediate Chorus-36 weeks

Course 9285 **1 Credit**

This course is designed to give greater attention to vocal production and the interpretation of traditional and contemporary literature. Emphasis is placed on improving vocal quality, technique and sight singing ability. Participation in scheduled school and public performances are required.
Recommended: Successful completion of high school beginning voice. Teacher recommendation and audition recommended.

Advanced Chorus-36 weeks

Course 9289 **1 Credit**

This course is a continuation of the choral studies from intermediate choir. It provides students with many opportunities to refine their choral skills to a high level of performance. This course will also provide an in-depth music experience that will challenge those students who have achieved a level of development commensurate with requirements of performance at the advanced level. Participation in scheduled public performances is required. Continued development of sight-reading skills is emphasized. Students learn audition techniques for local, regional and state level ensembles.
Recommended: Admission by audition and successful completion of high school Intermediate chorus.

Artist Chorus-36 weeks

Course 9290 **1 Credit**

This course provides music instruction for students, who will perform at the artist level of Chorus. Students will perform high level music in preparation for Honors Choir, All-City Choir, Show Choir, Madrigals, and those ensembles that are not a primary part of the curriculum. Participation in these ensembles provides training in the area of repertoire building, music theory, and performance development. Students learn audition techniques for auditions into local, regional and state level ensembles. Public performances are required to enhance the learning process. Private lessons are strongly encouraged. Daily practice is required.
Recommended: Admission by audition and/or teacher recommendation.

Dance

Modern Dance 1-36 weeks

Course 9311 **1 Credit**

Students experience dance as an art form that develops critical thinking skills, discipline, collaboration, creativity, and physical skills that safely facilitate the execution of dance movement. Students enrich their views of society, themselves, and other cultures through the study of dance history. This course prepares students for further dance study and nurtures a lifelong appreciation of dance as an expressive and accessible art form.
Recommended: An interest in dance and the physical capacity to participate in dance movement.

Modern Dance II-36 weeks

Course 9313 **1 Credit**

Students experience dance as an art form that develops critical thinking skills, discipline, collaboration, creativity, and physical skills that safely facilitate the execution of dance movement. Students enrich their views of society, themselves, and other cultures through the study of dance history. This course prepares students for high level technical dance study and nurtures a lifelong appreciation of dance as an expressive and accessible art form.
***Recommended*:** Completion of Modern Dance I and the physical capacity to participate in dance movement.

Recommendation from previous dance instructor.

Dance Movement-36 weeks
Course 9319 **1 Credit**
Students experience dance as an art form that develops critical thinking skills, discipline, collaboration, creativity, and physical skills that safely facilitate the execution of dance movement. Students enrich their views of society, themselves, and other cultures through the study of dance movement and history. This course is a level III advanced dance course designed to prepare students for further advanced dance study and audition preparation for performing ensembles. This course is designed to nurture a lifelong appreciation of dance as an expressive and accessible art form.
***Recommended*:** Completion of at least Dance II in high school and the physical capacity to participate in dance movement.

Modern Dance III-36 weeks
Course 9315 **1 Credit**
Students experience dance as an art form that develops critical thinking skills, discipline, collaboration, creativity, and physical skills that safely facilitate the execution of dance movement. Students enrich their views of society, themselves, and other cultures through the study of dance history. This course prepares students for further dance study and nurtures a lifelong appreciation of dance as an expressive and accessible art form. This course is an intensive course in dance technique, performance & dance history. Students will be required to choreograph for an ensemble. Students will also prepare and participate in auditions into local, regional and state dance competitions and ensembles. School and public performances are required.
Prerequisite: Audition only.

Guitar

High School Guitar I-36 weeks
Course 9245 **1 Credit**
This course is intended for students with little or no experience playing the guitar. Students will learn the proper posture, positioning, tuning, reading basic notation, and left and right hand techniques. In addition, students will learn to play simple melodies and accompaniments. Scheduled school related and public performances are required. Students should solicit instructor's advice before purchasing an instrument to ensure success in the class.

High School Guitar II-36 weeks
Course 9247 **1 Credit**
This course is intended for the intermediate level guitarist. Students will learn to read two lines of music at once, chord structures, pick and strumming patterns, chord progressions, and scales (two octaves). Listening to guitar music and discussing the guitar's role in music of the past and present is a component of this course. Students will learn to play exercises and short pieces alone and in an ensemble. Scheduled school related and public performances are required.
Prerequisite: Completion of beginning guitar course and/or audition in order to assure student readiness for intermediate instruction.

High School Small Instrumental Ensemble Guitar I-36 weeks
Course 9250 **1 Credit**
This course is intended for the advanced guitar student. The student will cover major and minor scales and arpeggios in all twelve keys with a minimum of two octaves. The student will work on improving technical proficiency and will study techniques for playing different styles of music to include jazz, blues, rock, and reggae. Scheduled school related and public performances are required.
Prerequisite: The completion of the intermediate guitar course and/or audition in order to assure student readiness for advanced instruction.

High School Small Instrument Ensemble Guitar II
Course 9251 **1 Credit**
This course is designed to provide music instruction for students who perform guitar that are not primary part of the band or orchestra ensemble. Participation in this course provides training in the area of repertoire building, music theory and performance development. School related and public performances are required. Private instruction is highly encouraged.

Orchestra

Beginning Orchestra-36 weeks
Course 9237 **1 Credit**
This course is designed to provide orchestral music instruction for students who perform on string instruments. Attention is given to the understanding of form and style in the musical periods. Technical concentration on scales, etudes, and beginning-intermediate graded literature is included. Daily practice outside of class is required. Scheduled school related and public performances are required.

Intermediate Orchestra-36 weeks
Course 9238 **1 Credit**
This course is designed to continue in technical sequence from Beginning Strings and offers an intermediate level of orchestral participation. An examination of early European through contemporary literature will be explored. Intermediate level position playing for strings, the use of vibrato, mastery of bowing styles, interpretation of standard literature, and refinement of large ensemble playing for all families of instruments are qualities of extreme value. Daily practice outside of class is required. Scheduled school related and public performances are required.
***Recommended*:** Successful completion of Beginning Orchestra

Advanced Orchestra-36 weeks
Course 9239 **1 Credit**
This course is designed to continue in technical sequence from Intermediate Orchestra and offers an advanced level of string orchestra participation. An examination of early European through contemporary literature will be explored. Position playing for strings, the use of vibrato, mastery of bowing technique, interpretation of standard advanced literature, and the refinement of ensemble playing. Preparation for local, regional, district and state auditions is expected. Daily practice outside of class is required. Scheduled school related and public performances are required.
***Recommended*:** Successful Completion of High School Intermediate Orchestra.

Artist Orchestra-36 weeks
Course 9242 **1 Credit**
This course is designed to continue in technical sequence from advanced orchestra and offers an advanced level of string orchestra participation. An examination of a variety of all literature will be explored. Advanced position playing for strings, the use of vibrato, mastery of bowing technique, interpretation of advanced literature, and the refinement of large ensemble playing. Audition for District and All-State String ensembles is expected. Daily practice is required. School related and public performances are required.
***Recommended*:** Successful completion of High School Advanced Orchestra. Teacher recommendation & Audition required.

Theater

Theater I - Introduction to Theater- 36 weeks
Course 1410 **1 Credit**
This course is designed to provide a general introduction to the dramatic arts including basic acting skills, dramatic structure, and visual elements of theatre production and appreciation of a variety of dramatic styles.

Theater II - Dramatic Literature & Theater-36 weeks
Course 1420 **1 Credit**
This course is designed to provide an Intermediate level of dramatic arts including intermediate technical acting skills, dramatic structure, and visual elements of theatre production and appreciation of a variety of dramatic styles.

Theater III – Introduction to Acting-36 weeks
Course 1423 **1 Credit**
Designed to provide beginning instruction in the history and development of dramatic literature, acting, styles and visual effects through a variety of dramatic styles and techniques.

Theater IV - Advanced Acting-36 weeks
Course 1426 **1 Credit**
Emphasis is placed on different acting techniques, character analysis, scene study and performances. Students will have opportunities to create, read, view, perform, in and respond to plays. The production of plays will be included.
Recommended: Completion of Theater III and teacher recommendation.

Visual Art

Art I/Art Foundations- 36 weeks
Course 9120 **1 Credit**
This is a course designed as a foundation class in Visual Art for high school students. Emphasis is on acquiring basic drawing and painting, as well as the development of technical skills in a variety of media. The course explores historical and contemporary art expressions across culture and ethnic groups. This is a foundation course for students who desire to continue the study of art.

Art II/Intermediate - 36 weeks
Course 9130 **1 Credit**
This course is designed to further develop the students' ability to observe the environs in a conscious manner and to develop abilities for visual self-expression. The course gives depth to the students' understanding of art as they explore the visual worlds, both nature and man-made, enabling them to refine their own concepts and skills. Emphasis is on drawing and painting, as well as the development of technical skills in a variety of media. The course examines historical and contemporary art expressions across culture and ethnic groups. The course exposes students to methods of evaluating their artwork as well as the work of others.

Art III/Advanced Intermediate-36 weeks
Course 9140 **1 Credit**
This course is designed to give students opportunities to broaden and strengthen their artistic skills, knowledge, and attitudes acquired in Art I and II. The course focuses on the student interests and ability to critically analyze works of art and to respond aesthetically to manmade and natural objects. Use of technology in art and individual career planning is emphasized in the course.
Prerequisite: Successful completion of Art I & II.

Art IV/Advanced-36 weeks
Course 9145 **1 Credit**
This course provides for in depth study and personal development in one or more areas of the visual arts. These include drawing and painting, crafts, graphics, sculpture, architecture, and commercial design as well as other areas determined by the needs and skills of the individual student. The student is required to develop a portfolio of artwork.
Prerequisite: Successful completion of Art III and teacher recommendation.

AP Studio Art Drawing Portfolio-36 weeks
Course 9150 **1 Credit**
This is an Advanced Placement (AP) course that is equivalent to an introductory college course. The Advanced Placement Studio Program enables highly motivated students to do college-level work in studio art while still in high school. AP Studio Art is not based on written examination; instead students submit portfolios for evaluation at the end of the school year. Course content is developed according to the College Board's AP curriculum.
***Recommended*:** Permission from art teacher.

AP Studio Art: 2-D Design
Course 9148 **1 Credit**
Students are asked to demonstrate proficiency in 2-D design using a variety of art forms. These could include, but are not limited to: graphic design, typography, digital imaging, photography, collage, fabric design, weaving illustration, painting, printing, etc. A variety of approaches to representation, abstraction, and expression may be part of the students' portfolio.

AP Studio Art: 3-D Design
Course 9149 **1 Credit**
A variety of approaches to representation, abstraction, and expression may be part of the student's portfolio. These might include traditional sculpture, architectural models, apparel, ceramics, three dimensional fiber arts or metal work among others.

AP Art History
Course 9151 **1 Credit**
The AP Art History course is equivalent to a two-semester college survey course exploring the nature of art, art making, and responses to art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, students develop in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content. They experience, research, discuss, read, and write about art, artists, art making, responses to, and interpretations of art.

Middle School Fine Arts offerings

Band

Middle School Beginning Band-36 weeks
Course 9230 **0 Credit**
Basic course in beginning instrumental techniques. The student is taught basic tone production, embouchure, intonation, posture, and breathing. Scheduled school related and public performances are required. An interest in music and/or teacher recommendation. Students must have his/her own instrument.

Middle School Intermediate Band-36 weeks
Course 9231 **0 Credit**
This is a basic course in beginning instrumental technique. The student is taught basic tone production, embouchure, intonation, posture and breathing. An interest in music and/or teacher recommendation. Students should have their own instruments.
Prerequisite: Successful completion of Middle School Beginning Band.

Middle School Advanced Band-36 weeks
Course 9229 **0 Credit**
This course which continues in technical sequence from Middle School Intermediate Band involves the study of more advanced music literature emphasizing style and phrasing. Scheduled school related public performances are required. Successful completion of Middle School Beginning Band & Middle School Intermediate Band and recommendation from former instructor. Students should have his/her own instrument.
Prerequisite: Successful completion of Middle School Intermediate Band.

Chorus

Middle School Beginning Chorus-36 weeks
Course 9269 **0 Credit**
This course is designed for early training in choral literature. Emphasis is on the basic fundamentals of music reading, voice care, and singing from a vocal score.
Public performances are required.

Middle School Intermediate Chorus-36 weeks
Course 9270 **0 Credit**
This course continues in the technical sequence from Middle School Beginning Chorus. The students will become familiar with various styles of three and four part choral literature with emphasis placed on appropriate choral techniques. Through listening and performing, students further develop advanced techniques in phrasing, diction and other aspects of choral music interpretation.
Participation in scheduled public performances is required.

Middle School Advanced Chorus
Course 9271 **0 Credit**
This course continues in the technical sequence from Middle School Intermediate Chorus. Experiences are designed to develop skills that range from proper performance position to music reading. Technical concentration on scales, etudes, and medium graded literature is included. Daily practice outside of the orchestra class and private instruction is required. Participation in scheduled public performances are required to enhance learning.
Prerequisite: Successful completion of Beginning and Intermediate chorus and/or audition, and/or recommendation from previous music instructor.

Dance

Middle School Beginning Dance -18 weeks
Course 6305 **0 Credit**
Middle School Beginning Dance -36 weeks
Course 6305Y **0 Credit**
Students experience dance as an art form that develops critical thinking skills, discipline, collaboration, creativity, and physical skills that safely facilitate the execution of dance movement. Students enrich their views of society, themselves, and other cultures through the study of dance history. This course prepares students for further dance study and nurtures a lifelong appreciation of dance as an expressive and accessible art form. An interest in dance and the physical capacity to participate in dance movement is expected.

Middle School Intermediate Dance -18 weeks
Course 6306 **0 Credit**
Middle School Intermediate Dance -36 weeks
Course 6306Y **0 Credit**
Students experience dance as an art form that develops critical thinking skills, discipline, collaboration, creativity, and physical skills that safely facilitate the execution of dance movement. Students enrich their views of society, themselves, and other cultures through the study of dance history. This course prepares students for further dance study and nurtures a lifelong appreciation of dance as an expressive and accessible art form. Students need to demonstrate an interest in dance and the physical capacity to participate in dance movement.

Middle School Advanced Dance -18 weeks
Course 6307 **0 Credit**
Middle School Advanced Dance -36 weeks
Course 6307Y **0 Credit**
Students experience dance as an art form that develops critical thinking skills, discipline, collaboration, creativity, and physical skills that safely facilitate the execution of dance movement. Students enrich their views of society, themselves, and other cultures through the study of dance history. This course prepares students for further dance

study and nurtures a lifelong appreciation of dance as an expressive and accessible art form. An interest in dance and the physical capacity to participate in dance movement is expected.

Guitar

Middle School Beginning Guitar
Course 5008 **0 Credit**
This course is designed for the beginning guitar student with no experience. Students will learn to use basic proper guitar technique and the basic understanding of the elements of music. The course will be split into several units that cover various aspects of understanding the instrument. Students will learn to tune their guitars warming-up, group instruction, and independent group practicing and playing. Students will also learn basic maintenance of the instrument and how to change strings, clean the guitar's surface, clean strings, and maintain tuning.

Middle School Intermediate Guitar
Course 5009 **0 Credit**
Students will continue with the techniques and basic skills learned in the beginning guitar class with more in-depth work on technique and understanding. Music will be intermediate level music for high quality performances.

Middle School Advanced Guitar
Course 5010 **0 Credit**
Advanced guitar will include work on and middle school master of the following skills: standard notation, rhythm, melody, form tempo and dynamics. Students in the advanced guitar class will be expected to perform throughout the year in public venue.

Harp

Middle School Beginning Harp- 36 weeks
Course 3711 **0 Credit**
Beginning instructional classes in harp are designed for students recommended by harp instructors or students desiring to study harp. Harp instruction is designed to develop skills that range from proper care and maintenance of the harp, to proper hand positions and note-reading. Techniques for the harp will include: note reading skills, identification of harp parts, corresponding strings, levers, hand position and finger action. The students will also learn pitch names, staff clefs, note alterations, note values, rests, simple time signatures, key signatures, and scales (C, G, D, F, and B flat) and sight reading. This course include solo and ensemble repertoire selected by the harp instructor. Scheduled school related and public performances are required.

Middle School Intermediate Harp- 36 weeks
Course 3712 **0 Credit**
The intermediate level of harp instruction continues in sequence from the beginning level harp instruction. Hand positions and finger action skills, instrument care and maintenance continue to be developed. Technical skills of placing, connecting, placing of four fingers in succession, playing octaves and intervals are learned on this instructional level. Time signatures, key signatures, major and minor scales are expanded. A larger harp repertoire of performance proficiency compositions are studied. Scheduled school related and public performances are required.
***Prerequisite*:** Successful completion of Middle School Beginning Harp and recommendation from former instructor.

Middle School Advanced Harp-36 weeks
Course 3713 **0 Credit**
The technical sequence of instruction continues from Intermediate level harp instruction. Students continue to develop a degree of proficiency in note-reading, rhythm, hand positions, and techniques. Expanded use of pedals on the pedal harp, lever and pedal changes, rolls, glissandos, and muffle techniques are taught. Advance solos, orchestral and ensemble repertoire are performed for concerts and community based performances. Performances of repertoire from varied cultures and composers are studied. Scheduled school related and public performances are required. The student must have successfully completed Middle School Intermediate Harp.
***Prerequisite*:** Recommendation of former music teacher and successful audition.

Orchestra

Middle School Beginning Orchestra-36 weeks
Course 9235 **0 Credit**
This course is a beginning instructional course for strings (violin, viola, cello, and bass violin). Basic fundamental rudiments such as proper performance position, tone production and music reading are introduced. Technical concentration on scales, etudes and simple graded literature is included. Daily practice outside of orchestra class and private instruction are strongly encouraged. Scheduled public performances are required to enhance learning. The student must have an interest in music and physical capacity to perform on one of the string instruments.

Middle School Intermediate Orchestra-36 weeks
Course 9236 **0 Credit**
This course continues in technical sequence of Middle School Beginning Orchestra. The techniques that were introduced in Beginning Orchestra are studied in greater depth. More advanced music literature is studied. Public performance is required. Daily individual practice and private instruction is strongly encouraged.
***Prerequisite*:** Successful completion of Middle School Beginning Orchestra and recommendation from former instructor.

Middle School Advanced Orchestra-36 weeks
Course 9241 **0 Credit**
This course continues in technical sequence from Middle School Intermediate Orchestra. Experiences are designed to develop skills that range from proper performance position to music reading. Technical concentration on scales, etudes, and medium graded literature is included. Daily practice outside of the orchestra class is required. Scheduled public performances are required to enhance learning.
***Prerequisite*:** Successful completion of Middle School Beginning Orchestra and Middle School Intermediate Orchestra and recommendation from former instructor.

Theater

Middle School Beginning Theatre Arts I -18 weeks
Course 1393 **0 Credit**
Middle School Beginning Theatre Arts I -36 weeks
Course 1393Y **0 Credit**
This course provides an avenue for students to express themselves creatively through performances. Basic acting skills will be explored along with stagecraft. Students will have the opportunity to perform for the student body and general public.

Middle School Intermediate Theatre Arts -18 weeks
Course 1394 **0 Credit**
Middle School Intermediate Theatre Arts -36 weeks
Course 1394Y **0 Credit**
This course provides an avenue for students to express themselves creatively through performances. Basic acting skills will be explored along with stagecraft. Students will have the opportunity to perform for the student body and general public.

Middle School Speech Application/Theatre Arts Grade 8 -36 weeks
Course 1395 **0 Credit**
This course provides an avenue for students to express themselves creatively through performances. Basic acting skills will be explored along with stagecraft. Students will have the opportunity to perform for the student body and general public.

Visual Art

06 Exploratory Art-9 weeks
Course 3505 **0 Credit**
Art exploration is an exploratory course designed to give students information, experiences, and activities leading to an awareness of art as a means of personal achievement. A review of the many diverse areas for career possibilities included. Open to all students with an interest in Visual Arts.

Art Grade 6 -18 weeks
Course 9103 **0 Credit**
Art Grade 6 -36 weeks
Course 9103Y **0 Credit**
This course is designed to give students activities and experiences leading to an understanding of the joy of creative involvement, communication of feelings, development of skills, critical judgment and perception; art as a means for improving social order and daily living through its use to produce social change, interior design, art careers; art as a record of cultural heritage, communication through principles and elements of design, communication, and techniques in the related arts. Open to all students with an interest in Visual Arts.

Art Grade 7 -18 weeks
Course 9105 **0 Credit**
Art Grade 7 -36 weeks
Course 9105Y **0 Credit**
This course emphasizes the understanding of art as a means to personal fulfillment through activities and experiences related to ideas and subjects of art, design related to materials, uniqueness of an artist and their art; art as a means of improving social order and daily living, art that sells, art that shapes our environment, preservation; art as a record of cultural heritage as related to ethnic groups and modern art.
***Prerequisite*:** Successful completion of 06 Art and recommendation from previous art instructor.

Art Grade 8 -18 weeks
Course 9115 **0 Credit**
Art Grade 8 -36 weeks
Course 9115Y **0 Credit**
A course designed for students demonstrating a strong interest and ability in an in depth study of art.
***Prerequisite*:** Recommendation of Art instructor required.

09H Art I- 36 weeks (Advanced 8th graders only)
Course H9120 **1 Credit**
This is a course designed for students meeting the criteria for honors placement in art education. The course has more in-depth assignments in writing and research, museum visits, and portfolio development.
***Prerequisite*:** Recommendation of 8th grade art instructor and permission of Art I art instructor.

Gifted Programs- S.P.A.C.E

Special Program for Academic and Creative Excellence (General Intellectual Aptitude Pull-out Services)

Gifted & Talented Grade 6 -18 weeks
Course 0023 **0 Credit**
Gifted & Talented Grade 6 -36 weeks
Course 0023Y **0 Credit**

The Special Program for Academic and Creative Excellence, SPACE, is designed explicitly for gifted and talented middle school students to think critically, communicate effectively, and develop reasoning and problem-solving skills to maximize their growing academic independence. Students will be presented with challenges increasing in difficulty, complexity, and scope. Students will collaborate on distinct group projects to develop their teamwork

/social skills and work on independent assignments that allow them to pursue their personal interests in greater depth. Researched based gifted curriculum will be utilized, such as the Integrated Curriculum Model developed by the Center of Gifted Education at William and Mary.
***Prerequisite*:** Former Elementary SPACE student and/or Teacher Referral.

Gifted & Talented Grade 7 -18 weeks
Course 0024 **0 Credit**
Gifted & Talented Grade 7 -36 weeks
Course 0024Y **0 Credit**

The Special Program for Academic and Creative Excellence, SPACE, is designed explicitly for gifted and talented middle school students to think critically, communicate effectively, and develop reasoning and problem-solving skills to maximize their growing academic independence. Students will be presented with challenges increasing in difficulty, complexity, and scope. Students will collaborate on distinct group projects to develop their teamwork/social skills and work on independent assignments that allow them to pursue their personal interests in greater depth. Researched based gifted curriculum will be utilized, such as the Integrated Curriculum Model developed by the Center of Gifted Education at William and Mary.
***Prerequisite*:** Former SPACE student or Course 0023 and/or Teacher Referral.

Gifted & Talented Grade 8 -36 weeks
Course 0025 **0 Credit**
Gifted & Talented Grade 8 -36 weeks
Course 0025Y **0 Credit**

The Special Program for Academic and Creative Excellence, SPACE, is designed explicitly for gifted and talented middle school students to think critically, communicate effectively, and develop reasoning and problem-solving skills to maximize their growing academic independence. Students will be presented with challenges increasing in difficulty, complexity, and scope. Students will collaborate on distinct group projects to develop their teamwork/social skills and work on independent assignments that allow them to pursue their personal interests in greater depth. Researched based gifted curriculum will be utilized, such as the Integrated Curriculum Model developed by the Center of Gifted Education at William and Mary.
***Prerequisite*:** Course 0023 and/or Course 0024.

Health and Physical Education

06 Health and Physical Education- 18 weeks
Course 71102 **0 Credit**
A semester elective designed to offer fundamental instruction in beginning soccer, tumbling, gymnastics, rhythmic, rope skipping, fitness activities, and basketball. Approximately 40% of instruction is devoted to Health Education: nutrition, mental health, and disease prevention control.

07 Health and Physical Education- 18 weeks
Course 71202 **0 Credit**
A semester elective designed to offer fundamental instruction in speed-ball, flag football, square dance, tumbling, and gymnastics. Approximately 40% of instruction is devoted to health education: mental health, nutrition, personal growth and personal health.

08 Health and Physical Education- 18 weeks
Course 72001 **0 Credit**
This course is designed to provide instruction in physical fitness, field hockey, flag football, volleyball, square dance, basketball, tumbling, tennis, track and softball. Approximately 40% of instruction is health education in the areas of personal growth & health, drugs and alcohol, tobacco, smoking & safety.

Health and Physical Education - Grade 9
Course 7300 **1 Credit**
This course is designed to provide instruction in personal fitness, team sports such as volleyball, flag football, and dance. Approximately 40% of instruction is health education in the following areas: first aid and safety, nutrition, consumer education, disease prevention and control.

Adapted Physical Education
Course 7700 **1 Credit**
Teachers will specialize in working with persons with disabilities. This course will help students gain knowledge on selected activities that will be useful in working with specific disabilities. Students will work with the Special Olympics Program.

Health, Physical Education, & Driver Education - Grade 10
Course 7400 **1 Credit**
This course is designed to provide instruction in lifetime fitness, team and individual sports such as archery, volleyball, tennis, track, along with dance and recreational sports. Approximately
40% of instruction is health education in the following areas: driver education, mental health, and parenthood and family relations.

Online Health & PE - Grade 10 (No Driver Education)
Course V7400 **1 Credit**
Online PE offers both health and physical education in a nationally and state aligned course curriculum. Students will use Online PE to fulfill their 10th grade health and physical education requirements, and will do it on their time, in their comfort zone and in their community. The key areas of learning are the same you would find in an ordinary classroom in an independent study curriculum set. Using technology for presenting health and physical education allows the students to have control over their education and the environment in which they learn. Students will be required to participate in physical activity, of their choosing, on their time. Students will be given a heart rate monitor which measures and tracks healthy heart rate activity. Each student must participate in the healthy heart rate range for a certain length of time to get credit for the physical education portion of his or her grade.

Driver Education - Classroom
Course 7015 **Pass/Fail**
An elective course consisting of three phases: theory, simulator experience, and behind-the-wheel training. Students learn attitudes and natural laws that affect driving. Mental and physical characteristics, which affect driving, are also discussed. The effects of alcohol and other drugs as well as the differences in a driver's ability to perceive, react and stop an automobile are covered. Students receive instruction on the safety equipment of the automobile, buying and selling a car, state laws and their effects on driving, motorcycle safety and careers in the driving profession.

Advanced Physical Education - Grade 11
Course 7640 **1 Credit**
This course is designed as an elective for advanced students and activities include the finer points in the following: Team sports such as basketball and football, individual; tennis and archery, as well as personal fitness, swimming, hiking, dance and athletic field trips.

Advanced Physical Education - Grade 12
Course 7650 **1 Credit**
This course is designed as an elective for advanced students and activities include the finer points in the following: Team sports such as basketball and football, individual; tennis and archery, as well as personal fitness, swimming, hiking, dance and athletic field trips. Majority of team and individual sports offer a class in coaching and officiating at the 12th grade level.

History & Social Science

United States History to 1865
Course 2353 **0 Credit**
This course focuses on using skills for historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the union. The course relates to the history of the United States from pre-Columbian times until 1865. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our history. They also will study documents and speeches that laid the foundation for American ideals and institutions and will examine the everyday life of people at different times in the country's history through the use of primary and secondary sources.

Honors United States History to 1865
Course H2353 **0 Credit**
This course is designed to increase the academic rigor for students which will provide high school teachers with an idea of the student's willingness to be challenged. The course will prepare students for the high school expectations of success in the area of history and social science. The course will prepare students for the high school expectations of success. The course will focus on using skills for historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the union. The course relates to the history of the United States from pre-Columbian times until 1865. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our history. They also will study documents and speeches that laid the foundation for American ideals and institutions and will examine the everyday life of people at different times in the country's history through the use of primary and secondary sources.

United States History: 1865 to the Present
Course 2354 **0 Credit**
Students will continue to use skills of historical and geographical analysis as they examine American history since 1865. The standards for this course relate to the history of the United States from the end of the Reconstruction era to the present. Students should continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. Political, economic, and social challenges facing the nation reunited after Civil War will be examined chronologically as students develop an understanding of how the American experience shaped the world political and economic landscape.
Required: *United States History to 1865.*

Honors United States History: 1865 to the Present
Course H2354 **0 Credit**
This course is designed to increase the academic rigor for students which will provide high school teachers with an idea of the student's willingness to be challenged. The course will prepare students for the high school expectations of success in the area of history and social science. The course will prepare general education students for the expectations of high school level success. Students will continue to use skills of historical and geographical analysis as they examine American history since 1865. The standards for this course relate to the history of the United States from the end of the Reconstruction era to the present. Students should continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. Political, economic, and social challenges facing the nation reunited after Civil War will be examined chronologically as students develop an understanding of how the American experience shaped the world political and economic landscape.

Civics and Economics
Course 2357 **0 Credit**
Standards for Civics and Economics examine the roles citizens play in the political, governmental, and economic systems in the United States. Students examine the constitutions of Virginia and the United States; identify the rights, duties, and responsibilities of citizens; and describe the structure and operation of government at the local, state, and national levels. Students investigate the process by which decisions are made in the American market

economy and explain the government's role in it. The standards identify personal character traits, such as patriotism, respect for the law, and a sense of civic duty, that facilitate thoughtful and effective participation in the civic life of an increasingly diverse democratic society.

Honors Civics and Economics
Course H2357 **0 Credit**
This course is designed to increase the academic rigor for students which will provide high school teachers with an idea of the student's willingness to be challenged. The course will prepare students for the high school expectations of success in the area of history and social science, Standards for Civics and Economics examine the roles citizens play in the political, governmental, and economic systems in the United States. Students examine the constitutions of Virginia and the United States; identify the rights, duties, and responsibilities of citizens; and describe the structure and operation of government at the local, state, and national levels. Students investigate the process by which decisions are made in the American market economy and explain the government's role in it. The standards identify personal character traits, such as patriotism, respect for the law, and a sense of civic duty, that facilitate thoughtful and effective participation in the civic life of an increasingly diverse democratic society.

Grade 6-8 - Social Studies
Course 2060- Grade 6 **0 Credit**
Course 2070- Grade 7 **0 Credit**
Course 2086- Grade 8 **0 Credit**
This course focuses on practical life skills utilizing authentic instruction in the area of social studies to address individualized goals and objectives.
NOTE: This course will not count as a history credit for the Standard or Advanced Standard Diploma.

World History & Geography to 1500
Course 2215 **1 Credit**
This course will enable students to explore the historical development of people, places, and patterns of life from ancient times until 1500 A.D. in terms of the impact on Western civilization. The diversity of culture and the evolution of human history will be explored chronologically and geographically from the beginning of time until the Renaissance in Europe. Geographical concepts will be incorporated within the context of world historical events. Students will examine the development of the world's major political, economic, and legal systems; artistic and literary movements; technological changes; trade patterns; religions; and the influential people of history. Special emphasis will be given to the five themes of geography as they relate to regional conflicts, humanity's relationships with the environment, and the foundation of democratic principles, such as citizenship.
Required: *World History and Geography to 1500 SOL Test.*

Honors World History & Geography to 1500
Course H2215 **1 Credit**
This course is designed to increase the academic rigor for students which will provide high school teachers with an idea of the student's willingness to be challenged. The course will prepare students for the high school expectations of success in the area of history and social science. The course will prepare general education students for the expectations of high school level success. This course will enable students to explore the historical development of people, places, and patterns of life from ancient times until 1500 A.D. in terms of the impact on Western civilization. The diversity of culture and the evolution of human history will be explored chronologically and geographically from the beginning of time until the Renaissance in Europe. Geographical concepts will be incorporated within the context of world historical events. Students will examine the development of the world's major political, economic, and legal systems; artistic and literary movements; technological changes; trade patterns; religions; and the influential people of history. Special emphasis will be given to the five themes of geography as they relate to regional conflicts, humanity's relationships with the environment, and the foundation of democratic principles, such as citizenship. In this Honors course map and globe reading, critical thinking, writing, research, and group-process skills are refined.
Required: *World History and Geography to 1500 SOL Test.*

World History & Geography 1500 to Present
Course 2216 **1 Credit**
This course enables students to cover history and geography from 1500 A.D. to the present, with emphasis on Western Europe. Geographic influences on history continue to be explored, but increasing attention is given to political boundaries that developed with the evolution of nations. Significant attention will be given to the ways in which scientific and technological revolutions created new economic conditions that in turn produced social and political changes. Noteworthy people and events of the nineteenth and twentieth centuries will be emphasized for their strong connections to contemporary issues.
Required: *World History and Geography 1500 to present SOL Test.*

Honors World History & Geography 1500 to Present
Course H2216 **1 Credit**
This course is designed to increase the academic rigor for students which will provide high school teachers with an idea of the student's willingness to be challenged. The course will prepare students for the high school expectations of success in the area of history and social science. This course enables students to examine history and geography from 1500 A.D. to the present, with emphasis on Western Europe. Geographic influences on history will continue to be explored, but increasing attention will be given to political boundaries that developed with the evolution of nations. Significant attention will be given to the ways in which scientific and technological revolutions created new economic conditions that in turn produced social and political changes. Noteworthy people and events of the nineteenth and twentieth centuries will be emphasized for their strong connections to contemporary issues. This course is a foundation for complex critical thinking and problem solving.
Required: *World History and Geography 1500 to Present SOL Test.*

Virginia and United States History, Part I
Course 2361 **1 Credit**
One half of the curriculum is presented in one year for a full credit. Study the contributions of minority groups. Learn the political, economic, social, and cultural development of the United States from colonization to World War II.

Virginia and United States History, Part II
Course 2362 **1 Credit**
One half of the curriculum is presented in one year for a full credit. Study the contributions of minority groups. Learn the political, economic, social, and cultural development of the United States from the Great Depression to the present.
Required: *Virginia and United States History SOL Test.*

Virginia and United States History
Course 2360 **1 Credit**
The course focuses on the historical development of American ideas and institutions from the Age of Exploration to the present. While focusing on political and economic history, the standards provide students with a basic knowledge of American culture through a chronological survey of major issues, movements, people, and events in United States and Virginia history. Students should use historical and geographical analysis skills to explore in depth the events, people, and ideas that fostered our national identity and led to our country's prominence in world affairs.
Required: *Virginia and United States History SOL Test*

Honors Virginia and United States History
Course H2360 **1 Credit**
This is an honors level course that focuses on the historical development of American ideas and institutions from the Age of Exploration to the present. While focusing on political and economic history, the standards provide students with a basic knowledge of American culture through a chronological survey of major issues, movements, people, and events in United States and Virginia history. Students should use historical and geographical analysis skills to explore in-depth the events, people, and ideas that fostered our national identity and led to our country's prominence in world affairs.

Required: *Virginia and United States History SOL Test*

AP United States History
Course 2319 **1 Credit**
AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.
Required: *AP United States History examination upon completion of the course.*

Virginia and United States Government
Course 2440 **1 Credit**
The curriculum examines the structure and functions of our federal form of government. The decision-making processes at the local, state, national, and international levels are emphasized. The foundations of American government, the politics of American democracy, and constitutional rights and responsibilities are explored in depth. United States political and economic systems are compared to those of other nations, with emphasis on the relationships between economic and political freedoms. Economic content includes the United States market system, supply and demand, and the role of the government in the economy. Democratic values and citizen participation are stressed throughout the course.

Honors Virginia and United States Government
Course H2440 **1 Credit**
The curriculum examines the structure and functions of our federal form of government. The decision-making processes at the local, state, national, and international levels are emphasized. The foundations of American government, the politics of American democracy, and constitutional rights and responsibilities are explored in depth. United States political and economic systems are compared to those of other nations, with emphasis on the relationships between economic and political freedoms. Economic content includes the United States market system, supply and demand, and the role of the government in the economy. This course is a foundation for complex critical thinking and problem solving.

AP Government & Politics: United States
Course 2445 **1 Credit**
A college level course that gives students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. Politics.
Required: *AP Government & Politics: United States examination upon completion of the course.*

AP European History
Course 2399 **1 Credit**
The College Board's curriculum is followed and is equivalent to a first-year college course. Emphasis is placed on the political, economic and social survey of the history of modern Europe from the Renaissance to the present. It also includes the background of the ancient and medieval worlds of western civilization. Students in this course are expected to read and interpret points of view and abstract concepts.
Required: *AP European History examination upon completion of the course.*

AP Human Geography
Course 2212 **1 Credit**
The College Board's curriculum is followed and is equivalent to a first-year college course. In this course students are introduced to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.
Required: *AP Human Geography examination upon completion of the course.*

Grades 9-12 - Social Studies
Course 2090- Grade 9 **1 Credit**
Course 2200- Grade 10 **1 Credit**
Course 2300- Grade 11 **1 Credit**
Course 2400- Grade 12 **1 Credit**
This course focuses on practical life skills utilizing authentic instruction in the area of social studies to address individualized goals and objectives.
NOTE: This course will not count as a history credit for the Standard or Advanced Standard Diploma.

History & Social Science Electives

AP Psychology
Course 2902 **1 Credit**
The College Board's curriculum is followed and is equivalent to a first-year college course. In this course students are introduced to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.
Required: *AP Psychology examination upon completion of the course.*

African American Studies
Course 2371 **1 Credit**
In this course students will examine significant aspects of the history of African Americans with particular emphasis on the evolution and development of black communities from Africa to enslavement to the present. The black experience from a number of perspectives: history, politics, economics, sociology, psychology, religion and culture will be explored. The progression of black political and social thought, engagement and protest, and the struggle to enact change will also be examined. In doing so, students will investigate the intersections of race, class, and gender. Thus, students will gain a comprehensive introduction to the social, political, legal, and economic roots of the contemporary challenges faced by African Americans.

Sociology
Course 2500 **1 Credit**
In this course students will study human society and social behavior. Positive human relationships are an essential part of a civilized society and how we interact with each other is important so that we can find answers to questions and solve problems in our world. Topics to be covered include culture, violence, deviance, social control, socialization and personality, group behavior, social class, and social institutions. The key component of this course is to study one's self and the society that influences our behavior.

IB Diploma Programme

IB Theory of Knowledge I – Grade 11
Course IB1197 **1 Credit**
Year 1 of a 2-year college-level course. This course is required for IB Diploma candidates and strongly suggested for students taking IB Diploma Programme Courses. In this course, students analyze the role of knowledge and

various ways of knowing in multiple disciplines, examine the belief systems inherent in various academic subjects, focus on questioning, clarifying, and expressing ideas through written and oral communication, and reflect on beliefs that affect the acquisition of knowledge. Student progress on the Creativity, Activity, Service (CAS) requirement is monitored. Students also begin the process of writing the Extended Essay. This 2-year course satisfies the requirements for IB-DP.

IB Theory of Knowledge II – Grade 12
Course IB1198 **1 Credit**

Year 2 of a 2-year college-level course. This course is required for IB Diploma candidates and strongly suggested for students taking IB Courses. In this course, students analyze the role of knowledge and various ways of knowing in multiple disciplines, examine the belief systems inherent in various academic subjects, focus on questioning, clarifying, and expressing ideas through written and oral communication, and reflect on beliefs that affect acquisition of knowledge. Student progress on the Creativity, Activity, Service (CAS) requirement is monitored. Students also finish the process of writing the Extended Essay. This course satisfies the requirements for IB-DP.
Prerequisite: *IB Theory of Knowledge I.*

IB English 11 – Grade 11
Course IB1150 **1 Credit**

Year 1 of a 2-year college-level literature course. The course satisfies required content for the State of Virginia EOC English along with the Group 1 requirement of the IB Diploma. The course explores various genres, periods, and places of American and English-language literature and literature in translation, with an eye toward cultural analysis and understanding. Coursework is divided into four parts with two parts being taught each year. In year 1, students study 2 works of different genres for detailed study and 2 works in translation. Students take the SOL English Reading End-of-Course test at the end of year 1. The course prepares students for the IB English Literature Standard Level exam in Year 2, and year 1 students will complete mandatory oral and written work required for IB Assessment.
Prerequisite: *Honors English 10 or equivalent, with passing score on the Virginia EOC Writing test.*

IB English 12 – Grade 12
Course IB1160 **1 Credit**

Year 2 of a 2-year college-level literature course. This course fills the Group 1 requirement of the IB-DP. The course explores various genres, periods, and places of American and English-language Literature and literature in translation, with an eye toward cultural analysis and understanding. Coursework is divided into four parts with two parts being taught each year. In year 2, students study 3 works from new textualities and 3 works from one literary genre. The course prepares students for the IB English Literature Standard Level exams, and students will complete mandatory oral work and formal written literary analyses required for IB assessment.
Prerequisite: *IB English 11.*

IB English 11 HL – Grade 11
Course IB1150 HL **1 Credit**

Year 1 of a 2-year college-level literature course. The course satisfies required content for the State of Virginia EOC English along with the Group 1 requirement of the IB-DP. The course explores various genres, periods, and places of American and English-language literature and literature in translation, with an eye toward cultural analysis and understanding. Coursework is divided into four parts with two parts being taught each year. In year 1, students study 3 works of different genres for detailed study and 3 works in translation. Students take the SOL English Reading End-of-Course test at the end of year 1. The course prepares students for the IB English Literature Higher Level exams in year 2, and students will complete mandatory oral and written work required for IB assessment.
Prerequisite: *Honors English 10 or equivalent, with passing score on the Virginia EOC Writing test.*

IB English 12 HL – Grade 12
Course IB1160 HL **1 Credit**

Year 2 of a 2-year college-level course. This course fills the Group 1 requirement of the IB Diploma. The course

explores various genres, periods, and places of American and English-language literature and literature in translation, with an eye toward cultural analysis and understanding. Coursework is divided into four parts with two parts being taught each year. In year 2, students study 4 works from new textualities and 4 works from one literary genre. The course prepares students for the IB English Literature Higher Level exams, and students will complete mandatory oral work and formal written literary analyses required for IB assessment.
Prerequisite: *IB English 11 HL.*

IB French ab initio I – Grade 11
Course IB5152 **1 Credit**
Year 1 of a 2-year college-level course. This course fills the Group 2 requirement for the IB Diploma. For students with little or no previous experience in French who have developed strong language study skills in another language. Through study of vocabulary, linguistic structures, and writing systems, students will learn to communicate clearly in a range of situations in an accelerated time frame. Students will also work to demonstrate an awareness of intercultural elements related to prescribed topics. The class will prepare students for the IB French ab initio Standard Level assessments and exams in year 2.
Prerequisite: *Spanish II or at least two years of successful study of another foreign language with high school credit.*

IB French ab initio II – Grade 12
Course IB5162 **1 Credit**
Year 2 of a 2-year college-level course. This course fills the Group 2 requirement for the IB Diploma. Through study of vocabulary, linguistic structures, and writing systems, students will learn to communicate clearly in a range of modes and situations in an accelerated time frame. Students will also work to demonstrate an awareness of intercultural elements related to prescribed topics. Independently-driven research is required, as are written and oral assessments. The class will prepare students for the IB French ab initio Standard Level assessments and exams.
Prerequisite: *IB French ab initio I.*

IB Japanese ab initio I – Grade 11
Course IB5912 **1 Credit**
Year 1 of a 2-year college-level course. This course fills the Group 2 requirement for the IB Diploma. For students with little or no previous experience in Japanese who have developed strong language study skills in another language. Through study of vocabulary, linguistic structures, and writing systems, students will learn to communicate clearly in a range of situations in an accelerated time frame. Students will also work to demonstrate an awareness of intercultural elements related to prescribed topics. The class will prepare students for the IB Japanese ab initio Standard Level assessments and exams in year 2.
Prerequisite: *Spanish II or at least two years of successful study of another foreign language with high school credit.*

IB Japanese ab initio II – Grade 12
Course IB5922 **1 Credit**
Year 2 of a 2-year college-level course. This course fills the Group 2 requirement for the IB Diploma. Through study of vocabulary, linguistic structures, and writing systems, students will learn to communicate clearly in a range of modes and situations in an accelerated time frame. Students will also work to demonstrate an awareness of intercultural elements related to prescribed topics. Independently-driven research is required, as are written and oral assessments. The class will prepare students for the IB Japanese ab initio Standard Level assessments and exams.
Prerequisite: *IB Japanese ab initio I.*

IB Spanish V – Grade 11
Course IB5552 **1 Credit**
Year 1 of a 2-year college level course. This course fills the Group 2 requirement for the IB Diploma. The course focuses on language acquisition and the development of reading, writing, and conversational skills. Students develop competencies through the study of a range of written and spoken material organized around five themes:

communication and media; global issues; social relationships; and two options. The class will prepare students for the IB Spanish B Standard Level assessments and exams in year 2.
Prerequisite: *Spanish II or above.*

IB Spanish VI – Grade 12
Course IB5562 **1 Credit**
Year 2 of a 2-year college-level course. This course fills the Group 2 requirement for the IB Diploma. The course focuses on language acquisition and the development of reading, writing, and conversational skills. Students develop competencies through the study of a range of written and spoken material organized around five themes: communication and media; global issues; social relationships; and two options. Written and oral assessments are required. The class will prepare students for the IB Spanish B Standard Level assessments and exams.
Prerequisite: *IB Spanish V.*

IB Spanish V HL – Grade 11
Course IB5552 HL **1 Credit**
Year 1 of a 2-year college level course. This course fills the Group 2 requirement for the IB Diploma. The course focuses on language acquisition and the development of reading, writing, and conversational skills, with a study of introductory Spanish-language literature. Students develop competencies through the study of a range of written and spoken material organized around five themes: communication and media; global issues; social relationships; and two options. The class will prepare students for the IB Spanish B Higher Level assessments and exams in year 2.
Prerequisite: *Spanish III or above.*

IB Spanish VI HL – Grade 12
Course IB5562 HL **1 Credit**
Year 2 of a 2-year college level course. This course fills the Group 2 requirement for the IB Diploma. The course focuses on language acquisition and the development of reading, writing, and conversational skills, with a study of introductory Spanish-language literature. Students develop competencies through the study of a range of written and spoken material organized around five themes: communication and media; global issues; social relationships; and two options. Written and oral assessments are required. The class will prepare students for the IB Spanish B Higher Level assessments and exams.
Prerequisite: *IB Spanish V HL.*

IB History I HL – Grade 11
Course IB2360 HL **1 Credit**
Year 1 of a 2-year college-level course. The course satisfies required content for the United States/Virginia History course. This course also fills the Group 3 requirement for the IB Diploma. A comprehensive study of Virginia and United States history is followed along with IB History content, including rights and protest. Students examine processes for gathering historical evidence and learn to evaluate its validity. Students take the SOL Virginia and United States History End-of-Course test at the end of year 1. The course prepares students for the IB History Higher Level assessments and examinations in year 2.
Prerequisite: *World History and Geography II: 1500 AD to the Present.*

IB History II HL – Grade 12
Course IB2361 HL **1 Credit**
Year 2 of a 2-year college-level course. The course fills the Group 3 requirement for the IB Diploma. The course includes IB History content, including the global history of the Cold War, authoritarian states, causes and effects of 20th century wars, and aspects of the history of the Americas. Students examine processes for gathering historical evidence and learn to evaluate its validity. Students must conduct required individually-driven research and writing. The course prepares students for the IB History Higher Level assessments and examinations.
Prerequisite: *IB History I HL.*

IB Environmental Systems I – Grade 11
Course IB4280 **1 Credit**
Year 1 of a 2-year college-level course. This course fills the group 4 requirement of the IB Diploma. In this course, students explore both the scientific and the societal aspects of environmental studies. Work is done under eight topics: foundations, ecosystems and ecology, biodiversity and conservation, water and aquatic food production, soil systems and terrestrial food production, atmospheric systems and societies, climate change and energy production, human systems and resource use. Students will create and be assessed on labs and procedure. This course prepares students for the Environmental Systems and Societies Standard Level assessments and exam in year 2.
Prerequisites: *Earth Science, Biology and Geometry.*
Strongly recommended: *Chemistry and Algebra II.*

IB Environmental Systems II – Grade 12
Course IB4281 **1 Credit**
Year 2 of a 2-year college-level course. This course fills the group 4 requirement of the IB Diploma. In this course, students explore both the scientific and the societal aspects of environmental studies. Work is done under eight topics: foundations, ecosystems and ecology, biodiversity and conservation, water and aquatic food production, soil systems and terrestrial food production, atmospheric systems and societies, climate change and energy production, human systems and resource use. Students will create and be assessed on labs and procedure. Students present and analyze data in a clear, concise, and organized manner, using appropriate graphical, diagrammatic and mathematical techniques. This course prepares students for the Environmental Systems and Societies Standard Level assessments and exam.
Prerequisite: *IB Environmental Systems I.*

IB Biology I – Grade 11
Course IB4380 **1 Credit**
Year 1 of a 2-year college-level course. This course fills the Group 4 requirement of the IB Diploma. In this course, students learn the principles of Biology through theoretical and practical applications. Participation in the Group 4 project is mandatory. Students will create and be assessed on labs and procedure. Topics include cell biology, molecular biology, ecology, and genetics. The course prepares students for the Biology Standard Level DP assessments and exam in year 2.
Prerequisite: *Biology*
Strongly recommended: *Chemistry and Algebra II.*

IB Biology II – Grade 12
Course IB4390 **1 Credit**
Year 2 of a 2-year college-level course. This course fills the Group 4 requirement of the IB Diploma. In this course, students learn the principles of Biology through theoretical and practical applications. Participation in the Group 4 project is mandatory. Students will create and be assessed on labs and procedure. Topics include ecology, evolution and biodiversity, and human physiology. Students present and analyze data in a clear, concise, and organized manner, using appropriate graphical, diagrammatic and mathematical techniques. The course prepares students for the Biology Standard Level DP assessments and exam.
Prerequisite: *IB Biology I.*

IB Biology I HL – Grade 11
Course IB4380 HL **1 Credit**
Year 1 of a 2-year college-level course. This course fills the Group 4 requirement of the IB Diploma. In this course, students learn the principles of Biology through theoretical and practical applications. Participation in the Group 4 project is mandatory. Students will create and be assessed on labs and procedure. Topics include cell biology, molecular biology, ecology, genetics and evolution, and plant biology. The course prepares students for the Biology Higher Level DP assessments and exam in year 2.
Prerequisite: *Biology*
Strongly recommended: *Chemistry and Algebra II.*

IB Biology II HL – Grade 12
Course IB4390 HL **1 Credit**
Year 2 of a 2-year college-level course. This course fills the Group 4 requirement of the IB Diploma. In this course, students learn the principles of Biology through theoretical and practical applications. Participation in the Group 4 project is mandatory. Students will create and be assessed on labs and procedure. Topics include metabolism, cell respiration, photosynthesis, genetics and evolution, ecology, evolution and biodiversity, and human physiology. Students present and analyze data in a clear, concise, and organized manner, using appropriate graphical, diagrammatic and mathematical techniques. The course prepares students for the Biology Higher Level DP assessments and exam.
Prerequisite: *IB Biology I HL.*

IB Physics I – Grade 11
Course IB4580 **1 Credit**
Year 1 of a 2-year college-level course. This course fills the Group 4 requirement of the IB Diploma. Students learn the principles of physics through theoretical and practical applications. Participation in the Group 4 project is mandatory. Students will create and be assessed on labs and procedure. Topics include mechanics; thermal physics; waves and wave phenomena; electricity and magnetism; fields; circular motion and gravitation; atomic, nuclear, and particle physics; energy production; and work from the options. The course prepares students for the Physics Standard Level DP assessments and examination in year 2.
Prerequisite: *Algebra II with concurrent enrollment in IB-DP SL Math Studies or equivalent.*

IB Physics II – Grade 12
Course IB4590 **1 Credit**
Year 2 of a 2-year college-level course. This course fills the Group 4 requirement of the IB-DP. Students learn the principles of physics through theoretical and practical applications. Participation in the Group 4 project is mandatory. Students will create and be assessed on labs and procedure. Topics include mechanics; thermal physics; waves and wave phenomena; electricity and magnetism; fields; circular motion and gravitation; atomic, nuclear, and particle physics; energy production; and work from the options. Students present and analyze data in a clear, concise, and organized manner, using appropriate graphical, diagrammatic and mathematical techniques. The course prepares students for the Physics Standard Level DP assessments and examination.
Prerequisite: *IB Physics I.*
Strongly recommended: *Concurrent enrollment in IB Math Studies SL II or equivalent.*

IB Math Studies SL I – Grade 11
Course IB3196 SL **1 Credit**
Year 1 of a 2-year college-level course. This course fills the Group 5 requirement of the IB Diploma. Course content focuses on the application of mathematics outside of the classroom. Core topics include number and algebra; descriptive statistics; logic, sets, and probability; statistical applications; geometry and trigonometry; mathematical models; and an introduction to differential calculus. The course prepares students for enrollment in IB Math Studies SL II or IB Mathematics SL and eventual IB assessment and examination in year 2.
Prerequisite: *Algebra II.*

IB Math Studies SL II – Grade 12
Course IB3196 SL **1 Credit**
Year 2 of a 2-year college-level course. This course fills the Group 5 requirement of the IB-DP. Course content focuses on the application of mathematics outside of the classroom. Core topics include number and algebra; descriptive statistics; logic, sets, and probability; statistical applications; geometry and trigonometry; mathematical models; and an introduction to differential calculus. Completion of an independently-driven mathematical project including original research and data collection is required. The course prepares students for the IB Math Studies SL assessment and exam.

Prerequisite: *IB Math Studies SL I.*

IB Mathematics SL II – Grade 12
Course IB3198 SL **1 Credit**
Year 2 of a 2-year college-level course. This course fills the Group 5 requirement of the IB Diploma. Course content focuses on the application of mathematics outside of the classroom. Core topics include algebra; functions and equations; circular functions and equations; circular functions and trigonometry; vectors; statistics and probability; and calculus. Completion of an independently-driven mathematical exploration is mandatory. The course prepares students for the IB Mathematics SL assessments and examinations.
Prerequisite: *IB Math Studies SL I and teacher recommendation.*

IB Music I – Grade 11
Course IB9294 **1 Credit**
Year 1 of a 2-year college-level course. This course fills the Group 6 requirement for the IB Diploma, and requires proficiency reading music and playing a band instrument. Students will study concepts of musical theory, form, and analysis. The study will involve music of various world genres and time periods, with two prescribed works mandated by the IBO studied in detail. Students will also complete requirements in music performance. The course prepares students for the IB Music SL assessments and exam in year 2.
Prerequisite: *High School Intermediate Band.*

IB Music II – Grade 12
Course IB9295 **1 Credit**
Year 2 of a 2-year college-level course. This course fills the Group 6 requirement for the IB Diploma, and requires proficiency reading music and playing a band instrument. Students will study concepts of musical theory, form, and analysis. The study will involve music of various world genres and time periods, with two prescribed works mandated by the IBO studied in detail. An independently researched project is required. Students will also complete requirements in music performance. The course prepares students for the IB Music SL assessments and exam.
Prerequisite: *IB Music I.*

IB Visual Arts I – Grade 11
Course IB9194 **1 Credit**
Year 1 of a 2-year college-level course. This course fills the Group 6 requirement for the IB Diploma. Students will pursue independent learning through research and artistic production. Independently-organized off-site gallery visits are required outside of school. The course will cover drawing, painting, and 3-D work/design. Students will work with a wide range of media and engage in a cultural awareness of art history, art interpretation, and global perspectives. An independently researched comparative study is required. The course prepares students for the IB Visual Arts SL assessments in year 2.
Prerequisite: *Art II/Intermediate.*

IB Visual Arts II – Grade 12
Course IB9195 **1 Credit**
Year 2 of a 2-year college-level course. This course fills the Group 6 requirement for the IB Diploma. Students will pursue independent learning through research and artistic production. Independently-organized off-site gallery visits are required outside of school. The course will cover drawing, painting, and 3-D work/design. Students will work with a wide range of media and engage in a cultural awareness of art history, art interpretation, and global perspectives. An independently researched comparative study is required. The course prepares students for the IB Visual Arts SL assessments.
Prerequisite: *IB Visual Arts I.*

IB Visual Arts I HL – Grade 11

Course IB9194 **1 Credit**

Year 1 of a 2-year college-level course. This course fills the Group 6 requirement for the IB Diploma and requires higher quality and increased output over the standard level course. Students will pursue independent learning through research and artistic production. Independently-organized off-site gallery visits are required outside of school. The course will cover drawing, painting, and 3-D work/design. Students will work with a wide range of media and engage in a cultural awareness of art history, art interpretation, and global perspectives. An independently researched comparative study is required. The course prepares students for the IB Visual Arts SL assessments in year 2.

Prerequisite: *Art II/Intermediate.*

IB Visual Arts II HL – Grade 12

Course IB9195 **1 Credit**

Year 2 of a 2-year college-level course. This course fills the Group 6 requirement for the IB Diploma and requires higher quality and increased output over the standard level course. Students will pursue independent learning through research and artistic production. Independently-organized off-site gallery visits are required outside of school. The course will cover drawing, painting, and 3-D work/design. Students will work with a wide range of media and engage in a cultural awareness of art history, art interpretation, and global perspectives. An independently researched comparative study is required. The course prepares students for the IB Visual Arts SL assessments.

Prerequisite: *IB Visual Arts I HL.*

Mathematics

Mathematics- Grade 6

Course 3110 **0 Credit**

This course is designed to move from the fundamentals of math to developing and exploring practical math skills on topics including estimation, number theory, geometry, pre-algebra, measurement, and probability and statistics. Students investigate mathematical topics using activities which foster critical thinking skills. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technology such as calculators.

Required*: Grade 6 Mathematics SOL Test*

General Mathematics – Grade 6

Course 1560 **0 Credit**

This course reinforces and expand students' foundational mathematics skills, such as arithmetic operations that are necessary in everyday life situations-additions, subtraction, use of money, telling time, and use of tools of measurement found around the home. Mathematics instruction will address individualized goals and objectives.

Honors Mathematics - Grade 6/7

Course H3110 **0 Credit**

This rigorous sixth grade mathematics curriculum is designed to prepare students for advanced math. It incorporates all sixth grade standards and some of the seventh grade standards to explore and develop concepts related to variable expressions, equations and inequalities, geometry, rational numbers, probability, formulas, and percent. Students are exposed to problem based learning tasks requiring higher order thinking skills and the ability to reason and communicate mathematically.

Prerequisites: *Meet placement criteria*

Required: *Grade 6 Mathematics SOL Test*

Mathematics - Grade 7

Course 3111 **0 Credit**

This course emphasizes the exploration of proportions, percent, discount, taxes, and geometric concepts including area, surface area, and volume of prisms as well as algebraic terminology, expressions, and equations. The

development of solving, and applying linear equations and inequalities and organizing and analyzing data to make inferences and predictions will be emphasized. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technology such as calculators.
Required: *Grade 7 Mathematics SOL Test*

General Mathematics – Grade 7
Course 1570 **0 Credit**
This course focuses on mathematical skills necessary in everyday life. Topics include addition, subtraction, multiplication, and division, borrowing money, use of bank facilities (writing checks, balancing checkbook, savings accounts.) budget making, time work and wages, use of time tables, schedules, measurements, used in the home in cooking, etc., and how to calculate cost in purchasing by dozens, case, carton and gross. Mathematics instruction will address individualized goals and objectives. This course focuses on practical life skills utilizing authentic instruction in the area of language arts to address individualized goals and objectives.

Honors Mathematics - 7 / 8
Course H3111 **0 Credit**
The course highlights objective from 7th grades standards not taught in grade 6 honors and all 8th grade math objectives with concentrating on proportional reasoning. Connections of mathematical concepts to other disciplines and real-world applications allow students to develop and explore concepts related to variable expressions, equations and inequalities, geometry, rational numbers, probability, formulas, and percent. Students are exposed to tasks requiring higher order thinking skills and the ability to reason and communicate mathematically.
Prerequisite: *Successful completion of Mathematics 6/7.*
Required: *Grade 8 Mathematics SOL Test.*

Mathematics - Grade 8
Course 3112 **0 Credit**
Math 8 extends concepts and skills from previous grades and prepares students for the more abstract concepts in algebra. The curriculum includes the components of functions, algebra, geometry, statistics and probability, measurement, numbers, and proportional reasoning. The eighth-grade standards provide students additional instruction and time to acquire the concepts and skills necessary for success in Algebra I. Students will gain proficiency in computation with rational numbers and will use proportions to solve a variety of problems.
Required: *Grade 8 Mathematics SOL Test.*

General Mathematics – Grade 8
Course 1580 **0 Credit**
This course emphasizes practical mathematical skills used in everyday life. Topics include computation of wages, preparation of simple tax forms (local, state, and federal), recordkeeping, budgeting household expenses, installment buying, typical insurance policies, value of credit, and measurements used around the home. Mathematical skills needed by a student for specific areas of work can also be included in this course. Mathematics instruction will address individualized goals and objectives.

General Mathematics - Grade 9-12
Course 1590- Grade 9 **1 Credit**
Course 1600- Grade 10 **1 Credit**
Course 1700- Grade 11 **1 Credit**
Course 1810-Grade 12 **1 Credit**
This course focuses on practical life skills utilizing authentic instruction in the area of mathematics to address individualized goals and objectives.
Note: This course will not count as a mathematics credit for the Standard or Advanced Standard Diploma. It will count as an elective credit.

Mathematics Courses at or above the level of Algebra I

Algebra I
Course 3130 **1 Credit**
Activities used to develop thought processes allows for algebra topics to be integrated with other disciplines while developing a stronger background in mathematics and critical thinking. Focused topics include variables and expressions; solving equations and inequalities; linear, quadratic and exponential functions; graphing and writing linear equations; systems of equations and inequalities; polynomials; factoring; statistics; and rational expressions.
Required: *Algebra I SOL Test*

Algebra I, Part I
Course 3131 **1 Elective Credit***
This course prepares students for Part 2 of the Algebra course required for graduation. In Part 1, students achieve competency in nine areas: fractions, decimals, signed numbers, combining like terms, order of operations, substitution, solving simple and complex equations, and graphing. To have success in Algebra I, Part 2 students must master each of the areas. Students who successfully complete Algebra I, Part 1, must also enroll in Algebra I, Part 2 or Algebra I to receive mathematics credit.
*Refer to the Board of Education's Guidelines on Credit Accommodation

Algebra I, Part II
Course 3132 **1 Credit***
Content in this course is comparable to the second semester of Algebra I. The course offers an extended time frame for the study of each topic and greater opportunities for practice than does Algebra I.
Prerequisite: *Algebra I, Part I* ***(3131)***
Required: *Algebra 1 SOL Test*
*Refer to the Board of Education's Guidelines on Credit Accommodation

Algebra I Honors
Course H3130 **1 Credit**
A rigorous approach to concepts and problem-solving processes contained in the basic structure of Algebra. Intended for students with above average math skills, non-routine problems requiring insight and ingenuity will be included; enrollment determined by 8th grade math performance.
Prerequisite: *Successful completion of previous mathematics course and teacher recommendation*
Required: *Algebra I SOL Test*

Geometry
Course 3143 **1 Credit**
This course emphasizes coordinates, transformational geometry and measurement, theorems, and formal definitions of geometric terms. Students will work with proofs requiring applications of logic. Students will also solve numerical and algebraic problems which apply geometric concepts. Calculators, computers and graphing utilities will be used.
Prerequisite: *Successful completion of previous mathematics course*
Required: *Geometry SOL Test*

Geometry I, Part I
Course 3144 **1 Elective Credit***
This course presents the first semester of Geometry in a year-long class, preparing students for Part 2 of the geometry course required for graduation. The course consists of integrated plane geometry and an introduction to logic and proofs. To have success in Geometry I, Part 2 students must master each of the areas. Students who successfully complete Geometry I, Part 1, must also enroll in Geometry I, Part 2 or Geometry to receive mathematics credit
*Refer to the Board of Education's Guidelines on Credit Accommodation

Geometry I, Part II
Course 3145 **1 Credit***
This course in Euclidean geometry is usually the second in a sequence of college preparatory courses. The course consists of integrated plane, solid, and coordinate geometry.
Prerequisite: Successful completion of Geometry 1, Part 1
Required: *Geometry SOL Test*
*Refer to the Board of Education's Guidelines on Credit Accommodation

Geometry Honors
Course H3143 **1 Credit**
Rigorously paced study of planes and solid figures; practical and theoretical concepts are stressed. Training in thinking by means of deductive proofs and construction of figures in an essential part of this course.
Prerequisite: *Successful completion of previous mathematics course and teacher recommendation*
Required: *Geometry SOL Test*

Algebra, Functions, and Data Analysis
Course 3134 **1 Credit**
This course provides an opportunity for mathematical ideas to be developed in the context of real-world problems. Students will collect and analyze univariate and bivariate data using a variety of statistics and analytical tools. They will learn to attach functional algebra to statistics, allowing for the possibility of standardizing and analyzing data through the use of mathematical models. Students will use transformational graphing and the regression capabilities of graphing calculators to find regression equation, and they will use them to analyze the data and to predict the placement of data points between and beyond given data points.
Prerequisite: *Successful completion of previous mathematics course*

Mathematics Courses at or above level of Algebra II

Algebra II
Course 3135 **1 Credit**
This course extends the concepts taught in Algebra I and includes the study of higher-degree equations, an introduction to conic sections, and the irrational and complex number systems. It is intended for students who plan to attend college or who expect to study higher mathematics in high school.
Prerequisite: *Successful completion of previous mathematics course*
Required: *Algebra II SOL Test*

Algebra II Honors
Course H3135 **1 Credit**
Continuation of Algebra I and contains more material on solving equations and inequalities, radicals, and polynomials. New topic include conics, exponential and logarithmic functions, matrices, and sequences and series.
Prerequisite: *Successful completion of Algebra 1*
Required: *Algebra II SOL Test*

Algebra II/Trigonometry
Course 3137 **1 Credit**
This course is designed for students who need additional preparation in Algebra II and an introduction to Trigonometry. Topics include linear relations, functions sequences and series, right triangle ratios, and trigonometric functions. No end of course test is required.
Prerequisite: *Successful completion of Algebra II*
Required: *Algebra II SOL Test*

Math Analysis/Pre-Calculus
Course 3162 **1 Credit**
This course covers many of the topics previously introduced in the algebra courses but in much greater depth and with more emphasis on derivation. The course includes a review of the properties, and various functions and their properties. Students are introduced to several other types of functions including polynomials, logarithmic and

exponential, and circular and trigonometric. Students work with complex numbers and with polar coordinate system. The concept of the limit is introduced through analysis of sequence and series. Limits of functions are introduced and applied to the development of the derivative. Basic differential calculus and its applications are introduced as well. The course emphasizes problem solving and analysis by integrating the use of technology, including the graphing calculator.
Prerequisite: *Successful completion of Algebra II*

Advanced Placement Calculus AB
Course 3177 **1 Credit**
Course content corresponds to the syllabus of the College Board Advanced Placement program. Students will utilize graphing calculators, complete online activities, and various other technologies to gain deeper conceptual understanding for main concepts from College Board curriculum. College credit is given at the discretion of the institution accepting the student and is based on the student's score on the AP Exam. Students enrolled are expected to take the AP Exam.
Prerequisite: *Math Analysis*

Advanced Placement Computer Science A
Course 3185 **1 Credit**
Course content corresponds to the syllabus of the College Board Advanced Placement program. Content is designed to introduce students to the use of interpreted and compiled programming languages, learn to code Java in a well-structured fashion and in good style giving attention to clarity of both code and documentation and use Java library packages, classes, and interfaces and the Java Collections framework within the scope of the course Java subset. College credit is given at the discretion of the institution accepting the student and is based on the student's score on the AP Exam. Students enrolled are expected to take the AP Exam.

Advanced Placement Statistics
Course 3192 **1 Credit**
Course content corresponds to the syllabus of the College Board Advanced Placement program. Content includes topics such as frequency tables, models of slope of least squares, probability and statistical inferences. College credit is given at the discretion of the institution accepting the student and is based on the student's score on the AP Exam. Students enrolled are expected to take the AP Exam.
Prerequisite: Math Analysis or Algebra 2/Trig

Mathematics Electives

Foundations of Algebra
Course 1720 **1 Elective Credit**
Foundations of Algebra employs an interactive workplace centered approach to teaching Algebra concepts while covering the Virginia Standards of Learning for Algebra I. The Algebra concepts which are introduced and applied in the context of the workplace include order of operations, solving linear equations, graphing linear equations, nonlinear functions, basic probability, statistics, and systems of equations.
Required: *Elective credit for students meeting criteria. This course must only be taken concurrently with Algebra I.*

SAT Mathematics Prep
Course 1709 **1 Elective Credit**
Course content includes basic algebraic and geometric concepts, the application of graphic, spatial, numerical and symbolic techniques, and problem solving requiring insight and reasoning. Course also includes test-taking strategies for the SAT.

Advanced Placement Computer Science Principles
Course 3183 **1 Elective Credit**
AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cyber security concerns, and computing impacts. AP Computer Science Principles also

gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

Science

Grade 6 Science
Course 4105 **0 Credit**
The Grade 6 course will emphasize experimental design and the scientific method. Students will explore fundamental concepts in meteorology, ecology, astronomy, and natural resources management as well as emphasize energy sources and their relationships to the natural world.

Honors Grade 6 Science
Course H4105 **0 Credit**
The Grade 6 course will emphasize experimental design and the scientific method. Students will explore fundamental concepts in meteorology, ecology, astronomy, and natural resources management as well as emphasize energy sources and their relationships to the natural world. This course completes all of 6th Grade Science standards at a more challenging level of instruction.

Grade 6 Science/Life Science – Grade 6
Course H4115 **0 Credit**
The Grade 6 course focuses on earth science and environmental science using the basis of scientific investigation and the scientific method beginning with the atomic theory, progressing to a general study of physical geography, weather, and astronomy. Life Science emphasizes a more complex understanding of change, cycles, patterns, and relationships in the living world. Students will be required to complete a long-term, independent, science project. This course completes all of 6th Grade Science standards and half of the Life Science standards at a more challenging level of instruction.
Prerequisite: *Student must meet criteria for placement in this course.*

Life Science – Grade 7
Course 4115 **0 Credit**
The Life Science content is emphasized by studying change, life cycles, patterns, and relationships. Students gain an understanding of these principles through the following: the study of organization and the classification of organisms; the relationship among organisms; populations, communities and ecosystems; and change due to the transmission of genetic information from generation to generation.
Prerequisite: *Successful completion of Grade 6 Science.*

Honors Life Science – Grade 7
Course H4115 **0 Credit**
The Life Science content emphasizes the study of change: life cycles, patterns, and relationships. Students gain an understanding of these principles through the following: the study of organization and the classification of organisms; the relationship among organisms; populations, communities and ecosystems; and change due to the transmission of genetic information from generation to generation. Honors level completes all the Life Science standards at a more challenging level of instruction.
Prerequisite: *Successful completion of sixth grade science.*

Life Science/Physical Science – Grade 7
Course H4135 **0 Credit**
The Life Science content emphasizes the study of change: life cycles, patterns, and relationships. Students gain an understanding of these principles through the following: the study of organization and the classification of organisms; the relationship among organisms; populations, communities and ecosystems; and change due to the transmission of genetic information from generation to generation. Students will be required to complete a long-term, independent, science project. 7th Grade Life Science standards and ½ of the 8th Grade Physical Science at a

more challenging level of instruction.
***Prerequisite**: Student must meet criteria for placement in this course.*

Physical Science – Grade 8
Course 4125 **0 Credit**
Physical Science emphasizes the nature and structure of matter and the characteristics of energy. Areas of study include the following: the periodic table; physical and chemical changes; nuclear reactions; temperature and heat; sound; light; electricity and magnetism; and work, force, and motion.
***Prerequisite**: Successful completion of Life Science*

Honors Physical Science – Grade 8
Course H4125 **0 Credit**
Physical Science emphasizes the nature and structure of matter and the characteristics of energy. Areas of study include the following: the periodic table; physical and chemical changes; nuclear reactions; temperature and heat; sound; light; electricity and magnetism; and work, force, and motion. Students will be required to complete a long-term, independent, science project. Honors level completes all the 8th Grade Physical Science standards at a more challenging level of instruction.
***Prerequisite**: Student must meet criteria for placement in this course.*

Biology I
Course 4310 **1 Credit**
Biology is a laboratory science course in which students engage in a depth study of the principles of biology. Students will investigate the understanding of living systems and the relationship between structure and function of organisms and systems, the interdependence and interactions of biotic and abiotic components of the environment.
***Required:** Biology SOL Test*

Biology I, Part I
Course 4300 **1 Credit**
The Biology course is designed to provide students with a detailed understanding of living systems. Emphasis continues to be placed on the skills necessary to examine alternative scientific explanations, actively conduct controlled experiments, analyze and communicate information, and gather and use information in scientific literature. The history of biological thought and the evidence that supports it are explored, providing the foundation for investigating biochemical life processes, cellular organization, mechanisms of inheritance, dynamic relationships among organisms, and the change in organisms through time. The importance of scientific research that validates or challenges ideas is emphasized at this level.

Biology I, Part II
Course 4301 **1 Credit**
The Biology course is designed to provide students with a detailed understanding of living systems. Emphasis continues to be placed on the skills necessary to examine alternative scientific explanations, actively conduct controlled experiments, analyze and communicate information, and gather and use information in scientific literature. The history of biological thought and the evidence that supports it are explored, providing the foundation for investigating biochemical life processes, cellular organization, mechanisms of inheritance, dynamic relationships among organisms, and the change in organisms through time. The importance of scientific research that validates or challenges ideas is emphasized at this level. Students will need to complete this course and pass the Standards of Learning assessment in order to receive a verified science credit.
***Prerequisite:** Biology I, Part I*
***Required:** Biology SOL Test*

Honors Biology I
Course H4310 **1 Credit**
Biology is a laboratory science course in which students engage in a depth study of the principles of biology. Students will investigate the understanding of living systems and the relationship between structure and function of organisms and systems, the interdependence and interactions of biotic and abiotic components of the environment. Students will develop a research project for entry into the Metro Richmond STEM Fair and RPS STEM Fair.
Prerequisite: *Meet placement criteria*
Required: *Biology SOL Test*

Biology II: Ecology
Course 4340 **1 Credit**
Students participating in this course will study the physical environment and the living environment. Students will place themselves, local, regional, state and national ecological issues and their importance into the greater sphere of the earth and its sustainability. Concepts that will be covered include adaptation and natural selection; the physical environment and climate; population ecology, growth models, and life history patterns; communities, competition, parasitism, mutualism, and human interactions; ecosystem productivity, energy flow, nutrient cycling, and biogeochemical cycles; and biogeography, biodiversity, and global environmental change. Students will develop a research project for entry into the Metro Richmond STEM Fair and RPS STEM Fair.
Prerequisite: *Biology I*

Biology II: Genetics
Course 4350 **1 Credit**
Students will gain a broad understanding of genetics through hands-on laboratory work, expert speakers, and group projects. They will talk with local physicians and scientists about the latest research and clinical applications in genetics, and follow fictional families through the process from clinical diagnosis of genetic condition to receiving testing results. Students will study the most up to date topics in genetics including the application of genetics and biotechnology to industry, agriculture, research, forensics, evolution and disease. This class has a considerable laboratory component. Students will develop a research project for entry into the Metro Richmond STEM Fair and RPS STEM Fair.
Prerequisite: *Biology I*

Biology II: Human Anatomy & Physiology
Course 4330 **1 Credit**
This laboratory course gives an explanation of the chemical and physical phenomena underlying the structure and function of systems of the human body. Identifies, explains functions of and describes chemical networking of the various body parts in relation to the total system. Students will investigate the intricate machinery that makes the body work, relating the functional anatomy and physical geography of organs and organ systems to the physiological functions which they perform. Students will also explore the delicate web of interaction among body systems, the importance of maintaining homeostatic balance within this web, and the medical implications of disturbing this balance. Students will develop a research project for entry into the Metro Richmond STEM Fair and RPS STEM Fair
Prerequisite: *Biology I*

AP Biology
Course 4370 **1 Credit**
Advanced Placement Biology is a second-year, laboratory-centered biology course designed to help student develop an understanding of how biological information is collected, how it is interpreted, and how hypotheses are formulated to make further predictions. Students focus on three broad content areas: the molecular and cellular, the organism, and the population. In this college-level course, which may require two periods, the major emphasis is on laboratory observations and experimentation.
Required: *AP Biology Exam*

Earth Science I
Course 4210 **1 Credit**
Earth Science is a laboratory-based, course that provides students with an opportunity to explore the various physical phenomena that affect the earth. This course, which includes research design concepts, helps students become more aware of their surroundings through the study of astronomy, space science, meteorology, oceanography, physical geology, and environmental resources.
Required: *Earth Science SOL Test*

Earth Science I, Part I
Course 4200 **1 Credit**
This laboratory course provides a basic overview of Earth Science concepts. Earth Science Part 1 covers the following: the nature of scientific, Earth's matter, Earth's chemistry, the history of the Earth, and the patterns of Earth's changing surface. This course will introduce topics as Earth's revolution and rotation, as well as the advantages and disadvantages of renewable and nonrenewable resources.

Earth Science I, Part II
Course 4201 **1 Credit**
Earth Science Part II is laboratory course that provides an overview of Earth Science concepts, such as meteorology, oceanography, physical geology, and environmental resources. Students will need to complete this course and pass the Standards of Learning assessment in order to receive a verified science credit.
Prerequisite: Earth Science Part I.
Required: *Earth Science SOL Test*

Honors Earth Science I
Course H4210 **1 Credit**
Honors Earth Science is lab-based, course designed to give students a foundation in earth science ideas as well as the opportunity to use the principles of experimental design in a laboratory investigation. Students are required to complete a project for this course. Students will become familiar with the following topics: geology, oceanography, meteorology, astronomy, and space science. Students will develop a research project for entry into the Metro Richmond STEM Fair and RPS STEM Fair.
Prerequisite: *Meet placement criteria*
Required: *Earth Science SOL Test*

Earth Science II: Oceanography
Course 4250 **1 Credit**
Oceanography is a second level Earth Science course designed to be a more in-depth treatment of the oceanography concepts presented in first year Earth Science. It is a broad survey course dealing mainly with physical oceanography and covering such topics as the geology and geography of ocean basins; physical properties of seawater; marine chemistry; salinity and density; circulation of the oceans, waves and tides; and oceanographic instruments, tools, and methods. Emphasis is also placed on ocean policy and ocean ecology. Students will develop a research project for entry into the Metro Richmond STEM Fair and RPS STEM Fair.
Prerequisite: *Earth Science I*

Earth Science II: Advanced Survey of Earth Science Topics
Course 4220 **1 Credit**
Students will be introduced to scientific research, prepare students for presenting at science conferences. Students experience an authentic research experience and are encouraged to consider college with an eye to a career in science, whether that is research, teaching, or industry. Students will be required to participate in the Metro Richmond Science Fair. The following topics will be explored: earthquakes and seismology, geophysics, glaciers, volcanoes, sedimentology and quaternary geology. Students will develop a research project for entry into the Metro Richmond STEM Fair and RPS STEM Fair.
Prerequisite: *Earth Science I*

Earth Science II: Astronomy
Course 4260 **1 Credit**
Astronomy is a laboratory science course that explores the tools and techniques of the astronomer, the solar system, exploration of space, universal laws, stellar evolution, and formation of galaxies and the origin of the universe. Students will develop a research project for entry into the Metro Richmond STEM Fair and RPS STEM Fair
Prerequisite: *Earth Science I*

Environmental Science
Course 3003 **1 Credit**
This course serves as a foundation course for students enrolling in Biology or Earth Science the following year. Major concepts studied include, energy, earth's surface and interior, renewable and nonrenewable resources, pollutions, and environmental issues of the world. Students will identify and analyze environmental problems, both natural and human-made; evaluate the relative risks associated with these problems; and examine alternative solutions for resolving or preventing them. It integrates the study of many components of our environment, including the human impact on our planet. Instruction should focus on student data collection and analysis. Some concepts are global; in those cases, interpretation of global data sets from scientific sources is strongly recommended. It would be appropriate to utilize resources on the Internet for global data sets and interactive models. Whenever possible, careers related to environmental science should be emphasized.

AP Environmental Science
Course 4270 **1 Credit**
The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. AP Environmental Science is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Environmental science is interdisciplinary and embraces a wide variety of topics from different areas of study including the earth systems and resources, the living world, population, land and water, energy resources and consumption, pollution, and global change.
Required: *AP Environmental Science Exam*

Chemistry I
Course 4410 **1 Credit**
Chemistry is a laboratory science course in which students will study the following: topics such as atomic theory, compounds and bonding, chemical reactions, gases and solutions, moles and stoichiometry, as well as the appropriate safety precautions when working with chemicals and laboratory equipment. Students will develop a research project for entry into the Metro Richmond STEM Fair and RPS STEM Fair.
Required: *Chemistry SOL Test*

Honors Chemistry
Course H4410 **1 Credit**
Chemistry is a laboratory science course in which students engage in a depth study of the principles of chemistry. This course includes topics such as matter and energy, atomic theory, compounds and bonding, chemical reactions, gases and solutions, moles and stoichiometry, as well as the appropriate safety precautions when working with chemicals and laboratory equipment, and laboratory activities. Students will develop a research project for entry into the Metro Richmond STEM Fair and RPS STEM Fair Honors Chemistry will provide the foundation needed for AP Chemistry.
Prerequisite: *Meet placement criteria*
Required: *Chemistry SOL Test*

AP Chemistry
Course 4470 **1 Credit**
This course is designed to offer college-level general chemistry experiences with emphasis on chemical calculations, the mathematical formulations of principles, and laboratory work. This AP course is approved and certified by the College Board. The AP Chemistry course is designed to be the equivalent of the general inorganic chemistry course usually taken during the first year in college. It is required that all students satisfactorily complete the lab component of this class. AP Chemistry students attain a depth of understanding of chemistry fundamentals and of laboratory experiences that goes beyond that covered in first year chemistry. All major topics of chemistry are covered.
Required: *AP Chemistry Test*

Physics
Course 4510 **1 Credit**
Designed for students who plan to take physics in college, this introductory laboratory course in the basic laws of the physical universe stresses both practical and theoretical applications of physics. This course offers a combination of theoretical and practical studies such as mechanics that analyze motions and forces; study of energy with applications to work and power; thermodynamics; properties of waves (light and sound); electricity and magnetism; and atomic physics leading to an understanding of the basic principles of physics. Students will develop a research project for entry into the RPS STEM Fair.

Honors Physics
Course H4510 **1 Credit**
Designed for students who plan to take physics in college, this introductory course is an accelerated and rigorous course. This course focuses on the advanced study of topics in general physics, Newtonian mechanics, matter, oscillations and waves, electricity and magnetism, and modern physics. The inquiry-based approach emphasizing principles of experimental design, scientific problem solving, and research skills requires students to use principles and concepts that are taught and to apply them in a logical, reasoned, and deductive manner to their work. Students explore in depth the nature and characteristics of energy and its interaction with matter. Students will develop a research project for entry into the Metro Richmond STEM Fair and RPS STEM Fair.

AP Physics
Course 4570 **1 Credit**
In this college-level algebra-based physics course, students will study major topics in physics outlined by College Board AP Physics 1 including: motion, forces, simple harmonic motion, conservation of energy, conservation of momentum, rotational motion, electrostatics, circuits, electromagnetism and waves.
Required: *AP Physics Test*

9-12 Science
Course 2600 **1 Credit**
Course 2700 **1 Credit**
Course 2713 **1 Credit**
Course 2712 **1 Credit**
This course focuses on practical life skills utilizing authentic instruction in the area of science to address individualized goals and objectives.
Note: This course will not count as a science credit for the Standard or Advanced Standard Diploma.

World Languages

Spanish Exploratory
Course 5504 **0 Credit**
This course provides an exploration of the language and culture. There is an increased emphasis on vocabulary acquisition and verbal communication.

Spanish IA
Course 5513 **0.5 Credit**
This course introduces the skills of listening comprehension, speaking, reading and writing in the target language. Focus is on vocabulary acquisition, pronunciations, and basic grammar. Students are introduced to a variety of Hispanic customs and cultures.

Spanish IB
Course 5515 **0.5 Credit**
This course continues with the development of the skills of listening comprehension, speaking, reading and writing. Focus continues on verbal and written comprehension, increased vocabulary, and grammatical structures.

Spanish I
Course 5510 **1 Credit**
In the beginning course, students gain an understanding of the components of a world language and of the study skills necessary to learn a world language. As students begin to develop skills in listening, speaking, reading, and writing, they engage in active practice in real-life situations and in a variety of cultural contexts.

Spanish for Fluent Speakers I
Course 5511 **1 Credit**
The course is intended for students whose dominant language is Spanish, but who lack expertise in reading and writing in their native language. Concentration is placed on the problem areas of native speakers and will include the study of Spanish grammar and a selection of short stories by renowned Spanish and Latin American authors.
Pre-requisites: *Oral Proficiency and Literacy in Spanish*

Spanish II
Course 5520 **1 Credit**
In the second year, students continue to develop skills in listening, speaking, reading, and writing and to engage in active practice in real-life situations. Cultural study of the areas of the world where the language is spoken is expanded.

Spanish III
Course 5530 **1 Credit**
In the third year, students complete their study of basic grammar of the language and continue to learn to communicate in real-life situations with increasing precision and accuracy. Students explore the use of the language in a wide range of cultural contexts.

Spanish IV
Course 5540 **1 Credit**
In the advanced levels of world language, students use the language to engage in a variety of activities which require the student to seek information and to produce language to communicate with each other. Students are expected to make oral and written presentations in the target language on a variety of more complex cultural topics. Students are expected to use the target language on a daily basis in everyday classroom conversation.

AP Spanish Language and Culture
Course 5570 **1 Credit**
The goal of this course is to advance the acquisition and development of the four language skills through the three modes of communicative competence: the Interpersonal Mode (interaction with other speakers of Spanish); the Interpretive Mode (understanding of oral and written messages); and the Presentational Mode (communicating with oral or written language). Language and culture are presented through a variety of authentic materials and incorporate many student-led activities. Students will practice and apply the skills necessary for future academic study as well as personal endeavors and will become informed 21st century global citizens. AP Spanish Language and Culture provides an advanced-level review of grammar and vocabulary.

French I

Course 5110 **1 Credit**

In the beginning course, students gain an understanding of the components of a world language and of the study skills necessary to learn a world language. As students begin to develop skills in listening, speaking, reading, and writing, they engage in active practice in real-life situations and in a variety of cultural contexts.

French II

Course 5120 **1 Credit**

In the second year, students continue to develop skills in listening, speaking, reading, and writing and to engage in active practice in real-life situations. Cultural study of the areas of the world where the language is spoken is expanded.

French III

Course 5130 **1 Credit**

In the third year, students complete their study of basic grammar of the language and continue to learn to communicate in real-life situations with increasing precision and accuracy. Students explore the use of the language in a wide range of cultural contexts.

French IV

Course 5140 **1 Credit**

After successful completion of French III in the advanced levels of world language, students use the language to engage in a variety of activities that require the students to seek information and to produce language to communicate with each other. Students are expected to make oral and written presentations in the target language on a variety of more complex cultural topics. Students are expected to use the target language on a daily basis in everyday classroom conversation.

American Sign Language I

Course 5990 **1 Credit**

The purpose of ASL 1 is to provide a foundation of signing production and comprehension. The first-year students will be able to communicate and interact within the context of a variety of everyday situations such as family, school life, eating, shopping, and traveling. The first-year goal is to develop the foundational semiotic skills to help students transition to year two ASL class. The first year of ASL will be the introduction of basic inquiry, following directions and developing elementary receptive skills after 8 units of instruction. Moreover, students will gain an increased understanding of Deaf culture, with specific attention paid to education in the Deaf community, development of assisted communication technology, and interactions between Deaf and hearing communities.

American Sign Language II

Course 5995 **1 Credit**

The purpose of ASL 2 is predicated on an increased upward trajectory of signing production and comprehension, and an introduction of the ASL gloss. Through the second-year students will increase their communication and interaction within the context of a variety of everyday situations such as family, school life, eating, shopping, and traveling. Although the second year is a natural complement of the first it does evolve with student understanding and language abstraction is enhanced during the 8 units of instruction. In addition, students will gain an increased understanding of Deaf culture, with specific attention paid to education in the Deaf community, development of assisted communication technology, and interactions between Deaf and hearing communities.

SECTION VI: International Baccalaureate Programme

Thomas Jefferson High School
IB Application Cohort Requirements

Thomas Jefferson students living in-zone or attending TJHS through open enrollment: Zoned or open enrollment students who wish to qualify to participate in the full IB Diploma programme in 11th grade are encouraged to apply to the IB Middle Years Programme in 9th grade for early identification and attention to the selection of coursework that will fill all prerequisites. All 9th and 10th grade courses at Thomas Jefferson are IB Middle Years courses taught using IB methodology and assessment measures. Students at Thomas Jefferson may elect to take DP coursework for one or more courses depending upon their strengths and fulfillment of the prerequisites. Zoned and open enrollment students must maintain good standing in their DP courses to matriculate from the first to the second year of the course.

Information for Students Applying to the IB Diploma Programmes

Entry for 9th grade (Middle Years Programme)

Preferred prerequisite coursework: To enter the IB Middle Years Programme at 9th grade and be on the track for the full IB Diploma, it is helpful for students to have coursework completed in Algebra I, Earth Science, and Spanish. However, IB options are available if students have not had this coursework.

9th Grade Coursework

8 required subject groups; preliminary coursework to enter 11th grade as a Full Diploma student

- Honors English 9
- Biology
- World History II
- Math (Geometry or Algebra II)
- Arts (Music or Visual Arts)
- Spanish (I, II, III, or IV)
- Health and PE 9
- CTE elective (Students may take any CTE elective offered that fits their schedule)

Additional IB Requirement for 9th Grade

- Community Service requirement = 30 hours of documented service / due May 1

If students have not had Algebra I before entering 9th grade, they may still enroll and take Algebra I. However, if the student wishes to qualify to be a full diploma candidate taking DP math by 11th grade, then he or she will need to take summer school for geometry between 9th and 10th grades. Then the

student must take and pass Algebra II in 10th grade. Otherwise, the student will become a Diploma Programme courses student at 11th grade.
If additional science credits are needed, the student can also take earth science through summer school.

Entry for 10th grade (Middle Years Programme)

Prerequisite coursework: Students need to have completed the above coursework successfully.

10th Grade Coursework
8 required subject groups; preliminary coursework to enter 11th grade as a Full Diploma student

Honors English 10
Chemistry
Government
Algebra II or Math Analysis with a prerequisite of Algebra II
Arts (Music or Visual Arts)
Spanish (II, III, IV, or V)
Health and PE 10
Economics and Personal Finance

Additional IB Requirements for 10th Grade

Community Service requirement = 30 hours of documented service / due May 1
Personal Project

Maintaining Successful Progress in the Middle Years Programme: To remain in the IB Programme, students must maintain their grades with at least C grades. Two D grades or one F grade for any marking period will place a student in Academic Intervention status. Students are expected to improve grades by taking advantage of any tutoring opportunities and improving study habits in order to quickly regain student in good standing status. In addition, students are expected to complete 30 hours of service each year (grades 9 & 10). To be eligible for Diploma Course offerings, students must maintain grades and make progress toward meeting Virginia Advanced Studies Diploma requirements and prerequisites for DP coursework.

For those students who, for various reasons, struggle with the full course load for the cohort and are repeatedly in Academic Intervention, decisions are made in consultation with students and their families on a case-by-case basis about the possibility of success in IB programmes. If academic progress is insufficient to the point of not meeting requirements for graduation or not allowing for a minimum of four DP courses, then a student is removed from the cohort and returned to his or her zoned high school.

Every effort is made to intervene and correct student performance early and empower students to succeed. It is the expectation that students will not only pass, but will thrive in their courses. Students are encouraged to attend summer school for any course that they have not successfully completed for verified credit. It is recognized that some capable students will struggle with particular course requirements and need summer school options in order to remain on track for graduation and for the Diploma Programme through full diploma or courses options.

Entry for 11th grade (Year One of the Diploma Programme)

IB Diploma Programme courses are limited to students in 11th and 12th grade. All DP courses are taught over two years. Students may not take two levels of the same course (i.e. Spanish SL and Spanish HL). *Students matriculating to the Diploma Programme from the Middle Years Programme:* Cohort students in good standing and pursuing the full IB Diploma choose from the course options in the table below for 11th and 12th grade coursework. They select three courses at Higher Level (HL) and three at Standard Level (SL). They also take the Theory of Knowledge course to fill DP core requirements. In addition, students may choose an available elective or a study hall.

Theory of Knowledge is a required course for all students in 11th and 12th grade attending TJHS through IB application. Upon successful completion of IB coursework, IB application cohort students are required to proceed to the next level along the continuum of IB courses.

Students applying to the IB Diploma Programme starting in 11th grade: 11th grade application students must have earned adequate course credit to fit a minimum of three Diploma Programme courses and Theory of Knowledge into their 11th- and 12th-grade schedules while completing all requirements for the Virginia Advanced Studies Diploma. Students in this group will take a minimum of three courses from Groups 1-6 and Theory of Knowledge. Diploma Programme courses currently offered and their prerequisites are listed in the following table:

Diploma Programme Course HL = Higher Level SL = Standard Level n.b. all DP courses are taught over two years. Students must be in 11th or 12th grade to enroll in a DP course.	**Prerequisite** n. b. Generally, DP students have already completed Economics and Personal Finance and the 2-year P. E. requirement before entering the Diploma Programme. These and other requirements for the Virginia Advanced Studies Diploma must fit into a student's 2-year DP Plan if they have not been met prior to the 11th grade.
Group 1: Language and Literature	
IB-DP English SL I	1140 English – Grade 10 or equivalent; passing score on EOC Writing SOL.
IB-DP English HL I	1140 English – Grade 10 or equivalent; passing scores on EOC Writing SOL.
Group 2: Acquired Language	
IB-DP Language *ab initio* SL I (French or Japanese)	At least 2 years of successful study of another foreign language with high school credit.
IB-DP Spanish SL I	5520 Spanish II or equivalent.
IB-DP Spanish HL I	5530 Spanish III or equivalent.
Group 3: Individuals and Society	

IB-DP History HL I	2 years of successful study of high school social studies, to include H2216 Honors World History and Geography: 1500 A.D. to the Present or equivalent and a passing score on the accompanying SOL test. n. b. Students will fill requirements for and take the VA/US History SOL in year 1 of DP History HL. Students who have not taken VA/US Government before entering the Diploma Programme will be required to meet this Virginia State requirement concurrently with their DP History studies.
Group 4: Sciences	
IB-DP Biology SL I	4310 Biology I or equivalent with a passing SOL score.
IB-DP Biology HL I	4310 Biology I or equivalent with a passing SOL score.
IB-DP Physics SL I	3135 Algebra II or equivalent with passing SOL scores and concurrent enrollment in IB3196 IB Math Studies SL I or equivalent.
IB-DP Environmental Systems and Societies SL I	4210 Earth Science or equivalent with a passing SOL score, 4310 Biology or equivalent with a passing SOL score, and 3143 Geometry with a passing SOL score.
Group 5: Mathematics	
IB-DP Math Studies SL I	3135 Algebra II or equivalent with passing SOL scores.
Group 6: The Arts	
IB-DP Music SL I	9233 Intermediate Band or equivalent.
IB-DP Visual Arts SL I	9130 Art II / Intermediate or equivalent.
IB-DP Visual Arts HL I	9130 Art II / Intermediate or equivalent.
DP Core	
IB-DP Theory of Knowledge I	Required course for all Full Diploma and DP Courses students.

Creativity, Activity, Service	Required student-selected extracurricular experiences spanning 18 consecutive months (September of junior year to April of senior year) for all Full Diploma and DP Courses students.
Extended Essay	Requirement for all Full Diploma students and strongly recommended for students in the DP Courses cohort.

Maintaining Successful Progress in the Diploma Programme: Students must maintain good grades in both years of their DP coursework. Full Diploma students with two grades of D or one grade of F in their DP coursework and DP Courses students with one grade of D or F in a DP course at the end of any marking period are in Academic Intervention status. Grades must be brought up immediately to at least a C to regain good academic standing. DP students whose final grades at the end of 11th grade still place them in Academic Intervention status may not be eligible to continue to the second year of the courses in which they earned a grade of D or F. As a result, students may be moved from a Full Diploma to a DP Courses status or may be required to return to their zoned school for 12th grade if they are ineligible to continue in at least three DP courses and Theory of Knowledge.

12th grade (Year Two of the Diploma Programme)

Because 12th grade coursework is the continuation of courses begun in 11th grade, students are not accepted as new IB students in 12th grade unless transferring from a high school where they participated in an IB-DP with coursework compatible with that offered at TJHS.

Full Diploma students continue with their chosen 3 HL courses, 3 SL courses, and core requirements: Theory of Knowledge; Creativity, Activity, Service; and Extended Essay. Continued success with their coursework is expected. Students must maintain grades in their selected courses and complete IB requirements as agreed upon, including the Creativity, Activity, Service requirements and Extended Essay. Math students may complete the second year of Math Studies SL or move into Math SL, based on student performance.

Students' courses are registered with the International Baccalaureate Organization in the first quarter of the 12th grade year in preparation for assessments and examinations required for each course. This marks the student's and the school's intention that all course requirements will be completed and submitted per IBO policy.

SECTION VII: Career and Technical Education - Career Clusters

Career and Technical Education (CTE) - Career Clusters

The National Career Clusters® Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study. In total, there are 16 Career Clusters in the National Career Clusters Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career.

As an organizing tool for curriculum design and instruction, Career Clusters provide the essential knowledge and skills for the 16 Career Clusters and their Career Pathways. It also functions as a useful guide in developing programs of study bridging secondary and postsecondary curriculum and for creating individual student plans of study for a complete range of career options. As such, it helps students discover their interests and their passions, and empowers them to choose the educational pathway that can lead to success in high school, college and career.

Career Clusters help students investigate careers and design their courses of study to advance their career goals. For this reason, Virginia has adopted the nationally accepted structure of career clusters, career pathways and sample career specialties or occupations. A Career Cluster is a grouping of occupations and broad industries based on commonalities. Within each career cluster, there are multiple career pathways that represent a common set of skills and knowledge, both academic and technical, necessary to pursue a full range of career opportunities within the pathway – ranging from entry level to management, including technical and professional career specialties.

Agriculture, Food & Natural Resources
The Agriculture, Food and Natural Resources cluster is about the production, processing, marketing, distribution, financing and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

Architecture & Construction
The Architecture and Construction cluster is about careers in designing, planning, managing, building and maintaining the built environment.

Arts, A/V Technology & Communications
The Arts, A/V Technology and Communications cluster is about designing, producing, exhibiting, performing, writing and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Business Management & Administration
Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.

Education & Training
The Education and Training cluster is about planning, managing and providing education and training services and related learning support services.

Finance
The Finance cluster is about planning, services for financial and investment planning, banking, insurance and business financial management.

Government & Public Administration
The Government and Public Administration cluster is about executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.

Health Science
The Health Science cluster is about planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services and biotechnology research and development.

Hospitality & Tourism
Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.

Human Services
The Human Services cluster is about preparing individuals for employment in career pathways that relate to families and human needs such as counseling, personal care, and consumer services.

Information Technology
The Information Technology cluster is about entry –level, technical, and professional, careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.

Law, Public Safety, Corrections & Security
Law, Public Safety, Corrections & Security will require planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

Manufacturing
Manufacturing cluster entails planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

Marketing
Marketing cluster encompasses planning, managing, and performing marketing activities to reach organizational objectives.

Science, Technology, Engineering & Mathematics
Science, Technology, Engineering & Mathematics cluster will require planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

Transportation, Distribution & Logistics
Transportation, Distribution & Logistics cluster entails planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

SECTION VIII: College Credit Options

Richmond Public Schools is proud to provide several options for students to earn College Credit while in high school through Reynolds Community College. Currently, there are three options available for rising juniors and seniors which are explained below. Any student wishing to take dual enrollment courses should contact their school counselor during the sophomore or junior year to plan for the following year. Further details regarding the dual enrollment process can be found in the JSR Dual Enrollment Handbook. http://reynolds.edu/get_started/dual_enrollment/forms/Dual_Enrollment_Handbook.pdf

Early College Academy (ECA)

The Reynolds Early College Academy (ECA) provides high school students the opportunity to earn an associate degree while completing the requirements for their high school diploma. A sample student course sequence is included below. Students will apply to ECA in 10th grade and take the required college coursework for the associate degree during the 11th and 12th grade at the Downtown Campus for Reynolds Community College.

Dual Enrollment

Richmond Public Schools has an agreement to offer college-level courses on campus at Reynolds Community College or at the high school location. All high school students who have been approved to participate may receive both high school and college credit for any courses needed to fulfill requirements for the high school diploma. Tuition for these courses will be paid by Richmond Public Schools. These students may not register for developmental courses or for health and physical education courses. Students must complete the JSR Dual Enrollment course form to participate.

Concurrent Enrollment

High school juniors and seniors may be permitted to enroll in college level courses prior to graduating from high school. In addition, students at the freshman and sophomore level must have permission from the Reynolds college president prior to enrolling. The Concurrent Enrollment Form must be signed by the parent or legal guardian and the principal or designee for each requested semester or term. Individual families are responsible for all tuition, books, and fees associated with concurrent enrollment courses.

ECA Requirements

In keeping with the VA Plan for Dual Enrollment and JSRCC Admission Standards all students, regardless of course request, must minimally score at the Ability-to-Benefit level on the VPT Placement Test in order to be eligible to participate in dual enrollment offerings. Students must also complete a Dual and Enrollment Course Request and Residency Form .

Reynolds administers the Virginia Placement Test (VPT) for math and English. Dual Enrollment students must meet college readiness requirements before they can participate in any Dual Enrollment class. In addition to placement tests, college readiness can also be met through PSATs, SATs, Algebra I or Algebra II SOLs. In addition to college readiness, both VCCS Policy and Reynolds Policy require that students enrolling in a dual enrollment course must meet all course pre-requisites. Many Dual Enrollment courses only require college readiness for enrollment (for example, Auto, Pharmacy Tech, Dental Assisting, Fire Science, and EMS). Students are expected to place into courses that are transferable (for example, English, History, Psychology). Placement test results will determine student placement.

Dual Enrollment Placement Test Waivers

Students who score a minimum of 480 on Critical Reading/Writing (ERW combined score) sections of the SAT are waived from taking the placement test. Students who are interested in taking a math

course, who have scored at least a 530 on the math section of the SAT, are waived from taking the VPT Math placement test. Waivers only apply to students taking a math course below the MTH 163 level. Students requesting MTH 163 and above must take the VPT Math placement test. Students requesting science courses with math prerequisites (chemistry or physics), must take the VPT Math placement test. Students who score a minimum of 18 on the English section of the ACT, and 18 on the reading section, are waived from taking the placement test. PSAT scores may not be used to waive the VPT requirement for eligibility to enroll in ENG 111. For more information consult the Reynolds Community College Dual Enrollment Handbook.

Students should consult college catalogues about the transfer of college credit between colleges and universities as policies may vary.

EARLY COLLEGE ACADEMY COURSEWORK

	Grade 9	Grade 10	Grade 11			Grade 12	
	Yearlong	Yearlong	Fall	Spring	Maymester	Fall	Spring
English	English 9	English 10	English 111*	English 112*	n/a	English 242*	English 244*
Science	Honors Biology or Honors Earth Science	Honors Biology or Honors Chemistry	Biology II, Chemistry II, Earth Science II, Physics, or AP Science			Bio 101*	Bio 102*
History	World History I; World History II; World Geography	World History I; World History II; World Geography	HIS 121*	HIS 122*	n/a	PLS 211*	PLS 212*
World Language	WL Level I or Higher	WL Level II or Higher	SPA 101*	SPA 102*	SPA 102*	n/a	n/a
Health & PE	9 Health & PE	10 Health & PE	Elective/Study Hall		HLT 115*	Elective/Study Hall	
Arts	Sequential Elective 1	Sequential Elective II	Elective/Study Hall		ITE 115*	Elective*	Elective*
Mathematics	Algebra 1	Geometry or Algebra II	Math Lab*	MTH 163* or MTH 170*	n/a	Math 270* or Math 240*	n/a

**Denotes courses taken at JSR Downtown Campus. All other courses taken through serving high school*
Note - Honors courses in 9th and 10th grade are recommended, not required

Reynolds Community College Dual Enrollment Courses

English

ENG 111 College Composition I

Course DE1600 **RPS 0.5 Credit/RCC 3 Credits**

Introduces students to critical thinking and the fundamentals of academic writing. Through the writing process, students refine topics; develop and support ideas; investigate, evaluate, and incorporate appropriate resources; edit for effective style and usage; and determine appropriate approaches for a variety of contexts, audiences, and purposes. Writing activity of contexts, audiences, and purposes. Writing activities will include exposition and argumentation with at least one researched essay. ENG 111 has been designated as a "writing intensive" course according to standards developed by the English department.

Prerequisite: *Placement recommendation for ENG 111 or placement recommendation for co-requisites ENG 111 and ENF 3. ENG 111 is a prerequisite for ENG 112. Lecture 3 hours per week.*

ENG 112 College Composition II

Course DE1601 **RPS 0.5 Credit/RCC 3 Credits**

Continues to develop college writing with increased emphasis on critical essays, argumentation, and research, developing these competencies through the examination of a range of texts about the human experience. Requires students to locate, evaluate, integrate, and document sources and effectively edit for style and usage. ENG 112 has been designated as a "writing intensive" course according to standards developed by the English department.

Prerequisite: *ENG 111 or its equivalent and the ability to use word processing software; a grade of "C" or better in ENG 111 is recommended. Lecture 3 hours per week.*

ENG 242 Survey of American Literature II

Course DE1345 **RPS 0.5 Credit/RCC 3 Credits**

Examines American literary works from the late-nineteenth century to the present, emphasizing the ideas and characteristics of the American national literature. Involves critical reading and writing. ENG 242 has been designated as a "writing intensive" course according to standards developed by the English department. ENG 241 and ENG 242 may be taken out of order.

Prerequisite: ENG 112 or its equivalent. Lecture 3 hours per week.

ENG 244

Survey of English (British) Literature II

Course DE1346 **RPS 0.5 Credit/RCC 3 Credits**

Examines major English (British) texts from the Romantics to the contemporary period, emphasizing the critical ideas and traditions of the English (British) literary tradition. Involves critical reading and writing. ENG 244 has been designated as a "writing intensive" course according to standards developed by the English department. ENG 243 and ENG 244 may be taken out of order.

Prerequisite: ENG 112 or its equivalent.

MATH

MTH 163 Precalculus I

Course DE3230 **RPS 0.5 Credit/RCC 3 Credits**

Prepares students for applied calculus or elementary discrete mathematics. Presents college algebra and matrices and algebraic, exponential, and logarithmic functions.

Prerequisites: *Placement recommendation for MTH 163 and completion of Algebra I, Algebra II, and Geometry, or equivalent. (Credit will not be awarded for more than one of the following: MTH 163 or MTH 166.) Lecture 3 hours per week.*

MTH 170 Foundations in Contemporary Mathematics

Course DE3199 **RPS 0.5 Credit/RCC 3 Credits**

Covers topics in the mathematics of social choice, management sciences, statistics, and growth. Uses physical demonstrations and techniques to teach the power and utility of mathematics.

***Prerequisite*:** Placement recommendation for MTH 170 or completion through MTE. Lecture 3 hours per week.

MTH 240 Statistics

Course DE3232 **RPS 0.5 Credit/RCC 3 Credits**

Presents an overview of statistics, including descriptive statistics, elementary probability, probability distributions, estimation, hypothesis testing, and correlation and regression.

Prerequisite: *A placement recommendation for MTH 240 and MTH 163 or MTH 166, MTH 170, or equivalent. (Credit will not be awarded for both MTH 240 and MTH 241.) Lecture 3 hours per week.*

MTH 270 Applied Calculus

Course DE3231 **RPS 0.5 Credit/RCC 3 Credits**

Introduces limits, continuity, differentiation and integration of algebraic and transcendental functions, techniques of integration, and partial differentiation.

Prerequisites: *MTH 163 or MTH 166 or equivalent. (Credit will not be awarded for both MTH 270 and MTH 271.) Lecture 3 hours per week.*

HISTORY

HIS 121 United States History I

Course DE2949 **RPS 0.5 Credit/RCC 3 Credits**

Surveys the United States history from its beginning to the present. HIS 121 and HIS 122 need not to be taken in sequence. Part 1 of 2.

Prerequisite: *Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3.*

HIS 122 United States History II

Course DE2360 **RPS 0.5 Credit/RCC 3 Credits**

Surveys the United States history from its beginning to the present. HIS 121 and HIS 122 need not be taken in sequence. Part II of II.

Prerequisite: Placement in ENG 111 or placement in Co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.

PLS 211 United States Government I

Course DE2977 **RPS 0.5 Credit/RCC 3 Credits**

Teaches structure, operation, and process of national, state, and local governments. Includes in-depth study of the three branches of the government and of public policy. PLS 211 and PLS 212 need not be taken in sequence. Part 1 of 2.

Prerequisite: *Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.*

PLS 212 United States Government II

Course DE2978 **RPS 0.5 Credit/RCC 3 Credits**

Teaches structure, operation, and process of national, state, and local governments. Includes in-depth study of the three branches of the government and of public policy. Political Science 211 and 212 need not be taken in sequence. Part 2 of 2.

Prerequisite: *Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.*

SCIENCE

BIO 101 General Biology I

Course DE4700 **RPS 0.5 Credit/RCC 3 Credits**

Focuses on foundations in cellular structure, metabolism, and genetics in an evolutionary context. Explores the core concepts of evolution; structure and function; information flow, storage and exchange; pathways and transformations of energy and matter; and systems biology. Emphasizes process of science, interdisciplinary approach, and relevance of biology to society. Part I of a two-course sequence.

Prerequisite: *Completion of ENF 2 and MTE 1-3, if required by placement test. Lecture 3 hours. Recitation and Laboratory 3 hours. Total 6 hours per week.*

BIO 102 General Biology II

Course DE4701 **RPS 0.5 Credit/RCC 3 Credits**

Focuses on diversity of life, anatomy and physiology of organisms, and ecosystem organization and processes in an evolutionary context. Explores the core concepts of evolution; structure and function; information flow, storage and exchange; pathways and transformations of energy and matter; and systems biology. Emphasizes process of science, interdisciplinary approach, and relevance of biology to society. Part 2 of a part two-course sequence.

Prerequisite: *Satisfactory completion of BIO 101. Lecture 3 hours. Recitation and Laboratory 3 hours. Total 6 hours per week.*

Personal Wellness Elective

HLT 115 Introduction to Personal and Community Health

Course DE7600 **RPS 0.5 Credit/RCC 1 Credit**

Introduces and focuses on the principles of personal and community health. *Lecture 1 hour per week.*

World Language (8 credits)

SPA 101 Beginning Spanish I

Course DE5112 **RPS 0.5 Credit/RCC 4 Credits**

Introduces understanding, speaking, reading, and writing skills and emphasizes basic Spanish sentence structure. Incorporates exposure to the arts, culture, and literature of the area of the arts, culture, and literature of the areas of the world where Spanish is spoken. Part 1 of 2. *Lecture 4 hours per week. May include an additional hour of oral drill and practice per week.*

SPA 102 Beginning Spanish II

Course DE5113 **RPS 0.5 Credit/RCC 4 Credits**

Introduces understanding, speaking, reading, and writing skills and emphasizes basic Spanish sentence structure. Incorporates exposure to the arts, culture, and literature of the area of the arts, culture, and literature of the areas of the world where Spanish is spoken. Part 2 of 2.

Prerequisite: *SPA 101. Lecture 4 hours per week. May include an additional hour of oral drill and practice per week.*

FRE 101 Beginning French I

Course DE5110 **RPS 0.5 Credit/RCC 4 Credits**

Introduces understanding, speaking, reading, and writing skills and emphasizes basic French sentence structure. Incorporates exposure to the arts, culture, and literature of the areas of the world where French is spoken. Part 1 of 2. *Lecture 4 hours per week. May include one additional hour of oral practice per week.*

FRE 102 Beginning French II

Course DE5111 **RPS 0.5 Credit/RCC 4 Credits**

Introduces understanding, speaking, reading, and writing skills and emphasizes basic French sentence structure. Incorporates exposure to the arts, culture, and literature of the areas of the world where French is spoken. Part 2 of 2.

Prerequisite: *FRE 101 or equivalent. Lecture 4 hours per week. May include one additional hour of oral practice per week.*

Approved Electives

ART 100 Art Appreciation

Course DE9150 **RPS 0.5 Credit/RCC 3 Credits**

Introduces art from prehistoric times to the present day. Describes architectural styles, sculpture, photography, printmaking, and painting techniques.

Prerequisite: *Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.*

ART 101 History and Appreciation of Art I

Course DE9151 **RPS 0.5 Credit/RCC 3 Credits**

Presents the history and interpretation of architecture, sculpture, and painting. Begins with prehistoric art and follows the development of western civilization to the present. ART 101 and 102 may be taken out of order. Part 1 of 2.

Prerequisite: *Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lectures 3 hours per week.*

ART 102 History and Appreciation of Art II

Course DE9152 **RPS 0.5 Credit/RCC 3 Credits**

Presents the history and interpretation of architecture, sculpture, and painting. Begins with prehistoric art and follows the development of western civilization to the present. ART 101 and 102 may be taken out of order. Part 2 of 2.

Prerequisite: *Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lectures 3 hours per week.*

CST 151 Film Appreciation I

Course DE9153 **RPS 0.5 Credit/RCC 3 Credits**

Provides students with a critical understanding of film through the discussion and viewing of motion pictures with emphasis upon the study of film history and the forms and functions of film. Students will develop skills to analyze the shared social, cultural, and historical influences of films and their contexts.

Prerequisites: *Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lectures 3 hours per week.*

GEO 200 Intro to Physical Geography

Course DE2945 **RPS 0.5 Credit/RCC 3 Credits**

Studies major elements of the natural environment, including Earth-Sun relationship, land forms, weather and climate, and natural vegetation and soils. Introduces the student to types and uses of maps.

Prerequisite: *Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.*

GEO 210 People and the Land: Introduction to Cultural Geography

Course DE2946 **RPS 0.5 Credit/RCC 3 Credits**

Focuses on the relationship between culture and geography. Presents a survey of modern demographics, landscape modification, material and non-material culture, language, race and ethnicity, religion, politics, and economic activities. Introduces the student to types and uses of maps.

Prerequisites: *Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.*

GEO 220 World Regional Geography

Course DE2947 **RPS 0.5 Credit/RCC 3 Credits**

Studies physical and cultural characteristics of selected geographical regions of the world. Focuses upon significant problems within each of the regions and examines the geographical background of those problems. Introduces the student to types and uses of maps.

Prerequisite: *Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.*

HIS 101 History of Western Civilization I

Course DE2952 **RPS 0.5 Credit/RCC 3 Credits**

Examines the development of western civilization from ancient times to the present. Begins with ancient times and ends with the seventeenth century. HIS 101 and HIS 102 need not be taken in sequence. Part 1 of 2.

Prerequisite: *Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.*

HIS 102 History of Western Civilization II

Course DE2948 **RPS 0.5 Credit/RCC 3 Credits**

Examines the development of western civilization from ancient times to the present. Begins with mid seventeenth century and continues through modern times. HIS 101 and HIS 102 need not be taken in sequence. Part 2 of 2.

Prerequisite: *Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.*

HUM 100 Survey of the Humanities

Course DE2953 **RPS 0.5 Credit/RCC 3 Credits**

Introduces the humanities through the art, literature, music, and philosophy of various cultures and historical periods.

Prerequisite: *Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.*

HIS 141 African-American History I

Course DE2950 **RPS 0.5 Credit/RCC 3 Credits**

Surveys the history of black Americans from their African origins to the present. HIS 141 and HIS 142 need not to be taken in order. Part 1 of 2.

Prerequisite*: Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.*

HIS 142 African-American History II

Course DE2951 **RPS 0.5 Credit/RCC 3 Credits**

Surveys the history of black Americans from their African origins to the present. HIS 141 and HIS 142 need not to be taken in order. Part 2 of 2.

Prerequisite: *Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.*

HUM 260 Survey of Twentieth-Century Culture

Course DE2954 **RPS 0.5 Credit/RCC 3 Credits**

Explores literature, visual arts, philosophy, music, and history of our time from an interdisciplinary perspective. *Lecture 3 hours per week.*

ITE 115 Introduction to Computer Applications and Concepts

Course DE2115 **RPS 0.5 Credit/RCC 3 Credits**

Covers computer concepts and internet skills and uses a software suite which includes word processing, spreadsheet, database, and presentation software to demonstrate skills required for computer literacy.

Prerequisite**:** Keyboarding skills. Lecture 3 hours per week.

MUS 121 Music Appreciation I

Course DE9222 **RPS 0.5 Credit/RCC 3 Credits**

Increases the variety and depth of the of the student's interest, knowledge, and involvement in music and related cultural activities. Acquaints the student with traditional and twentieth-century music literature, emphasizing the relationship music literature, emphasizing the relationship music has as an art form with man and society. Increases the student's awareness of the composers and performers of all eras through listening and concert experiences. *Lecture 3 hours per week.*

MUS 225 The History of Jazz

Course DE9223 **RPS 0.5 Credit/RCC 3 Credits**

Studies the underlying elements of jazz, concentrating on its cultural and historical development from earliest stages to the present. No previous knowledge of music is required. *Lecture 3 hours per week.*

PHI 101 Introduction to Philosophy I

Course DE2955 **RPS 0.5 Credit/RCC 3 Credits**

Introduces a broad spectrum of philosophical problems and perspectives with an emphasis on the systematic questioning of basic assumptions about meaning, knowledge, reality, and values.
Prerequisite: *Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.*

PHI 220 Ethics

Course DE2966 **RPS 0.5 Credit/RCC 3 Credits**

Provides a systematic study of representative ethical systems.
Prerequisite: *Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.*

PSY 200 Principals of Psychology

Course DE2116 **RPS 0.5 Credit/RCC 3 Credits**

Surveys the basic concepts of psychology. Covers the scientific study of behavior and mental processes, research methods and measurement, theoretical perspectives, and application. Includes biological basis of behavior, learning, social interactions, memory, and personality; and other topics, such as sensation, perception, consciousness, thinking, intelligence, language, motivation, emotion, health, development, psychological disorders, and therapy.
Prerequisite: *Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.*

PSY 230-Developmental Psychology

Course DE2979 **RPS 0.5 Credit/RCC 3 Credits**

Studies the development of the individual from conception to death. Follows a life-span perspective on the developmental tasks of the person's physical, cognitive, and psycho-social growth.
Prerequisite: *Placement in ENG 111 or placement in co-requisites ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lectures 3 hours per week.*

PSY 235 Child Psychology

Course DE2980 **RPS 0.5 Credit/RCC 3 Credits**

Studies development of the child from conception to adolescence. Investigates physical, intellectual, social, and emotional factors involved in the child's growth.
Prerequisite: *Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.*

SDV 100 College Success Skills

Course DE2100 **RPS 0.5 Credit/RCC 3 Credits**

Assists students in transition to college. Provides overviews of college policies, procedures, and curricular offerings. Encourages contacts with other students and staff. Assists students toward college success through information regarding effective study habits, career and academic planning, and other college resources available to students. Strongly recommended for beginning students. Required for graduation. *Lecture 1 hour per week.*

ECA students only.

SOC 200 Principles of Sociology

Course DE2981 **RPS 0.5 Credit/RCC 3 Credits**

Introduces fundamentals of social life. Presents significant research and theory in areas, such as culture, social structure, socialization, deviance, social stratification, and social institutions.

Prerequisite: *Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.*

SOC 210 Survey of Physical and Cultural Anthropology

Course DE2982 **RPS 0.5 Credit/RCC 3 Credits**

Examines physical characteristics and lifestyles of human ancestor and present populations. Explores cultures from around the world to study diverse adaptations made by humans.

Prerequisite: *Placement in ENG 111 or placement in co-requisites ENG 111 and ENF 3. Lecture 3 hours per week.*

A Publication of Richmond Public Schools
Richmond, Virginia

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RPS Program of Study 2018-2019 – Mathematics Review July 18, 2018

1. Page 35: Standard Diploma Record of Standard and Verified Credits - 1 verified credit in mathematics, science, and history are also needed for the Standard Diploma, but are not listed here.

Standard Diploma
Record of Standard and Verified Credits

Student Name_____ Grade _____ Yr. Entered 9th Grade_____

Discipline	Courses	Standard Credits	SOL Test or Substitute Assessment Passed		Verified Credits
English 4 standard credits 2 verified credits			English RLR* Or Substitute		
			English Writing or Substitute		
Mathematics 3 standard credits			Students may combine SOL tests with other approved substitute assessments or career and technical certifications to earn verified credits. A list of the approved substitute assessments may be found on the Internet: http://www.doe.virginia.gov/?VDOE/suptsmemom/2002/info079a.pdf		
Laboratory Science 3 standard credits					
History and Social Science 3 standard credits					
Health and Physical Education 2 standard credits					
Fine Art, World Language, or CTE 2 standard credits			Sequential Electives		
Economics & Personal Finance 1 standard credit					
Electives 4 standard credits Students who graduate in 2003 and beyond must have 2 sequential electives.					

2. Pages 40 and 41: Middle School Mathematics Grade 6 and 7

Grade 7 Algebra I requires that students score 500 or higher on the Grade 8 SOL, however, in the description of Grade 6 mathematics courses, the students taking Mathematics Grade 7 as a sixth grader are administered the Grade 7 SOL. How can the criteria for Algebra I in grade 7 include the Grade 8 SOL assessment score as criteria when no Grade 6 students are administered the Grade 8 SOL (based on the description of Grade 6 courses)

6th GRADE MATHEMATICS

Course	Criteria	Comments/Notes
Mathematics Grade 6	Standard Grade Level Mathematics Course	• Students will receive instruction on 6th Grade SOL • Students will take the Grade 6 Mathematics SOL test at the end of 6th grade
Mathematics Grade 6/7	• Grade of "B" or better in previous mathematics course • Score of 450 or greater on Grades 5 Mathematics SOL • MAP Math Score in the 90th percentile or greater • Score of 80% or higher on District created Assessment in PowerSchool • Teacher recommendation*	• This course completes all of the Grade 6 Mathematics SOL and the first semester of the Grade 7 Mathematics SOL • Students will take the Grade 6 Mathematics SOL test at the end of 6th grade • Placement decisions made by school-based team
Mathematics Grade 7	• Grade of "B" or better in previous math course • Score of 500 or Higher on 5th Grade Math SOL test • MAP Math Score in the 95th percentile or greater • Score of 90% or higher on District created Assessment in PowerSchool • Teacher recommendation*	• 7th Grade Mathematics SOL will be taught • Students will take the Grade 7 Mathematics SOL test at the end of 6th grade • Placement decisions will be made in consultation with Instructional Specialist for Mathematics

*Teacher recommendation should be based on academic ability, not behavior.

7th GRADE MATHEMATICS

Course	Criteria	Comments/Notes
Mathematics 7	• Standard Grade Level Mathematics Course	• Students will take 7th Grade Mathematics SOL test
Honors Mathematics 7/8	• Grade of "B" or better in previous mathematics course • Score of 450 or greater on Grade 6 Mathematics SOL test • Score of 85% or higher on District created Assessment in PowerSchool • Teacher recommendation*	• This course includes second semester of the Grade 7 Mathematics SOL and all the Grade 8 Mathematics SOL. • Students will take the Grade 8 Mathematics SOL test at the end of 7th grade • Placement decisions will be made by school-based team
Mathematics 8	• Grade of "B" or better in previous math course • Score of 500 or greater on Grade 6 Mathematics SOL test • MAP Math Score in the 90th percentile or greater • Score of 90% or higher on District created Assessment in PowerSchool • Teacher recommendation*	• This course includes the Grade 8 Mathematics SOL • Students will take the Grade 8 Mathematics SOL test • Placement decisions made by school-based team in consultation with Instructional Specialist for Mathematics
Algebra 1	• Grade of "B" or better in previous mathematics course • Score of 500 or greater on the Grade 8 Mathematics SOL test • MAP Math Score in the 95th percentile or greater • Score of 95% or higher on District created Assessment in PowerSchool	• Double Acceleration • Students will take the Algebra I SOL test • This course is eligible for high school credit • Placement decisions made by school-based team in consultation with Instructional Specialist for

3. Page 46 - Middle School Mathematics Course Sequences: Concern that students who will take Algebra I in Grade 7 will not receive instruction in the Grade 8 Mathematics SOL based on sequence of middle school courses and content of Grade 6 available course options. The 2016 Mathematics Standards of Learning state that for students to be Algebra-Ready, they need to be proficient in grades K-8 content. Skipping grade 8 course content is not in the best interests of students.

Middle School Course Sequences

Middle School Course Sequences			
	Grade 6	**Grade 7**	**Grade 8**
English	English - Grade 6	English - Grade 7	English - Grade 8
	Honors English – Grade 6	Honors English – Grade 7	Honors English – Grade 8
Mathematics	Mathematics – Grade 6	Mathematics – Grade 7	Mathematics – Grade 8
	Honors Mathematics – Grades 6/7	Honors Mathematics – Grade 7/8	Algebra I (high school course)
	Honors Mathematics – Grade 7	Grade 8	Algebra I
		Algebra I* (high school course)	Geometry I* (high school course)

5. Page 49 – High School Mathematics Sequences – It is not recommended that students take Algebra, Functions, and Data Analysis after completing Algebra II and should not be a recommended course pathway for students.

Mathematics Sequences

(Note: The following chart offers some potential mathematics course sequences. Please inquire with your High School Counselor and Mathematics Instructional Specialist with options you are interested in pursuing that are not on the chart below. All sequences not listed on this chart must be authorized by the Mathematics Instructional Specialist.)

A FULL 3-year course sequence will satisfy Standard Diploma requirements, however, it is recommended for students to take four years of mathematics.

Diploma	Grade 9	Grade 10	Grade11	Grade 12
Standard Diploma	Algebra I or Honors Algebra I	Geometry or Honors Geometry	Algebra, Function & Data Analysis (AFDA) or Algebra II	Algebra, Function & Data Analysis (AFDA) or Algebra II **(Optional)**
	Geometry/ Honors Geometry (Prerequisite – Algebra 1)	Algebra, Function & Data Analysis (AFDA) or Algebra II	Algebra, Function & Data Analysis (AFDA) or Algebra II	Math Analysis/Pre-Calculus **(Optional)**
	Algebra I Part 1	Algebra I Part 2	Geometry	Algebra, Function & Data Analysis (AFDA) or Algebra II
	Algebra 1	Geometry Part 1	Geometry Part 2	Algebra, Function & Data Analysis (AFDA) or Algebra II
	*Algebra I Part 1	* Algebra I Part 2	*Geometry Part 1	*Geometry Part 2

6. Page 50- Guidelines for High School Mathematics Placement – what guidelines are in place for students who take Foundations of Algebra? It is not listed in the Mathematics Sequences as an option.

Guidelines for High School Mathematics Placement

Placement in Algebra I

- Mathematics 8 grade A - D **and** Grade 8 Mathematics SOL test score greater than 400
- Mathematics 8 grade A - C **and** Grade 8 Mathematics SOL test score below 400 **and** MAP midyear RIT score is greater than 225

Placement in Algebra I, Part I

- Mathematics 8 grade D or F and Grade 8 Mathematics SOL test score below 400
- Mathematics 8 grade A - C and Grade 8 Mathematics SOL below 400 and MAP midyear RIT score is less than 225 (Other data and teacher recommendation should be considered for possible placement in Algebra I)

Placement in Geometry I, Part I

- Algebra I grade D or F and EOC Algebra I SOL test score below 400

Mathematics Electives

(Note: These courses will earn students a standard elective credit but may not be used as a standard credit to satisfy a Mathematics graduation requirement.)

Foundations of Algebra	SAT Prep

7. Page 120 Required: Algebra II SOL Test – It is my understanding that based on the new SOAs, as of 2018-2019 school year, students who have already earned two verified mathematics credit toward high school graduation will not take the Algebra II SOL test. Should this say "Required?"

Mathematics Courses at or above level of Algebra II

Algebra II
Course 3135 **1 Credit**
This course extends the concepts taught in Algebra I and includes the study of higher-degree equations, an introduction to conic sections, and the irrational and complex number systems. It is intended for students who plan to attend college or who expect to study higher mathematics in high school.
Prerequisite: *Successful completion of previous mathematics course*
Required: *Algebra II SOL Test*

Algebra II Honors
Course H3135 **1 Credit**
Continuation of Algebra I and contains more material on solving equations and inequalities, radicals, and polynomials. New topic include conics, exponential and logarithmic functions, matrices, and sequences and series.
Prerequisite: *Successful completion of Algebra 1*
Required: *Algebra II SOL Test*

Algebra II/Trigonometry
Course 3137 **1 Credit**
This course is designed for students who need additional preparation in Algebra II and an introduction to Trigonometry. Topics include linear relations, functions sequences and series, right triangle ratios, and trigonometric functions. No end of course test is required.
Prerequisite: *Successful completion of Algebra II*
Required: *Algebra II SOL Test*

8. Page 121 Mathematics Electives – what is the criteria for Foundations of Algebra??
Should AP Computer Science Principles be listed on page 50 under Mathematics Electives?

Mathematics Electives

Foundations of Algebra
Course 1720 **1 Elective Credit**
Foundations of Algebra employs an interactive workplace centered approach to teaching Algebra concepts while covering the Virginia Standards of Learning for Algebra I. The Algebra concepts which are introduced and applied in the context of the workplace include order of operations, solving linear equations, graphing linear equations, nonlinear functions, basic probability, statistics, and systems of equations.
Required: *Elective credit for students meeting criteria. This course must only be taken concurrently with Algebra I.*

SAT Mathematics Prep
Course 1709 **1 Elective Credit**
Course content includes basic algebraic and geometric concepts, the application of graphic, spatial, numerical and symbolic techniques, and problem solving requiring insight and reasoning. Course also includes test-taking strategies for the SAT.

Advanced Placement Computer Science Principles
Course 3183 **1 Elective Credit**
AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cyber security concerns, and computing impacts. AP Computer Science Principles also

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Other Note: RPS does not offer any courses addressing the high school Mathematics Standards of Learning for Trigonometry, Probability and Statistics, or Discrete Mathematics? These are rich courses that students preparing for college or careers, but who are not necessarily on a path to Calculus, would benefit from taking.

Attachment M

English as a Second Language (ESL) Course Codes - Credit for High School ESL Courses (Revised March 2015)

English as a Second Language (ESL) Course Codes

Grades 9-12 English as ESL courses intended to satisfy English requirements for graduation should have curricula that have been correlated to the Virginia Standards of Learning (SOL) for English grades 9, 10, 11, and 12. These courses must be taught by "highly qualified" teachers.

Students in such ESL English courses must pass the SOL *English: Reading/ Literature/Research* and *English: Writing* end-of-course assessments to earn verified units of credit and satisfy graduation requirements.

Grades 9-12 ESL courses that are intended to satisfy English, foreign language, and/or elective credits should carry the following course codes:

ESL I – 5710; ESL II - 5720; ESL III - 5730; ESL IV- 5731; ESL V-5732.

Credit for High School ESL Courses

At local discretion, credit for ESL courses may be counted for one of several applications:

1. English credit; or
2. Foreign language credit; or
3. Elective credit for the Standard Diploma or the Advanced Studies Diploma.

Attachment N

Strategies to Improve Graduation Rates For LEP Students

Creating Successful Transitions to Postsecondary Opportunities

December 17, 2015

Presenters

Joseph Wharff
Virginia Department of Education

Chris Kelly
Virginia Department of Education

Overview

- Steps to effective planning
  - Identify Existing ELLS
  - Transitioning newcomers
  - Assumptions
  - Things you need to know
- English Language Learners (ELLs) over the age of 18
  - Challenges
  - Division practices and resources
- Planning high school courses
  - *Using WIDA Data for Planning*
  - *Graduation Requirement*

Overview

- Foreign transcript review
  - General types of transcripts
  - Secondary cycles - examples
- Planning post-secondary paths
  - Develop transitions
  - Create a modified plan
- Additional resources
- Student scenarios

Effective Planning

- Develop a plan to address Limited English Proficient (LEP) students needs.

Review FGI Data

- Use the FGI cohort list to identify which students are enrolled as ELLs
  - Data will show enrollment status and withdrawal codes
  - Research students who have no Graduation– Completion status and no withdrawal code

FGI Cohort List Report

Virginia Department of Education

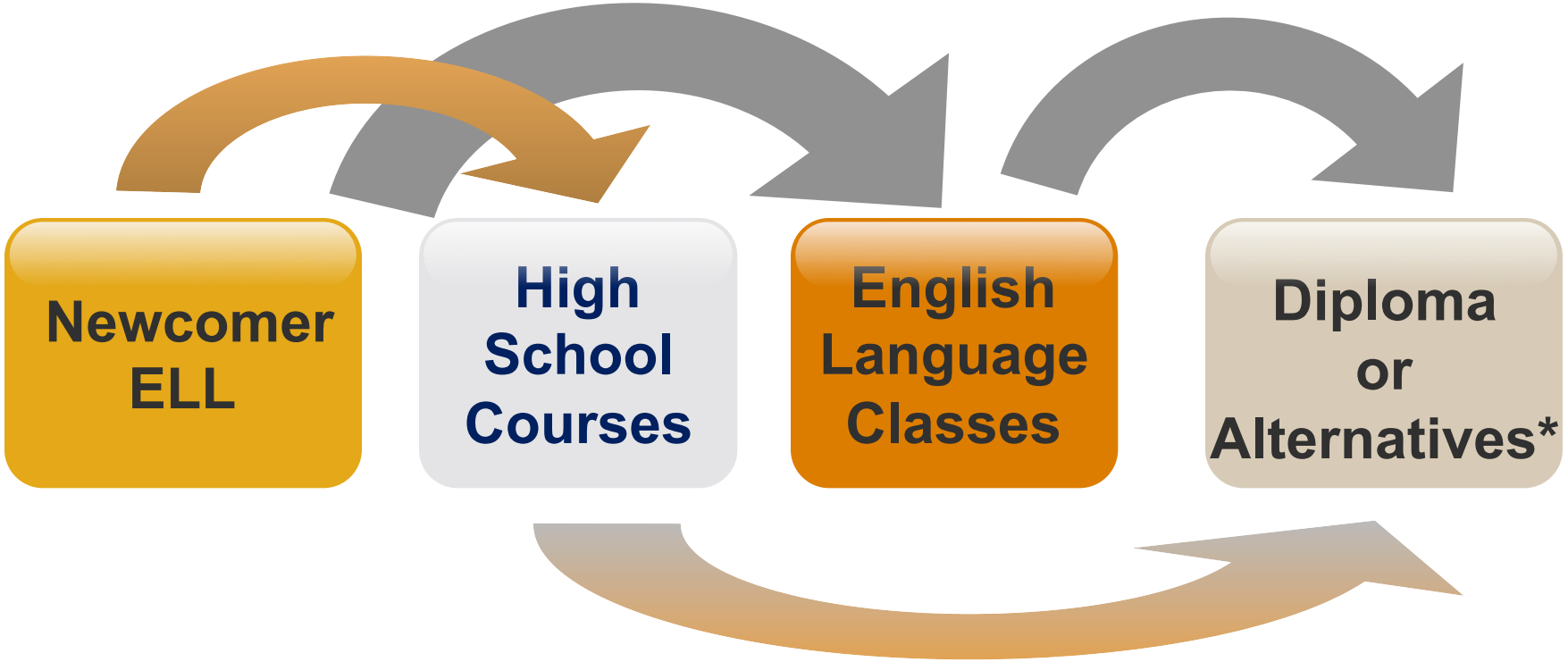
Federal Graduation Indicator Cohort List Report

Cohort list tha Four Year Rate

Dec 31, 2014 10: 1 of 1

Graduation Cohort	Latest Statu	State Testing Id	Last Name	First Name	Disadvantag	ELL	Exit Withdrawal Code	Exit Withdrawal Date	Graduate Completer
2014	Diploma	1234567890	Br------	Ch------	Yes	Yes			Standard Diploma
2014	Diploma	1234567890	DE-----	MA-------	Yes	Yes			Adv Studies Diploma
2014	Still Enrolled	1234567890	EBE-------	JE-----	Yes	Yes			
2014	Still Enrolled	1234567890	ES---------	JU--------	Yes	Yes			
2014	Transfer Out	1234567890	GA------	AL------	Yes	Yes	W503	11/15/2010	
2014	Transfer Out	1234567890	GA---------	JO-------	No	Yes	W503		
2014	Diploma	1234567890	GO----------	NA------	Yes	Yes			Standard Diploma

Create a Plan



*Transition to GED, Community College, or Career Academy

Assumptions

- Division enrollment and identification process for LEP students
- Division instructional model offers multiple approaches and paths to success
- Division uses the WIDA and WIDA alternative placement test (Wapt)
- Wapt and ACCESS tests for ELL leveling and reporting

Things that Must be Known

- **Prior Schooling** - As much information about previous schooling should be gathered prior to establishing schedules. This includes accurately translated credits from all previous schooling.

Things that Must be Known

- **Validation test results** - If there are courses on the transcript that do not align exactly, students may test for verification of content mastery. These must be completed before a schedule can be established.

Things that Must be Known

- **Wapt results** - The student's level is critical and gives you the best evidence to determine an early path for success.

Things that Must be Known

- **Student/family goals** – A good understanding of the individual student's goals and aspirations will help you and the families align on the amount of time and effort to achieve said goals.

ELLs Over the Age 18

- School boards may accept and provide programs for students for whom English is a second language who entered school in Virginia for the first time after reaching their twelfth birthday, and who have not reached 22 years of age on or before August 1 of the school year.

ELLs Over the Age 18

- Without appropriate academic advisement and preparation, these students may find themselves lost and/or misinformed regarding secondary education and the alternatives available to them.

Challenges for ELLs Over 18

- Students who enter at an older age (19, 20) may face challenges with being able to complete graduation requirements in the time remaining.
- English Language Learners need additional time to build academic language.
- Students may have limited formal education.

Division Practices and Resources

A division should begin by answering the following questions:

1. Do you have students at risk of aging out ?
2. If so, what kind of academic advising do you provide?
3. What pathways and resources are available to student at risk of aging out ?

Division Practices and Resources

- Work with students to provide as much English language instruction as possible.
- Make the best possible academic schedules which include core academic subject areas: English/ESL, social studies, science, and mathematics.
- Reflect on current course offerings and consider dual enrollment courses.

Division Practices and Resources

English as a Second Language (ESL) Course Codes

Grades 9-12 English as ESL courses intended to satisfy English requirements for graduation should have curricula that have been correlated to the Virginia Standards of Learning (SOL) for English grades 9, 10, 11, and 12. These courses must be taught by "highly qualified" teachers.

Students in such ESL English courses must pass the SOL English: Reading/Literature/Research and English: Writing end-of-course assessments to earn verified units of credit and satisfy graduation requirements.

Division Practices and Resources

Virginia's grades 9-12 ESL courses that are intended to satisfy English, foreign language, and/or elective credits should carry the following course codes:

At local discretion, credit for ESL courses may be counted for one of several applications:

1. English credit; or
2. Foreign language credit; or
3. Elective credit for the Standard Diploma or the Advanced Studies Diploma

English as a Second Language Course Codes

- ESL I – 5710
- ESL II – 5720
- ESL III – 5730
- ESL IV- 5731
- ESL V-5732

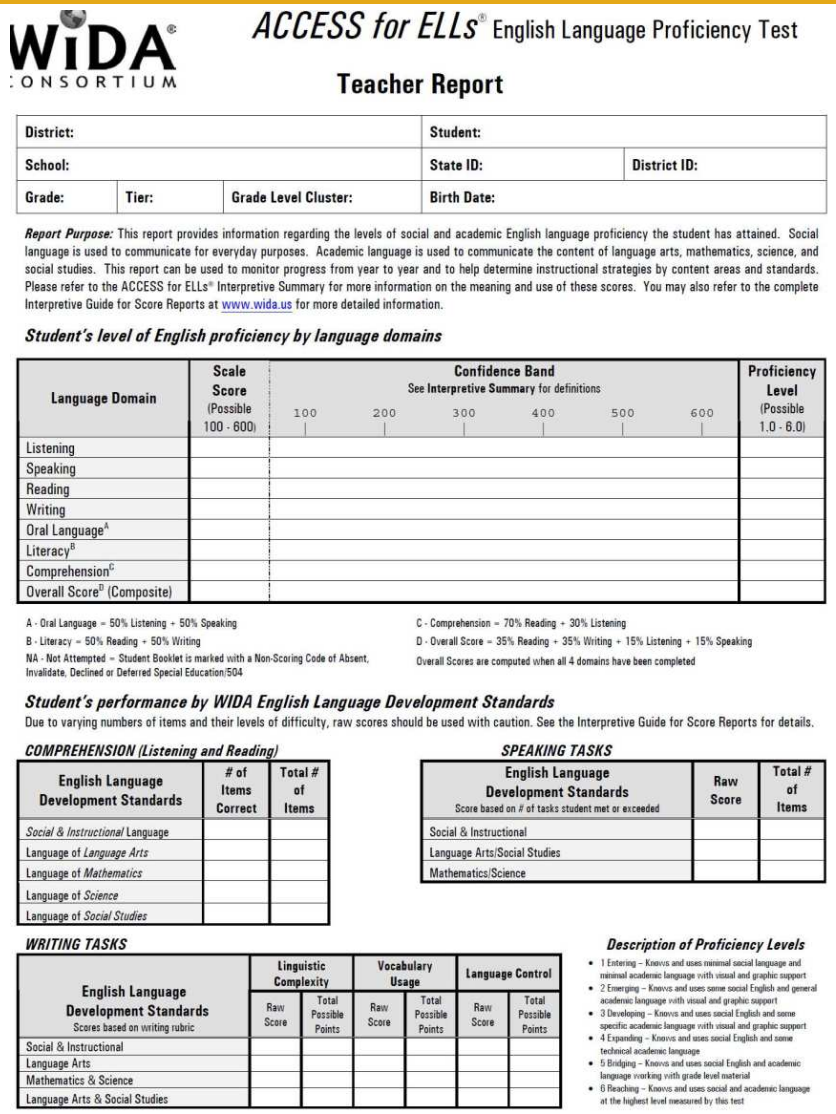
Division Practices and Resources

- Ensure students know their options
- Develop a transition plan for educational alternatives to graduation, such as: General Equivalency Diploma, External Diploma Program, English as a Second Language, Adult Basic Education, and community college programs

Division Practices and Resources

- Review available assessments and data
  - WIDA
  - Available pre-assessments
- Ensure students are informed and know their options

Using WIDA Data for Planning



WIDA CONSORTIUM

ACCESS for ELLs® English Language Proficiency Test

Teacher Report

District:			**Student:**	
School:			**State ID:**	**District ID:**
Grade:	**Tier:**	**Grade Level Cluster:**	**Birth Date:**	

Report Purpose: This report provides information regarding the levels of social and academic English language proficiency the student has attained. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies. This report can be used to monitor progress from year to year and to help determine instructional strategies by content areas and standards. Please refer to the ACCESS for ELLs® Interpretive Summary for more information on the meaning and use of these scores. You may also refer to the complete Interpretive Guide for Score Reports at www.wida.us for more detailed information.

Student's level of English proficiency by language domains

Language Domain	Scale Score (Possible 100 - 600)	Confidence Band See **Interpretive Summary** for definitions 100 200 300 400 500 600	Proficiency Level (Possible 1.0 - 6.0)
Listening			
Speaking			
Reading			
Writing			
Oral Language[A]			
Literacy[B]			
Comprehension[C]			
Overall Score[D] (Composite)			

A - Oral Language = 50% Listening + 50% Speaking

B - Literacy = 50% Reading + 50% Writing

NA - Not Attempted = Student Booklet is marked with a Non-Scoring Code of Absent, Invalidate, Declined or Deferred Special Education/504

C - Comprehension = 70% Reading + 30% Listening

D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

Overall Scores are computed when all 4 domains have been completed

Student's performance by WIDA English Language Development Standards

Due to varying numbers of items and their levels of difficulty, raw scores should be used with caution. See the Interpretive Guide for Score Reports for details.

COMPREHENSION (Listening and Reading)

English Language Development Standards	# of Items Correct	Total # of Items
Social & Instructional Language		
Language of *Language Arts*		
Language of *Mathematics*		
Language of *Science*		
Language of *Social Studies*		

SPEAKING TASKS

English Language Development Standards Score based on # of tasks student met or exceeded	Raw Score	Total # of Items
Social & Instructional		
Language Arts/Social Studies		
Mathematics/Science		

WRITING TASKS

English Language Development Standards Scores based on writing rubric	Linguistic Complexity		Vocabulary Usage		Language Control	
	Raw Score	Total Possible Points	Raw Score	Total Possible Points	Raw Score	Total Possible Points
Social & Instructional						
Language Arts						
Mathematics & Science						
Language Arts & Social Studies						

Description of Proficiency Levels

- 1 Entering – Knows and uses minimal social language and minimal academic language with visual and graphic support
- 2 Emerging – Knows and uses some social English and general academic language with visual and graphic support
- 3 Developing – Knows and uses social English and some specific academic language with visual and graphic support
- 4 Expanding – Knows and uses social English and some technical academic language
- 5 Bridging – Knows and uses social English and academic language working with grade level material
- 6 Reaching – Knows and uses social and academic language at the highest level measured by this test

Using WIDA Data for Planning

Language Domain	Scale Score (Possible 100 - 600)	Confidence Band See Interpretive Summary for definitions	Proficiency Level (Possible 1.0 - 6.0)
		100 200 300 400 500 600	
Listening	361	324|---♦--|398	3.8
Speaking	435	379|-----♦-----|491	6.0
Reading	358	337|-♦-|379	3.5
Writing	332	316|-♦|348	2.8
Oral Language[A]	398	370|-◊--|426	5.6
Literacy[B]	345	330|◊-|360	3.0
Comprehension[C]	359	336|-◊--|382	3.6
Overall Score[D] (Composite)	361	347|-◊|375	3.8

Determine Graduation Requirements

Determination of Graduation Requirements for Transferring Students

Date:	
Counselor:	
School:	

Additional information:

Student Name:		Grade:	
Transferred from:		In state of:	
On this date:		Beginning of year:	

Standard Diploma	
Advanced Studies Diploma	

Subject	Successfully completed	Course#	# of credits	Still needs	# of credits	SOL's needed for diploma
English						
Math						
Science						
Social Studies						
Health and PE*						
Personal Finance**						
Fine/Practical Arts						
Sequential Electives						
Foreign Language						
Electives***						
TOTALS						

Transcript Review

- Divisions should provide consistent and equitable evaluations of foreign transcripts.
- Recognize course work completed at comparable 'high school' levels abroad.
- Division may consider training certain staff on transcript reviewing.

Foreign Transcript Review

- Take the time to learn some basic types of educational systems.
- Understand that variations exist from country to country.
- Remember that systems are fluid and constantly changing.
- Transcripts from individual schools may or may not reflect expectations set by country.

General Types of Transcripts

United States	United Kingdom	France	Soviet
South Korea, Japan, Taiwan, Mexico, People's Rep. Of China, U.A.E., Vietnam	Britain, Uganda, Kenya, Nigeria, Jamaica, India, Pakistan	Francophone Africa, Iran, Afghanistan, Haiti	Former Soviet countries, Russia, Turkey, Poland
12 years of primary and secondary education, ending with a high school diploma or certificate	11 years of primary and secondary education (12 in India/ Pakistan/ Nigeria), ending with an exam ('O' levels, GCSE, Higher Secondary Exam)	12 years of primary and secondary education, ending with Baccalaureat	10-12 years of primary and secondary education ending with a certificate
Age of graduation is generally 17-18, and can then attend college	Age of graduation is generally 16 +, and need two more years (A levels) to attend college	Age of graduation is generally 17-18, and need a passing Bac to attend college	Systems vary greatly due to political transitions

Example by Silvia Hoke http://www.worknotes.com/MD/MAESA/member/t.aspx

Secondary Cycles: Examples

10 years	11 years	12 years	13 years
Philippines	Turkey, Russia, Colombia, Peru, Brazil, Jamaica, Nicaragua	Unites States, France, Saudi Arabia, Nigeria, India, Canada, China, South Korea, Mexico	Italy, Germany, Switzerland, Cuba, Czech Republic
6 + 4	8 + 3 9 + 2 6 + 5	8 + 4 6 + 3 + 3	8 + 2 + 3 6 + 3 + 4 9 + 4
Diploma	Diploma Bachillerato Certificate External Exit Exam (CXC)	Diploma External Exit Exam (GSEC, Higher Secondary Cert., Baccalaureat, etc.)	Diploma or Certificate

Example by Silvia Hoke http://www.worknotes.com/MD/MAFSA/member/t.aspx

Planning Post-Secondary

- Develop a transition plan for educational alternatives to graduation, such as: General Equivalency Diploma, External Diploma Program, English as a Second Language, Adult Basic Education, and community college programs

Planning Post-Secondary

Create modified plans for students that might age out:

- Include an individual student plan (2 year, 3 year)
- Encourage students to make use of best use of their time by thoughtful, purposeful selection of courses
- Identify academic courses that compliment alternative programs (GED, etc.) and align to desired goal (ESL, English, Mathematics, Social Studies, Science)
- Investigate credit recovery options (summer school, evening school, virtual courses, etc.)

Four Year High School Plan Student Name: DOB:

Graduation Requirements

English	4 credits
Social Studies	3 credits
Mathematics	3 credits
Science	3 credits
Physical Ed.	1/2 credit
Health	1/2 credit
Fine Arts	1 credit
Technology Ed.	1 credit
Program Choice	2 – 4 credits
Electives	1 – 3 credits
Total Credits	**21 credits (By Age 21)**

Program Choice:

- ☐ Foreign Language * (2 credits)
  OR
- ☐ Advanced Technology (2 credits)
  OR
- ☐ Career and Technology Completer (Career Academy or CRD) (4 credits)

Additional Requirements:

- ☐ **Service Learning**
  - 9th = 75 hours
  - 10th = 50 hours
  - 11th = 40 hours (1st Semester)
    30 hours (2nd Semester)
  - 12th = 15 hours (1st Semester)
    10 hours (2nd Semester)
- ☐ **World of Work**
- ☐ **High School Assessment** (HSA) Requirements
  - ☐ English 10 ☐ Biology
  - ☐ Algebra 1 ☐ Government

(Sample Schedule Below)

Grade 9 19 yrs. 2009-2010		Grade 10 20 yrs. 2010-2011		Grade 11		Grade 12	
English ESOL 1		English ESOL 2		English 10 (H.S.A.)		English 11/12	
U.S. History		Am. Government (H.S.A.)		MW History			
Intro. To Algebra 1		Algebra 1 (H.S.A.)		Math			
Science		Biology (H.S.A..)		Science			
ESOL Language & Development 1*		ESOL Language & Development 2*		ESOL Language & Development 3*			
~~Fitness for Life/Health~~							
Summer School-Optional		*Summer School-Optional*		*Summer School-Optional*		*Summer School-Optional*	

Copy to: School Counselor, Student/Parent

http://www.worknotes.com/MD/MAFSA/member/t.aspx

Resources

- Metropolitan Area Foreign Student Advisors
  - http://www.worknotes.com/MD/MAFSA/member/t.aspx
- Virginia Community College Resource
  - http://courses.vccs.edu/colleges/nova/courses/ESL20-EnglishAsaSecondLanguageII
- Transcript Review Services
  - http://www.naces.org/members.html

Student Scenario #1

- An ESL student (age 17) has recently enrolled in the school division's high school.
- The translator tells you that the student has already graduated from secondary school in El Salvador.
- The enrollment documents show the student had only completed through 11th grade in their previous school.
- The documents do show the student completed two years of Bachillaro level and that they had completed the high school level.
- The student wants to transfer to an alternative educational program to finish classes.

Student Scenario #2

- An ESL student (age 19) is actively enrolled in the school division's high school.
- The transcript from Afghanistan is a basic list of courses, and the high school guidance counselor cannot determine what equates to courses in the U.S.
- The student wants to stay in school and continue the educational program at the high school and to finish classes towards graduation.

Questions

General Information

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