



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Department of Teaching & Learning
Parent/Student Course Information

HEALTH, PHYSICAL AND DRIVER EDUCATION LEVEL II
(PE 7405)

One credit, one year
GRADE 10

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

Physical Education Level II focuses on the refinement of complex motor skills, use of technology to assess personal fitness levels, which will assist in the development of personal fitness plans, and demonstration of sportsmanship and fair play. A fitness test will be administered each semester to determine a student's healthy wellness zone. Components are the pacer; curl-ups; trunk lift; push-ups; back saver sit and reach skills. The WELNET student/parent report will be accessible to parents/guardians via the web-based program WELNET located at www.focusedfitness.org. The report will be available in the fall after the completion of the initial pre-testing period and again in the spring, after the year-end post-testing period. Parents should be reminded to check the website for the student/parent report. Paper copies will be sent to parents who do not have internet access. All students will receive a parent report at the end of each semester.

Health Topics include: First semester is Driver Education-Classroom Theory (36 hours). Second semester includes: Wellness Plan/Health Careers; Health Risk Behaviors-Conflict Resolution/Interpersonal Relationships; Mental Health; Substance Abuse/High Risk Behaviors; Managing Personal and Family Health-Disease Prevention; Environmental/Community Health-Environmental Health.

The Family Life Education (FLE) program is implemented during the second semester of the health program. Prior to the start of the family life program, students receive information in their school's to take home to their parents/guardians. This information includes the dates of instruction for the program as well as more specific information related to the Opt-Out program. The Opt-Out program offers parents/guardians the opportunity to withdraw their children from the Family Life Education Program if they do not wish them to participate in some or all of the lessons. Since individual schools schedule the dates for their FLE instruction, deadlines for opting-out of the program will vary. However, requests must be in writing to be honored at any time during the Family Life program.

The Level II Family Life Education program focuses on the topics of evolution of relationships (courtship and marriage), abstinence outside the marriage, and HIV/AIDS.

PREREQUISITE

Health and Physical Education Level I

OPTIONS FOR NEXT COURSE

Physical Education Level III

Anatomy and Sports Injury

REQUIRED STUDENT TEXTBOOK

Pearson Health: Hard copy and online, Pearson (2014)

Responsible Driving, Glencoe, McGraw- Hill (2006)

Adapted physical education is provided for students certified by a doctor as being unable to participate in the regular program

HEALTH EDUCATION LEVEL II

Wellness Plan/Health Careers

- SOL 10. 1. a Analyze the effects of active and sedentary lifestyles.
- SOL 10. 1. b Recognize the physical, emotional, and social causes and impact of healthy and poor nutritional choices.
- SOL 10. 1. c Distinguish between facts and myths regarding nutrition practices, products, and physical performance.
- SOL 10. 1. d Explain the physical, mental, social, and academic benefits of sufficient sleep, and the relationship between sleep deficiency and chronic disease and increased risk for injury and substance use.
- SOL 10. 1. f Research technologies used to assess, monitor, improve, and maintain health.
- SOL 10. 1. o Describe attributes, characteristics, and interests of individuals in health-related professions and the core academic skills needed for workplace skills in a health career.
- SOL 10. 1. p Research high school health and medical science industry-recognized credentials (e. g. , personal trainer, athletic trainer, dietary aide, dental assistant, certified nurse assistant, home health aide, geriatric aide).
- SOL 10. 2. a Compare physical activity, sleep, and personal hygiene practices with research-based guidelines.
- SOL 10. 2. b Justify promoting healthy decisions for proper nutrition, sleep and rest, and physical activity.
- SOL 10. 2. e Describe the costs and benefits of various technologies that allow individuals to assess, monitor, improve, and maintain health.
- SOL 10. 2. f Identify family health habits and behaviors as they relate to promotion of health and wellness.
- SOL 10. 2. o Analyze how health literacy reduces health risks and enhances health and wellness of self and others throughout life.
- SOL 10. 3. a Create or modify a personal wellness plan (goals and action steps based on current guidelines) for healthy eating, physical activity, sleep, and personal hygiene.
- SOL 10. 3. b Determine personal strategies for improving access to health care and medical services for different stages of life.
- SOL 10. 3. o Create an educational career plan to become a health professional.
- SOL 10. 3. p Identify high school courses that lead to health and medical science industry certifications.

Health Risk Behaviors

Conflict Resolution/Interpersonal Relationships

- SOL 10. 1. j Analyze the consequences of using acts of violence to settle disputes.
- SOL 10. 1. k List examples and describe the risks of having personal information accessible to others online.
- SOL 10. 1. m Identify health-related social issues such as violence and its impact on the community.
- SOL 10. 2. h Evaluate the protective factors needed to reduce or prevent risk-taking behaviors, acts of violence and gang involvement.
- SOL 10. 2. k Explain the value of positive self-image, self-esteem, and self-control when faced with peer pressure.
- SOL 10. 2. l Evaluate the value of exercising self-control.
- SOL 10. 2. m Recognize the protective factors of assertiveness.
- SOL 10. 2. n Calculate the importance of support and encouragement from positive role models.
- SOL 10. 2. r Identify strategies for the peaceful resolution of conflicts.
- SOL 10. 2. s Compare and contrast assertive and aggressive communication and their effectiveness in conflict resolution.

- SOL 10. 3. h Design an action plan to reduce risk-taking behaviors, acts of violence and gang involvement.
- SOL 10. 3. j Describe methods of avoiding gang-related activity and the use of weapons to commit violent acts of aggression.
- SOL 10. 3. k Describe strategies to reduce and prevent violence.
- SOL 10. 3. t Practice procedures for peaceful resolution of conflicts.
- SOL 10. 3. u Model effective communication skills for addressing peer pressure.

Mental Health

- SOL 10. 1. q Describe the health benefits of positive self-esteem, balance, flexibility, resilience, and healthy relationships with others.
- SOL 10. 1. r Identify characteristics of healthy peer, family, and dating relationships.
- SOL 10. 1. s Evaluate potentially harmful and abusive relationships, including dangerous dating situations.
- SOL 10. 2. j Analyze the influence of emotions and peer approval on personal decision making.
- SOL 10. 2. q Explain the importance of emotional health, and identify when and where to seek support for self and others.
- SOL 10. 2. t Explain risk factors for and the warning signs of suicide.
- SOL 10. 3. q Advocate for mental health resources in the school and community.
- SOL 10. 3. r Describe when to seek support for self and others, and role-play various help-seeking strategies.
- SOL 10. 3. v Develop a list of resources that promote healthy relationships and assist with unhealthy and abusive peer, family, and dating relationships.
- SOL 10. 3. w Present strategies to address abusive peer, family, and dating relationships.

Substance Abuse/High Risk Behaviors

- SOL 10. 1. g Research trends in teen use/abuse of alcohol, tobacco, and other drugs and their impact on the community.
- SOL 10. 1. h Evaluate the causal relationship between tobacco, alcohol, inhalant, and other drug use and chronic disease.
- SOL 10. 1. i Identify behaviors that result in intentional and unintentional injury.
- SOL 10. 1. m Identify health-related social issues, such as homelessness, underage drinking, substance abuse, and their impact on the community.
- SOL 10. 2. g Explain reasons why teenagers use or avoid drugs or alcohol and how positive role models can influence that decision.
- SOL 10. 2. h Evaluate the protective factors needed to reduce substance use.
- SOL 10. 2. p Describe how and where to access community resources related to homelessness, underage drinking, and/or substance abuse.
- SOL 10. 3. c Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.
- SOL 10. 3. d Practice and encourage responsible teen driving behaviors, and use refusal and negotiation skills to avoid riding in a car with someone who has been using alcohol or other drugs.
- SOL 10. 3. e Describe rules and laws intended to prevent intentional and unintentional injuries.
- SOL 10. 3. f Demonstrate effective negotiation skills for avoiding dangerous and risky situations.
- SOL 10. 3. g Research and develop an educational campaign to encourage positive health choices and discourage risky choices (e. g. , body piercing, tattooing, exposure to sun and loud noise, drinking, texting while driving, driving while drowsy).
- SOL 10. 3. h Design an action plan to reduce the risk-taking behaviors of substance use.
- SOL 10. 3. n Identify and create a plan to address a community health-related social issue such as, homelessness, underage drinking, or substance abuse.

Managing Personal and Family Health Disease Prevention

- SOL 10. 1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life.
- SOL 10. 1. e Identify regular screenings, tests, and other medical examinations and their role in reducing health risks.
- SOL 10. 1. m Identify health-related social issues, such as the spread of infectious diseases and its impact on the community.
- SOL 10. 2. c Explain the role of the environment, individual behavior, social norms, legislation, and policies in preventing chronic diseases.
- SOL 10. 2. d Explain the importance of medical screenings and access to health care throughout life.

Environmental/Community Health

- SOL 10. 1. n Identify health and medical science career opportunities that promote personal, community, and global health and wellness.
- SOL 10. 2. i Explain the role of the environment, individual behavior, social norms, legislation, and policies in preventing intentional and unintentional injuries.
- SOL 10. 2. p Describe how and where to access community resources related to organ donation.
- SOL 10. 2. u Investigate the influence of the environment on the individual.
- SOL 10. 2. v Identify life-threatening situations that may result from emergencies and natural disasters and community resources for emergency preparedness.
- SOL 10. 2. w Explain how the quality of the environment (secondhand smoke, carbon monoxide, allergens, lead, and toxic chemicals) directly affects a person's health status and quality and length of life, and describe strategies for risk reduction.
- SOL 10. 2. x Explain the importance of developing relationships with health, wellness, education, safety, and business professionals to address environmental health concerns.
- SOL 10. 3. i Practice administration of emergency care.
- SOL 10. 3. m Identify health promotion opportunities, and share talents and expand personal knowledge through community service-learning experiences.
- SOL 10. 3. x Design crisis-management strategies for natural disasters and emergency situations.
- SOL 10. 3. y Establish goals for improving environmental health.

PHYSICAL EDUCATION LEVEL II

Motor Skill Development

- SOL 10. 1 The student will demonstrate proficiency and apply the concepts and principles of exercise physiology, biomechanics, and anatomy in a variety of lifetime activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, selected individual performance activities, and net/wall and target games in at least two self-selected, lifelong, skill-related physical activities.
- SOL 10. 1. a Demonstrate skill attainment in one or more lifetime activities.
- SOL 10. 1. b Apply and demonstrate knowledge of how movement is created, directed, and stabilized in one or more lifetime activities.
- SOL 10. 1. c Identify and demonstrate movement activities in each plane of movement (frontal, sagittal, and transverse) and activities that occur in multiple planes.
- SOL 10. 1. d Demonstrate appropriate and proper use of equipment in one or more lifetime activities.

Anatomical Basis of Movement

- SOL 10. 2 The student will apply knowledge of biomechanics and anatomy and analyze and evaluate the ability to move proficiently and efficiently in a variety of lifetime activities.
- SOL 10. 2. a Explain how the body responds to energy needs for anaerobic and aerobic activities, to include fast and slow-twitch muscle fibers, and anaerobic respiration (ATP-PC and Lactic Acid System) and aerobic respiration.
- SOL 10. 2. b Analyze movement activities for component skills and movement patterns for one or more lifetime activities.
- SOL 10. 2. c Identify and explain the relationship of opposing muscle groups (agonist/antagonist).
- SOL 10. 2. d Design and implement a program for strength and conditioning.
- SOL 10. 2. e Explain why blood pressure is an indicator of personal health.
- SOL 10. 2. f Apply rate of perceived exertion (RPE) and pacing to a conditioning plan that meets the needs of one or more lifetime activities.

Fitness Planning

- SOL 10. 3 The student will demonstrate the ability to apply basic principles of training and scientific concepts and principles to evaluate current fitness behaviors and identify strategies needed for health-enhancing fitness for the present and into adulthood.
- SOL 10. 3. a Create a fitness and activity plan for the present and a potential plan for the future (postsecondary education, college/career) to address the health-related components of fitness.
- SOL 10. 3. b Use a variety of resources, including available technology, to analyze current fitness and activity levels, and to improve physical activity and personal fitness.
- SOL 10. 3. c Identify fitness needs to prevent health concerns in the present and into the future.
- SOL 10. 3. d Identify the impact of life choices, economics, motivation, accessibility, exercise adherence, and participation in physical activity in college or career settings.
- SOL 10. 3. e Describe components of health-related fitness in relation to one career goal.
- SOL 10. 3. f Explain the impact of physical activity on emotional and social well-being for the present and into the future.

- VBO 10. 3. g Design and implement at school a 50-minute personal fitness plan using baseline data to address all components of health-related fitness to improve or maintain fitness level. Include SMART goals, action plans that incorporate the FITT (frequency, intensity, time and type) principle, and other principles of training such as overload, specificity and progression; warm-up and cool-down.

Social Development

- SOL 10. 4 The student will demonstrate appropriate behaviors in all physical activity settings and the social skills needed to be a contributing member of society.
- SOL 10. 4. a Explain the importance of and demonstrate communication skills in physical activity settings.
- SOL 10. 4. b Explain the importance of critical thinking and problem solving for current and future health and fitness.
- SOL 10. 4. c Identify and avoid potentially dangerous situations in physical activity settings.
- SOL 10. 4. d Explain the importance of understanding cultural diversity for personal health and fitness.
- SOL 10. 4. e Evaluate opportunities for social interaction and social support in a self-selected physical activity or dance.
- SOL 10. 4. f Apply stress-management strategies (e. g. , mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.
- SOL10. 4. g Explain possible benefits of mind-body exercise/activities (e. g. , yoga, Pilates, tai chi).
- SOL 10. 4. h Explain the importance of conflict resolution for current and future health and fitness.

Energy Balance

- SOL 10. 5 The student will explain the importance of energy balance and evaluate current caloric intake and caloric expenditure to maintain optimal health and prevent chronic disease for the present and into adulthood.
- SOL 10. 5. a Analyze the relationships among physical activity, nutrition, body composition, and sleep that are optimal for personal health and/or for participation in lifetime activities.
- SOL 10. 5. b Evaluate current activity and intensity levels.
- SOL 10. 5. c Evaluate current and future caloric expenditure and intake needs.
- SOL 10. 5. d Evaluate current and future sleep needs.
- SOL 10. 5. e Evaluate the caloric intake needs for before, during, and after a variety of lifetime activities.
- SOL 10. 5. f Explain energy balance (caloric expenditure vs. caloric intake) in relation to changing needs from adolescence through adulthood.
- SOL 10. 5. g Explain the consequences of over-exercising.

Driver Education

DE. 1

- DE. 1 The student will demonstrate an understanding of Virginia traffic laws, licensing procedures, and other responsibilities associated with the driving privilege. Key concepts include:
- graduated driver licensing requirements and types of licenses;
 - traffic safety information in the Virginia Driver's Manual;
 - the motor vehicle section of the Code of Virginia;
 - the organ- and tissue-donation designation process;
 - interaction with law enforcement; and
 - responsibilities at a crash scene.

DE. 2

DE. 2 The student will demonstrate an understanding of basic vehicle operating procedures. Key concepts/skills include:

- g) pre-driving procedures;
- h) starting procedures for automatic and manual transmissions;
- i) vehicle information, warning, and control devices;
- j) efficient accelerating, braking, and steering techniques; and
- k) vehicle securing procedures.

DE. 3

DE. 3 The student will use vehicle reference points to establish vehicle position and execute basic driving maneuvers.

Key concepts/skills include:

- a) parking;
- b) turning;
- c) establishing lane position; and
- d) backing.

DE. 4

DE. 4 The student will recognize the effects of momentum, gravity, and inertia on vehicle control and balance, and the relationship between kinetic energy and force of impact.

Key concepts/skills include:

- a) sitting and hand position;
- b) steering, braking, and accelerating;
- c) compensating for shifts in vehicle load (from side to side, front to rear, and rear to front) that affect vehicle performance;
- d) managing front tire traction loss (understeer) and rear tire traction loss (oversteer); and
- e) analyzing the cause and severity of types of collisions — head-on, near-frontal, broadside, rear-end, rollover, sideswipe.

DE. 5

DE. 5 The student will demonstrate the ability to manage visibility, time, and space to avoid collisions and reduce driving risks.

Key concepts/skills include:

- a) demonstrating targeting and tracking skills;
- b) synthesizing information visually from the driving environment using the SEEiT (Search, Evaluate and Execute in Time) space-management systematic decision-making process;
- c) applying following-distance time and space concepts;
- d) selecting appropriate speed, maintaining adequate gap, and judging distance;
- e) estimating time and space needs for passing; and
- f) identifying and responding to open and closed spaces and changes to line-of-sight or path-of-travel.

DE. 6

DE. 6 The student will demonstrate appropriate adjustments when approaching controlled and uncontrolled intersections, curves, work zones, railroad crossings, and hills with line-of-sight or path-of-travel limitations.

Key concepts/skills include:

- a) right-of-way rules;
- b) roadway signs, signals, and markings;
- c) slope/grade of terrain; and
- d) vehicle position and speed control.

DE. 7

DE. 7 The student will identify the characteristics of an expressway and apply risk-reducing expressway driving strategies.

Key concepts/skills include:

- a) managing interchanges;
- b) entering, merging, and exiting from traffic flow;
- c) selecting vehicle position and changing lanes; and
- d) managing toll facilities.

DE. 8

DE. 8 The student will demonstrate the ability to communicate presence and intentions to other highway transportation users.

Key concepts/skills include:

- a) vehicle position and driver action;
- b) vehicle communication devices; and
- c) hand signals for slow/stop, right turn and left turn.

DE. 9

DE. 9 The student will analyze and describe the physiological, psychological, and cognitive effects of alcohol and other drugs and their impact on a driver's awareness of risks and involvement in collisions.

Key concepts include:

- a) prescription and nonprescription medications;
- b) illegal drugs;
- c) effects of alcohol and other drugs on vision and space management;
- d) synergistic effects of drugs; and
- e) ways alcohol and other drugs are eliminated from the body.

DE. 10

DE. 10 The student will identify and analyze the legal, health, and economic consequences associated with alcohol and other drug use and driving.

Key concepts/skills include:

- a) positive and negative peer pressure;
- b) refusal and peer-intervention skills;
- c) Implied Consent, Zero Tolerance, and Use and Lose laws;

- d) Administrative License Revocation, loss of license, ignition interlock, and other licensing restrictions; and
- e) court costs, insurance requirements, Virginia Alcohol Safety Action Program referral, and other costs.

DE. 11

DE. 11 The student will recognize the consequences of aggressive driving and the influence of emotions on driving behaviors.

Key concepts include:

- a) stress and anxiety;
- b) anger management; and
- c) the relationship between aggressive driving and road rage.

DE. 12

DE. 12 The student will analyze the effects of fatigue and other physical conditions on driver performance.

Key concepts include:

- a) circadian rhythms;
- b) sleep deprivation;
- c) short- and long-term physical and mental disabilities; and
- d) chronic health conditions.

DE. 13

DE. 13 The student will identify distractions that contribute to driver error.

Key concepts include:

- a) driver behaviors (e. g. , eating, smoking, personal grooming);
- b) cell phones and other portable technology devices;
- c) passengers;
- d) vehicle accessories; and
- e) insects and pets.

DE. 14

DE. 14 The student will identify changes in the environment that affect visibility and traction and demonstrate an understanding of appropriate driver reaction to these risks.

Key concepts/skills include:

- a) driving at night;
- b) smoke- and weather-related conditions;
- c) road construction and other adverse road conditions; and
- d) vehicle stability and traction control systems.

DE. 15

DE. 15 The student will demonstrate an understanding of the proper use of vehicle occupant-protection features and analyze how they can reduce injury severity and increase collision survival.

Key concepts/skills include:

- a) active restraint systems;
- b) passive restraint systems;
- c) child restraint systems; and

- d) other vehicle safety design features.

DE. 16

DE. 16 The student will analyze how technological advancements in intelligent handling and stability control systems affect driving practices.

Key concepts/skills include:

- a) electronic stability control systems;
- b) occupant protection systems to include thorax, curtain, knee and other airbags;
- c) seatbelt technologies and intelligent head restraints systems;
- d) adaptive cruise control and automatic emergency braking systems;
- e) lane-keeping assist and blind spot warning systems;
- f) reversing and other cameras; and
- g) adaptive front lighting.

DE. 17

DE 17 The student will identify and evaluate emergency-response strategies to avoid or reduce the severity of a collision in high-risk driving situations.

Key concepts/skills include:

- a) understanding and managing front and rear traction control;
- b) identifying open space;
- c) recognizing how decisions are influenced and limited by the environment, the vehicle, driver error, and driver capabilities;
- d) demonstrating evasive maneuvers, using braking and steering combinations; and
- e) managing off-road recovery.

DE. 18

DE. 18 The student will identify and describe the performance characteristics of other road users and apply problem-solving skills to minimize risks when sharing the roadway with:

- a) pedestrians and animals;
- b) bicycles, scooters, mopeds, and motorcycles;
- c) tractor-trailers, trucks, and construction vehicles;
- d) sport utility vehicles, recreation vehicles, and trailers;
- e) emergency vehicles;
- f) funeral processions;
- g) passenger and school buses; and
- h) farm machinery and horse-drawn vehicles.

DE. 19

DE. 19 The student will compare vehicle braking systems and explain and demonstrate proper braking techniques for various weather and roadway conditions.

Key concepts/skills include:

- a) demonstrating proper use of conventional brake systems;
- b) demonstrating and evaluating controlled braking, trail braking, and threshold braking;
- c) engaging antilock brake systems (ABS) and steering toward a target; and
- d) analyzing how preventive maintenance reduces the possibility of brake failure and enhances safety.

DE. 20

DE. 20 The student will analyze how regular preventive maintenance reduces the possibility of vehicle failures and recognize the warning signs that indicate the need for maintenance, repair, or replacement.

Key concepts/skills include:

- a) vehicle warning devices;
- b) lights and signals;
- c) steering and suspension systems;
- d) tires and braking systems;
- e) cooling system and belts; and
- f) fuel system and ignition electronics.

DE. 21

DE. 21 The student will identify and describe the legal aspects of and identify the financial responsibilities associated with purchasing, operating, maintaining, and insuring a motor vehicle.

Key concepts include:

- a) the Financial Responsibility Law;
- b) required and optional insurance coverage;
- c) title and vehicle registration;
- d) vehicle inspection;
- e) fuel, fluids, tires, and other maintenance costs; and
- f) collision involvement.

DE. 22

DE. 22 The student will demonstrate competency in map-reading and trip-planning skills.

Key concepts/skills include:

- a) route planning;
- b) map-reading and trip-planning technologies; and
- c) calculating the cost of a trip.

DE 23

DE. 23 The student will research and evaluate personal transportation needs and their impact on the environment and demonstrate skills necessary to be an informed consumer.

Key concepts/skills include:

- a) printed and Internet resources;
- b) community resources;
- c) vehicle pollution, including carbon monoxide, carbon dioxide, ozone-causing gases, and acids
- d) appropriate disposal of batteries, fluids, tires, and other environmentally hazardous materials; and,
- e) energy conservation, alternative or renewable sources of energy, and conservation of natural resources.

Dr. Aaron C. Spence, Superintendent
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For further information please call (757) 263-1070.

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To seek resolution of grievances resulting from alleged discrimination or to report violations of these policies, please contact the Title VI/Title IX Coordinator/Director of Student Leadership at (757) 263-2020, 1413 Laskin Road, Virginia Beach, Virginia, 23451 (for student complaints) or the Section 504/ADA Coordinator/Chief Human Resources Officer at (757) 263-1133, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (for employees or other citizens). Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Laskin Road Annex, 1413 Laskin Road, Virginia Beach, Virginia, 23451.

Alternative formats of this publication which may include taped, Braille or large print materials are available upon request for individuals with disabilities. Call or write The Department of Teaching and Learning, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1070 (voice); fax 263-1424; 263-1240 (TDD) or email her at Brenda.Fuller@VBSchools.com

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VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

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