

VIRGINIA BEACH CITY PUBLIC SCHOOLS

# FIFTH GRADE

## PARENT/STUDENT COURSE INFORMATION



DEPARTMENT OF TEACHING AND LEARNING

Dear Parents:

*The purpose of this guide is to provide you with insight into the instructional program and learning expectations for your child. The guide contains the emphasis of instruction for each subject area. The instructional program focuses on the Virginia Beach objectives which include the Virginia Standards of Learning (SOL). Please take time to become acquainted with the helpful information in this guide.*

*Your interest and involvement in your child's education promotes positive attitudes toward learning, enhanced academic achievement and emotional well-being. We are excited about the opportunity to join you in providing the best possible education for your child.*

*Thank you for your careful review of this guide. If you have any questions, please contact your child's teacher.*

*Sincerely,  
Department of Teaching and Learning*

## Using the Guide

The contents of this guide provide information about the elementary instructional program. The following are recommendations for using the *Parent/Student Course Information*.

- Become familiar with the introduction and the objectives for each subject area, as well as the overview provided for additional resources
- Refer to the guide as you prepare for conferences with your child's teacher
- Use the guide to promote conversation about your child's classroom learning and homework assignments

## Invite Success

It is important that the following practices, critical for school success, be established and reinforced at home. Parents should encourage the following behaviors in their children.

- Attend school regularly
- Eat well, exercise regularly and get enough sleep
- Put forth best his/her best effort
- Listen attentively
- Select an appropriate study place and develop a consistent study routine
- Have available necessary supplies
- Be prepared and organized
- Plan ahead
- Read for fun and information

## General Information

### ***Elementary Guidance Program***

Each elementary school offers a comprehensive and developmental counseling program that is an integral part of the total educational program designed to promote the academic, social and career development of all students. As an essential part of the instructional program, school counseling helps to build a foundation for student learning and academic success. Certified school counselors provide a variety of services, including classroom guidance; crisis intervention; individual and group services; support for parents, teachers and administrators; and coordination of services with outside agencies.

### ***Parent/Student Handbook***

Each school's parent/student handbook is sent home at the beginning of the school year. It contains general information about the school's program, the school division calendar, availability of school services and materials, regulations and general guidelines.

### ***Report Cards***

The Report Card formally advises parents of their child's proficiency. It is issued four times a year. Other informal progress reports are sent home at regular intervals. In addition, parents who register for the online Parent Portal can monitor their children's progress throughout the year.

## Language Arts

The fifth grade language arts program focuses on the broad areas of communication, reading, writing and research. Students will be introduced to a wide variety of fiction and nonfiction literature which will serve as a basis for instruction and practice in phonics, vocabulary, comprehension, fluency and writing.

### *Reading and Responding to Literature*

- Apply knowledge of word study to expand vocabulary when reading
- Read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry
- Read and demonstrate comprehension of nonfiction texts

### *Written Communication and Research*

- Write for a variety of purposes: to describe, to inform, to entertain, to explain and to persuade
- Edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure and paragraphing
- Find, evaluate and select appropriate resources for a research product

### *Communication: Speaking, Listening and Media Literacy*

- Listen, draw conclusions and share responses in subject-related group learning activities
- Use effective verbal and nonverbal communication skills to deliver planned oral presentations
- Learn how media messages are constructed and for what purposes

## Mathematics

The fifth grade mathematics program continues to develop a conceptual understanding of rational numbers. Students will compute with fractions and decimals in the context of real-world problems. An introduction to order of operations and evaluation of numerical expressions is incorporated. Students will examine the relationships among the parts of a circle and apply their understanding of the concepts of perimeter, area and volume in problem-solving situations. Students use their understanding of the

attributes of plane figures to classify them. Students will explore data sets to calculate measures of central tendency and dispersion. The concept of probability is deepened through more complex experiments. The idea of a variable is explored through its use in algebraic equations. More complex patterns will be explored and applied to algebraic concepts.

### *Numeration and Computation*

- Understand the ways of representing whole numbers and rational numbers and the relationships that exist among these numbers and number systems
- Understand the meanings of addition, subtraction, multiplication and division and compute using whole numbers and rational numbers

### *Geometry and Measurement*

- Understand measurable attributes of objects and events, units of measure and systems of measurement, and apply appropriate techniques and tools to determine measurements
- Analyze characteristics and properties of plane (two-dimensional) and solid (three-dimensional) geometric shapes and develop mathematical arguments about geometric relationships
- Specify locations and describe spatial relationships using coordinate geometry and other representational systems

### *Probability and Statistics*

- Create questions and construct answers by collecting, organizing and displaying data
- Select and use appropriate statistical methods to analyze data
- Understand and apply basic concepts of probability

### *Patterns, Functions and Algebra*

- Understand a variety of patterns, relations and functions
- Represent and analyze mathematical situations and structures using algebraic symbols

## Science

The fifth grade science program stresses the refinement and application of scientific practices as students investigate physical, life and Earth sciences. Science skills from preceding grades, including questioning, forming hypotheses, observing, collecting and representing data and drawing reasoned conclusions, are reinforced at this level. The organization, analysis and application of data continue to be an important focus of classroom inquiry.

### ***Matter***

- Understand the basic structure and behavior of matter
- Compare and contrast mixtures and solutions
- Interpret models of atoms, elements and molecules
- Classify substances as elements or compounds

### ***Force, Motion and Energy***

- Understand the effects of forces on the motion of objects
- Explain the relationship among motion, mass and force
- Identify objects as having kinetic or potential energy

### ***Electricity***

- Describe static electricity
- Identify, diagram and explain circuits
- Describe thermal, radiant and mechanical energies transformed by appliances
- Identify and explain types of magnets
- Describe electrical contributions of Ben Franklin, Michael Faraday and Thomas Edison

### ***Sound***

- Explain the relationship between vibration and frequency, pitch and wavelength
- Compare and contrast sound travel through various media
- Compare and contrast sounds formed by various musical instruments

### ***Light***

- Describe a light wave and its movement
- Compare and contrast reflection and refraction

- Describe the relationship between wavelength and colors of the visible spectrum
- Differentiate between opaque, translucent and transparent and give examples of each

### ***Characteristics of Organisms and Cells***

- Understand all living things are made of cells
- Compare and contrast plant and animal cell parts and functions
- Explain how organisms are commonly classified

### ***Life Processes of Plants***

- Describe structures and their functions
- Explain plant reproduction, photosynthesis and adaptations

## Social Studies

In fifth grade, the social studies program focuses on the study of Virginia history. Students will use the process of inquiry to study the physical geography of Virginia and the history of Virginia from the early settlements to the modern era.

The students will demonstrate knowledge and understanding of:

- How the physical landscape shapes human interactions in Virginia
- Life of the Virginia Indians
- Life in the Jamestown colony
- Life in colonial Virginia
- Life in Virginia during the American Revolution
- The influence of key Virginia documents in the political development of the United States
- Life in Virginia during the Civil War
- Life in Virginia after the Civil War
- Life in Virginia in the 20th and 21st centuries

## Health and Physical Education

The fifth grade health and physical education objectives reflect the National Health Education Standards and the Virginia Standards of Learning. Instruction reinforces the Standards of Learning in the core subject areas.

### ***Motor Skill Development***

- Apply and refine movement skills during modified games and physical activities to include overhand and underhand throw and catch, execution to a target, hand dribble, foot dribble, consecutive striking with a partner over a net or against a wall and striking a ball while stationary and moving
- Create an educational gymnastic sequence
- Create and perform a jump-rope routine (self-turn or long rope)
- Create and perform a partner dance sequence with an apparent beginning, middle
- Demonstrate the ability to self-pace in a cardiovascular endurance activity using pacing, speed and endurance in a variety of activities
- Provide appropriate feedback to a peer to improve performance

### **Fitness Planning**

- Create a basic personal fitness plan for at least one health-related component of fitness, to include baseline fitness data, SMART goal, activities that will address the goal, log of activities inside and outside of school, reassessment data (post-data) and reflection of goal progress/attainment
- Create a plan to meet the daily requirement for physical activity, rest and sleep; identifying activities that can be done at school or home
- Explain the FITT (frequency, intensity, time and type) principle
- Explain the importance of warming up and cooling down

### ***Anatomical Basis of Movement***

- Identify components of major body systems, to include cardiorespiratory, vascular, muscular and skeletal
- Apply knowledge of body systems, bones and muscles to accurately describe a variety of specific movements
- Describe concepts of direction and force used to strike an object with purpose and accuracy

### **Social Development**

- Create and implement rules, safety procedures and consequences for one or more activities
- Describe and demonstrate respectful behavior and the importance of inclusion in physical activity settings
- Create and implement etiquette for one activity

### ***Energy Balance***

- Explain that physical activity guidelines recommend 60 minutes of moderate to vigorous physical activity (MVPA) every day
- Explain the concepts of eating in moderation and energy balance; describe why some food groups have a greater number of recommended servings than other food groups
- Select healthy foods and beverages for breakfast and lunch
- Evaluate components of food labels for a variety of foods, to include macronutrients, RDA and portion size
- Explain that there are different RDA recommendations for children, teens and adults
- Explain the purpose of vitamins and minerals

### ***Personal Health***

- Describe how physical activity, sleep and good health are related
- Explain the relationship between health promotion and disease prevention
- Describe effective communication skills to request assistance in situations where alcohol, tobacco, inhalants and other drugs are being abused
- Analyze the effects of alcohol, tobacco, inhalant and other drug use on relationships with family, peers and other individuals
- Analyze why people choose to follow or not follow safety rules at home, at school and in the community
- Demonstrate appropriate behaviors during fire, tornado, earthquake, lightning storm, or other disaster drills

## **Family Life Education**

The Family Life Education (FLE) program for the Virginia Beach City Public Schools is a part of the FLE Virginia Standards of Learning and is taught by a fifth grade teacher. The focus is on family living and human development. An opportunity is provided for parents or guardians to opt their children out of the FLE program if they do not wish their children to participate in some or all of the program lessons. Display copies of the program curriculum, including a description of the resource materials used, are available for review at all public schools. Requests to review the FLE curriculum guide, the resource materials and/or the opt-out materials should be made at each individual school site. Each school will need to provide a quiet and personal space to review the content. Parents will need to call the school to schedule an appointment.

## **Technology**

The fifth grade technology proficiencies offer children a variety of instructional technology experiences. All technology experiences are to be integrated into curricular activities, emphasizing the use of technology as a tool for learning.

### ***Creativity and Innovation***

- Digitally design and create illustrations and graphic organizers depicting ideas and abstract concepts as a means of expression and communication
- Produce media-rich products related to curriculum content (e.g., digital stories, web pages, presentations, etc.)
- Interact with simulations to explore developmentally-appropriate concepts
  - Use digital tools to gather data, examine patterns and make predictions

### ***Communication and Collaboration***

- Demonstrate the use of digital tools for communication (e.g., word processing, spreadsheets, databases, graphics software, podcasts, wikis, blogs, etc.)
- Write, revise and share digital products (e.g., compositions, brochures, postcards, presentations, digital stories, etc.)
- Participate in age-appropriate learning activities with learners from multiple cultures

- Collaboratively plan, create and present digital products that contribute to the learning of others

### ***Research and Information Fluency***

- Utilize a research/problem-solving process when using digital tools to seek knowledge for personal or academic purposes
- Use appropriate electronic resources to access information (i.e., electronic resources and subscription databases)
- Locate and collect information for a specific purpose using teacher-created “jump pages” and web-based bookmarking tools
- Use simple electronic search techniques
- Evaluate information found in electronic resources on the basis of accuracy, relevance, validity, appropriateness for needs, importance, and social and cultural context
- Identify misconceptions, conflicting information and point-of-view or bias from a variety of electronic sources
- Organize and record information using a variety of visual formats/technology tools

### ***Critical Thinking, Problem Solving and Decision Making***

- Conduct investigations using digital instruments or measurement devices
- Use electronic tools to collect, organize and analyze data; solve authentic problems; draw conclusions; and/or report results
- Utilize and access interactive digital games and simulations for construction of knowledge
- Utilize digital tools to plan, organize, manage and visually represent information and ideas

### ***Digital Citizenship***

- Comply with the school division’s Acceptable Use Policy by demonstrating the responsible and ethical use of technology systems and software
- Recognize, discuss and demonstrate internet safety principles (i.e., do not share passwords, do not share your name, age or location while online; ask an adult before using the computer; tell an adult when you feel threatened or scared; use the internet responsibly)
- Demonstrate the cooperative and collaborative use of technology
- Cite electronic sources when given a template or model

- Demonstrate the basic principles of ownership of ideas and original works and follow copyright laws
- Recognize, discuss and demonstrate an understanding of appropriate, ethical and socially responsible electronic communication
- Recognize and discuss the potential consequences of responding to online advertising, surveys and contests
- Practice injury prevention by using appropriate posture when using a computer

### ***Technology Operations and Concepts***

- Use developmentally appropriate computer and troubleshooting skills
- Demonstrate basic keyboarding skills including the use of both hands on the keyboard and awareness of the location of special keys and their purposes
- Communicate about technology using developmentally appropriate and accurate terminology
- Select and effectively utilize appropriate digital tools for a variety of tasks (e.g., wikis, blog, word processing, spreadsheet, database, multimedia, graphics software, etc.)
- Explore existing and emerging technologies and their effects on individuals, society and the global community
- Demonstrate the ability to log onto a network; locate, retrieve and save files to and from a variety of locations

## **Essential Information Literacy Skills (EILS)**

The fifth grade Essential Information Literacy Skills (EILS) enhance student experiences for developing skills in information literacy, independent learning and social responsibilities. These skills are achieved through the collaboration of the classroom teacher and the library media specialist (LMS).

### ***Inquire, think critically and gain knowledge***

- Utilize a research/problem-solving process in seeking knowledge for personal and academic purposes (e.g., Big 6, I-Search, etc.)
- Use prior and background knowledge as context for new learning

- Develop and refine questions to guide the research process
- Identify a variety of potential sources of information for a given purpose
- Use the library classification system to effectively differentiate between and utilize sections of the library media center
- Utilize the online catalog, subscription databases and other electronic sources to locate materials for research and personal use
- Select and evaluate the appropriate source for a given purpose
- Utilize search strategies as needed when locating materials or information
- Use cross-references in resource materials
- Demonstrate the ability to use information from a variety of print and electronic sources such as dictionary, index, glossary, thesaurus, encyclopedia, almanac, atlas, newspapers and periodicals
- Evaluate information found in selected sources on the basis of accuracy, relevance, validity and appropriateness for needs, importance and social and cultural context
- Identify misconceptions, conflicting information and point of view or bias from a variety of sources
- Collaborate with others to broaden and deepen understanding

### ***Draw conclusions, make informed decisions, apply knowledge to new situations and create knowledge***

- Summarize, analyze and synthesize information from a variety of sources
- Organize and record information using a variety of visual formats/technology tools
- Use technology and other tools to create products demonstrating application and creation of knowledge
- Collaborate with others to exchange ideas, develop new understandings, make decisions and solve problems

### ***Share knowledge and participate ethically and productively as members of our democratic society***

- Show social responsibility by working collaboratively with others
- Use writing and speaking skills to share knowledge with others

- Use technology and other tools to share knowledge with others
- Reflect on and evaluate the quality of the learning process and product
- Connect learning to community issues
- Recognize the importance of citing sources
- Provide citation information when given a template
- Understand and explain the meaning and consequences of plagiarism
- Use Internet appropriately and safely as a means of personal and academic learning and the respectful exchange of ideas and products
- Comply with the school division's Acceptable Use Policy

### ***Pursue personal and aesthetic growth***

- Select, read and use appropriate books and other sources of information for personal growth and pleasure
- Recognize and respond to a variety of genres
- Recognize and respond to a variety of poetic forms
- Use information tools (e.g., databases, wikis, bookmarks, blogs, etc.) to gather, organize and share information

## **Art**

The elementary art program is designed as a concept-based, sequential curriculum that makes connections between art and life through the disciplines of art history, art production, aesthetics and art criticism and the core curriculum.

Art in the fifth grade develops understanding of the disciplines of art history, art criticism, aesthetics and production. Fifth grade art develops concepts and skills essential to appreciating art, creating art and making reasonable judgments about artwork.

Examination of artworks enables students to explore art as a major form of inquiry and communication. By studying the disciplines of art history, aesthetics, art criticism and art production, students develop an understanding of the role of art in society. Students participate in an art class each week that is taught by an art teacher.

### ***Inquiry, Critical Thinking, Problem Solving and Communication***

- Apply universal concepts to artmaking
- Investigate why definitions of art can change from culture to culture
- Explore and question the role of the artist in society
- Research careers in art
- Expand vocabulary for explaining the nature of art
- Expand an appreciation for the artistic choices of others
- Deepen understanding that art has different values (aesthetic, monetary, sentimental, social, political and technical)
- Recognize the value of an informed opinion for understanding artworks
- Understand how artworks relate to environmental, social and global issues and ideas
- Compare and contrast the functions of artworks
- Raise thoughtful questions about the relationship of art to time, place and culture
- Make appropriate comparisons between artworks of different times, places and cultures
- Begin to recognize the characteristics of different art historical periods
- Begin to recognize the influence of one art style on another
- Employ appropriate language for describing artworks
- Create written reflections about their artwork
- Make connections between various components of the artwork
- Use a wide range of contextual information to interpret artworks
- Use personal ideas in an innovative manner
- Create artwork from alternative sources considering multiple viewpoints
- Demonstrate inventive use of various materials, techniques and tools
- Apply prior knowledge of artistic process in making effective visual choices
- Demonstrate increasing mastery of art-related motor skills
- Develop artistic voice/vision through choices of media, technology and subject matter

- Make cross-curricular connections through their artmaking
- Explore existing and emerging technologies and their effects on artists and artmaking

## Music

The standards for Grade Five General Music enable students to use their music knowledge and skills to synthesize information and create music. Students continue to read, write and compose music, using increasingly complex rhythms and meters. They continue to develop recorder playing skills. They begin to develop choral skills, including singing in two- and three-part harmony. Students explore and perform a variety of music styles and develop personal criteria to be used for describing and analyzing musical performances. Students participate in a music class each week that is taught by a music specialist.

The elementary music program incorporates the Virginia Standards of Learning for Music and the National Coalition for Core Arts Standards and reinforces instruction in specific core Standards of Learning.

- Read and notate music on the treble staff, including steps, leaps and repeated pitches and dotted quarter note followed by eighth note
- Read hexatonic melodies
- Read two-pitch accompaniment patterns
- Define and explain simple meter time signatures
- Identify dynamic markings
- Sing a varied repertoire of songs (unison – 3 part) demonstrating choral and ensemble behaviors and skills, including attention to blend, balance, intonation, expression and posture
- Perform rhythmic patterns that include syncopations
- Sing songs and play pitched and non-pitched instruments alone and with others, in a variety of ensembles, using appropriate and expressive vocal and instrumental techniques
- Play the recorder
- Accompany songs and chants, using I, IV and V chords
- Respond to music with expressive movement, demonstrating duple and triple meters, rondo

- form, choreographed and non-choreographed movements and dances from a variety of cultures
- Create by improvising rhythms and phrases
- Create by composing, using contemporary media and technology
- Recognize composers and compositions from four different periods of music history
- Compare and contrast musical styles, using music terminology
- Describe how people participate in music within the community and the roles of music and musicians in society
- Identify and describe music careers
- Demonstrate behaviors appropriate to different types of events/situations, as a performer and/or listener
- Compare and contrast the relationships between music and other fields of knowledge
- Group orchestral and world instruments by family based on how vibrations are produced
- Experiment with elements of the science of sound
- Explore theme-and-variations form
- Define copyright as applied to the use of music
- Develop personal criteria to guide determinations of quality and value of music compositions and performances
- Examine factors that inspire performances and compositions

## Chorus

The elementary school chorus provides unique opportunities for students whose aptitudes and interests include expanding and refining their vocal and choral abilities. Emphasis is placed on reading music, tone production, blend, intonation, ensemble singing and incorporating choral techniques and vocal skills from the 4<sup>th</sup> and 5<sup>th</sup> Grade General Music curriculum. Students will be provided the opportunity to experience a variety of vocal styles and literature. Students participate in a chorus class each week that is taught by a music specialist.

## Orchestra

The standards for Elementary Instrumental Music enable students to begin receiving instruction on

string instruments of their choice with guidance from the music teacher. Students demonstrate proper care of the instrument and basic positions, fingerings and tone production. They count, read and perform music at Solo Literature Grade Levels 0 and 1 of the Virginia Band and Orchestra Directors Association (VBODA). Students begin to describe, respond to, interpret and evaluate works of music and create basic variations of simple melodies. They may use standard method books in either homogeneous or heterogeneous class settings. Students are provided with opportunities to participate in local and district music events. Students are usually expected to provide their own instruments and supplies. Students participate in two orchestra classes each week that are taught by a music specialist.

## **Gifted**

The school-based program for gifted education is grounded in the content of the regular curriculum but is differentiated, modified and expanded to provide appropriate learning challenges for students identified for gifted services. The gifted resource teacher in each school works collaboratively with each cluster teacher to differentiate curriculum and instruction to meet the needs of gifted learners. Opportunities are provided for students through flexible grouping, independent study and whole group instruction as teachers enhance creative, critical and logical thinking skills; use problem-solving strategies; strengthen communication skills; and enhance positive attitudes. For further information, contact the Office of Programs for Exceptional Children at 263-1405.

## **Gifted Dance Education and Gifted Visual Arts Programs**

The Gifted Dance Education and Gifted Visual Arts Programs provide sequential skills and concept development for students identified as gifted in the areas of visual arts or dance. As a result of the visual arts or dance program, students will develop advanced skills and process in the art form, acquire knowledge in the history and careers of the fields, use advanced thinking and communication skills and

demonstrate personal growth. Students participating in these programs attend Old Donation School one day a week. Applications are due in early February. For further information, call Old Donation School at 648-3240.

## **Old Donation School**

Old Donation School is a full-time school for intellectually gifted students in grades two through eight. Students must apply to Old Donation School, be accepted and demonstrate Virginia Beach residency in order to attend. Applications are due in early February. Contact the guidance office at 757-648-3267 for program and application information. The curriculum at Old Donation School is designed to provide students with the depth and complexity necessary to challenge and stimulate the mind of the intellectually gifted student. Instruction is differentiated to meet the diverse needs of all students.

## **Academic Support**

Academic support programs are designed to strengthen and improve the achievement of students who would benefit from additional academic assistance. These programs are available to students in grades kindergarten through twelve. Academic support goals are established for eligible students, and student progress is monitored. For further information, call the principal of your child's school.

## **Special Education**

Special education is specially designed instruction, at no cost to the parent, to meet the needs of a student with a disability as described in the Individuals with Disabilities Education Act of 2004 (IDEA) and the Regulations Governing Special Education Programs for Children with Disabilities in Virginia. Through a process of identification, evaluation and eligibility determination, students determined to require special education and related services are provided instruction as delineated in the individualized education program (IEP).

The IEP is developed through a collaborative process between parents, teachers, administrators, other service providers and students, when appropriate. An IEP is implemented according to the agreed upon services once written parental consent is obtained. For further information about special education, the process and/or delivery of services, please contact the Parent Support and Information Center at 263-2066.

## **English as a Second Language**

The grades 1-5 English as a second language (ESL) program supports grade-level science Virginia Standards of Learning (SOL).

The goal of the ESL program is to teach English to English learners so that they may acquire the language communication skills and academic language necessary to participate successfully in the mainstream classroom. Instruction is designed to meet the needs of students at various levels of English proficiency. Language and culture taught in the ESL program reinforce skills and concepts taught in the standard curriculum. For further information concerning ESL, contact the Title III coordinator for English learners, Department of Teaching and Learning, at 263-1461.

## MISSION STATEMENT

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

Aaron C. Spence, Ed.D., *Superintendent*

DEPARTMENT OF TEACHING AND LEARNING  
2512 George Mason Drive • P. O. Box 6038 • Virginia Beach, Virginia 23456-0038

### Notice of Non-Discrimination Policy

Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/ gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or veteran status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 4-6, 4-43, 5-7, 5-19, 5-20, 5-44, 6-7, 7-48, 7-49, 7-57 and Regulations 4-4.1, 4-4.2, 4-6.1, 4-43.1, 5-44.1, 7-11.1, 7-17.1 and 7-57.1) provide equal access to courses, programs, counseling services, physical education and athletic, vocational education, instructional materials and extracurricular activities.

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/Executive 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).

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CHARTING THE COURSE

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