

ELEMENTARY PROGRAM OF STUDIES



**2011-2012
BEDFORD COUNTY
PUBLIC SCHOOLS**

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BEDFORD COUNTY SCHOOL BOARD

Election District

1 Ms. Joy Wright	112 Duma Circle Goodview, VA 24095
2 Mr. David Vaden	114 Fawn Haven Lane Huddleston, VA 24104
3 Mr. Brad Whorley	8795 E. Lynchburg-Salem Turnpike Goode, VA 24556
4 Mr. Gary P. Hostutler	101 Paddock Lane Forest, VA 24551
5 Mrs. Julie Bennington, Vice Chair	108 Shadwell Dr. Lynchburg, VA 24503
6 Mrs. Shirley B. McCabe	P. O. Box 2 Thaxton, VA 24174
7 Mrs. Debbie Hoback, Chair	3912 Lowry Road Goode, VA 24556
City Mrs. Mickey VanDerwerker	506 Bedford Avenue Bedford, VA 24523

BEDFORD CITY SCHOOL BOARD

Ms. Ann Duncan	612 Third Street, Apt. B2 Bedford, VA 24523
Mrs. Betsy Klein, Vice Chair	1112 Lakeview Lane Bedford, VA 24523
Mrs. Phyllis Parker, Chair	1802 Longwood Avenue Bedford, VA 24523
Mr. William Ross	1097 Granite Drive Bedford, VA 24523
Mr. Paul Sherman	921 Peakview St. Bedford, VA 24523
Ms. Andrea Trotter	1262 Emerald Crest Drive Bedford, VA 24523
Mrs. Mickey VanDerwerker	506 Bedford Avenue Bedford, VA 24523

SCHOOL BOARD ADMINISTRATION

310 South Bridge Street
P. O. Box 748
Bedford, VA. 24523-0748

(540) 586-1045
(540) 586-7703 (FAX)

Dr. Douglas R. Schuch, Superintendent
Dr. Cherie Whitehurst, Assistant Superintendent
Dr. Mac Duis, Director of Instruction

DIRECTORY OF BEDFORD COUNTY SCHOOLS

ELEMENTARY SCHOOLS	OFFICE PHONE	SCHOOL ADDRESS
Bedford Elementary	(540) 586-0275	806 Tiger Trail Bedford, VA 24523
Bedford Primary	(540) 586-8339	807 College Street Bedford, VA 24523
Big Island Elementary	(434) 299-5863	1114 Schooldays Road Big Island, VA 24526
Body Camp Elementary	(540) 297-7391	1051 Elementary Way Bedford, VA 24523
Boonsboro Elementary	(434) 384-2881	1234 Eagle Circle Lynchburg, VA 24503
Forest Elementary	(434) 525-2681	1 Scholar Lane Forest, VA 24551
Goodview Elementary	(540) 892-5674	1374 Rivermont Academy Road Goodview, VA 24095
Huddleston Elementary	(540) 297-5144	1027 Huddleston Drive Huddleston, VA 24104
Moneta Elementary	(540) 297-4411	12718 Old Moneta Road Moneta, VA 24121
Montvale Elementary	(540) 947-2241	One Little Patriot Drive Montvale, VA 24122
New London Academy	(434) 525-2177	12400 E. Lynchburg-Salem Turnpike Forest, VA 24551
Otter River Elementary	(540) 586-9210	1044 Otter River Drive Goode, VA 24556
Stewartsville Elementary	(540) 890-2174 (540) 890-1619	1138 Wildcat Road Goodview, VA 24095
Thaxton Elementary	(540) 586-3821	1081 Monorail Circle Thaxton, VA 24174
Thomas Jefferson Elementary	(434) 534-6159	1255 Patriot Place Forest, VA 24551
MIDDLE SCHOOLS		
Bedford Middle	(540) 586-7735	503 Longwood Avenue Bedford, VA 24523
Forest Middle	(434) 525-6630	100 Ashwood Drive Forest, VA 24551
Staunton River Middle	(540) 297-4152 (540) 297-4158	5199 Stewartsville Road Moneta, VA 24121
Bridge School Alternative Center	(540) 586-1045	311 South Bridge Street Bedford, VA 24523
SECONDARY SCHOOLS		
Bedford Science & Technology Center	(540) 586-3933	600 Edmund Street Bedford, VA 24523
Jefferson Forest High	(434) 525-2674 (434) 525-3741	1 Cavalier Circle Forest, VA 24551
Liberty High	(540) 586-2541	100 Liberty Minutemen Drive Bedford, VA 24523
Staunton River High	(540) 297-7151	1 Golden Eagle Drive Moneta, VA 24121

INTRODUCTION

The *Program of Studies* is an important part of the school system, outlining the basic components of the educational program. The success of the program depends on the school staff, members of the community, and parents working together to provide high quality educational opportunities. We invite your participation in helping us reach our common goals which stem from the BCPS Strategic Plan and the Virginia Department of Education Standards of Learning.

The Bedford County Public Schools' Strategic Plan includes the following priorities:

Mission

To prepare our students to be productive and responsible citizens in our community and in the world

Vision

A community dedicated to our students and their future

Goals

- Prepare students to be successful in college and career fields
- Enhance community support for student learning
- Manage resources responsibly, efficiently, and effectively
- Employ highly effective teachers and support staff

The State Board of Education in Virginia has adopted the Virginia Standards of Learning (SOL) as an outline of the basic knowledge and skills that students should acquire from kindergarten through twelfth grade in the four academic areas of English, math, science, and social studies. The SOLs were designed to make changes in public education that will significantly improve students' learning.

ENROLLING CHILDREN IN SCHOOL

Entrance Age

Virginia school law states that children are of school age if they have reached their fifth birthday on or before September 30. The parent of any child, who is age 5 between October 1 and December 31, may contact the area school to determine possible placement in a developmentally appropriate program. An approved test will be administered, and the results will be considered by the principal in addition to a parent interview, child interview, and observation. The principal of the school will make the final entrance determination.

School Health Requirements

The Code of Virginia, Section 22.1-271.2, requires that no student shall be admitted by a school unless at the time of admission the student, parent or guardian submits documentary proof of immunization to the admitting official of the school unless the student is homeless or exempted from immunization for medical or religious reasons.

Any student whose immunizations are incomplete may be admitted conditionally if that student provides documentary proof at the time of enrollment of having received at least one dose of the required immunizations accompanied by a date scheduled for completion of the required doses. Some exceptions apply, such as sixth grade Tdap Booster. There is no grace period for this.

Any student admitted conditionally and failing to comply with his schedule for completion of the required immunizations shall be excluded from school until his immunizations are resumed.

The admitting official of a school shall exclude from the school any student for whom there is no documentary proof of immunization or notice of exemption provided.

No pupil shall be admitted for the first time to any kindergarten or elementary school in a school division unless such pupil shall furnish, prior to admission a comprehensive physical examination performed no earlier than twelve months prior to the date such pupil first enters public kindergarten or elementary school or records establishing that this requirement has been met at a prior school must be provided to the new school to determine if the information provided in the report meets the Code of Virginia requirements.

Physical examination shall not be required of any child whose parent or guardian shall object on religious grounds and who shows no visual evidence of sickness provided that such parent or guardian shall state in writing that, to the best of his knowledge, such child is in good health and free from any communicable or contagious disease.

The School Entrance Physical Examination form (MCH-213F) is available from the school, your local physicians' office or the local health department, or online at the Virginia Department of Education website.

Minimum School Immunization Requirements

Documentary proof shall be provided of adequate age appropriate immunization with the prescribed number of doses of vaccine indicated below for attendance at a public or private elementary, middle or secondary school, child care center, nursery school, family day care home or developmental center. Vaccines must be administered in accordance with the harmonized schedule of the Centers for Disease Control and Prevention, American Academy of Pediatrics, and American Academy of Family Physicians and must be administered within spacing and age requirements (available at <http://www.vdh.virginia.gov/Epidemiology/Immunization/acip.htm>).

Diphtheria, Tetanus, & Pertussis (DTaP, DTP, or Tdap). A minimum of 4 doses. A child must have at least one dose of DTaP or DTP vaccine on or after the fourth birthday. DT (Diphtheria, Tetanus) vaccine is required for children who are medically exempt from the pertussis containing vaccine (DTaP or DTP). Adult Td is required for children 7 years of age and older who do not meet the minimum requirements for tetanus and diphtheria. Effective July 1, 2006, a **booster dose of Tdap vaccine is required for all children entering the 6th grade, if at least five years have passed since the last dose of tetanus-containing vaccine.**

Haemophilus Influenzae Type b (Hib) Vaccine. This vaccine is required ONLY for children up to 60 months of age. A primary series consists of either 2 or 3 doses (depending on the manufacturer). However, the child's current age and not the number of prior doses received govern the number of doses required. Unvaccinated children between the ages of 15 and 60 months are only required to have one dose of vaccine.

Hepatitis B Vaccine. A complete series of 3 doses of hepatitis B vaccine is required for all children. However, the FDA has approved a 2-dose schedule **ONLY** for adolescents 11-15 years of age AND **ONLY when the Merck Brand (RECOMBIVAX HB) Adult Formulation Hepatitis B Vaccine** is used. If the 2-dose schedule is used for adolescents 11-15 years of age it must be clearly documented on the school form.

Human Papillomavirus Vaccine (HPV). Effective October 1, 2008, a complete series of 3 doses of HPV vaccine is required for females. The first dose shall be administered before the child enters the 6th grade. After reviewing educational materials approved by the Board of Health, the parent or guardian, at the parent's or guardian's sole discretion, may elect for the child not to receive the HPV vaccine.

Measles, Mumps, & Rubella (MMR) Vaccine. A minimum of 2 measles, 2 mumps, and 1 rubella. (Most children receive 2 doses of each because the vaccine usually administered is the combination vaccine MMR). First dose must be administered at age 12 months or older. Second dose of vaccine must be administered prior to entering kindergarten but can be administered at any time after the minimum interval between dose 1 and dose 2.

Pneumococcal (PCV) Vaccine. This vaccine is required ONLY for children less than two years of age. Two to four doses, dependent on age at first dose, of pneumococcal 7-valent conjugate vaccine are required.

Polio Vaccine. A minimum of 4 doses of polio vaccine. One dose must be administered on or after the fourth birthday.

Varicella (Chickenpox) Vaccine. All susceptible children born on and after January 1, 1997, shall be required to have one dose of chickenpox vaccine administered at age 12 months or older. Effective March 3, 2010, a second dose must be administered prior to entering kindergarten but can be administered at any time after the minimum interval between dose 1 and dose 2.

New Immunization Requirements for School Enrollment

Four new immunization requirements and/or changes are in place for students attending Virginia public schools:

- A second dose of varicella vaccine is required before entering kindergarten.
- A second dose of mumps vaccine is required before entering kindergarten.
- Four (4) doses of polio vaccine are required, with one (1) dose being administered after the 4th birthday, for all new children enrolling in your schools (kindergarten-12th grade).
- Four (4) doses of DTaP vaccine are required, with one (1) dose being administered after the 4th birthday, for all new children enrolling in your schools (kindergarten-12th grade).

For further information, please call the Division of Immunization at 1-800-568-1929 (in state only) or 804-864-8055.

Rev. 3/10

Certificate of Birth

According to state code §22.1-3.1, (A.) No pupil shall be admitted for the first time to any public school in any school division in this Commonwealth without a certified copy of the pupil's birth certificate. The principal or his designee shall record the official state birth number from the pupil's birth record into the pupil's permanent school record. If a certified copy of the pupil's birth record cannot be obtained, the person so enrolling the pupil shall submit an affidavit setting forth the pupil's age and explaining the inability to present a certified copy of the birth record.

(B.) Upon the failure of any person enrolling a pupil to present a certified copy of the pupil's birth record, the principal of the school in which the pupil is being enrolled or his designee shall immediately notify the local law-enforcement agency. The notice to the local law-enforcement agency shall include copies of the submitted proof of the pupil's identity and age and the affidavit explaining the inability to produce a certified copy of the birth record.

Birth certificates for children born in Virginia may be obtained by the parent or guardian by writing:

*Bureau of Vital Records, VA State Health Department,
PO Box 1000, Richmond, VA 23208*

The request must include name of child, date and place of birth, and full name of the mother including maiden name. A check or money order for \$12.00 must be enclosed with the application. DO NOT

SEND CASH OR STAMPS.

Birth certificates may be obtained in person from:

*Bureau of Vital Records, VA State Health Department,
2nd Floor, Madison Building, 109 Governor Street, Richmond, VA 23219*

If the child was born outside of the state of Virginia, contact the Bureau of Vital Statistics in the state of the child's birth.

Social Security Number

Students enrolled in public schools should present a federal social security number. School divisions may assign another identifying number to students who are ineligible to obtain a federal social security number, or to students whose parents are unwilling to present the student's social security number (§22.1-260 Virginia State Code).

Affirmation Statement

State law requires that, prior to admission to any public school, the parent or guardian provide upon registration, a sworn statement or affirmation indicating whether the student has been expelled from school attendance for an offense in violation of school board policies related to weapons, alcohol or drugs, or assault.

SCHOOL POLICIES

Specific school policies are outlined in a school handbook available at each school. A Bedford County Public Schools **Code of Student Conduct** is given to each student annually from which a page must be removed from the book to be signed by the parent and returned to the school. A copy of the **BCPS Policy Manual** that contains policies approved by the school board is located in the library of each school and in the public library, and on the Bedford County Public Schools website at www.bedford.k12.va.us.

ELEMENTARY EDUCATION

The Bedford County School Board supports the use of educational practices that research and experience have shown to be most effective for the primary school years. Early childhood educators may refer to these practices as being "developmentally appropriate." *Standards of Quality*, the state's guidelines for public schools, emphasizes the importance of using developmentally appropriate practices through the third grade.

There are at least the equivalent of 180 days of instruction each school year and at least five and one-half hours of instruction per day excluding lunchtime and recess. It is expected that students will be instructed in reading/language arts for at least one and one-half hours daily and in math for at least one hour daily.

In grades K-3, communication (reading, writing, spelling, listening, and speaking) and mathematics are the "core" of the program. The K-3 curriculum stresses critical thinking, active learning and problem solving activities in an interdisciplinary fashion. A full-day kindergarten program helps students get an early start toward becoming proficient in listening, speaking, reading and writing skills which are stressed in all the academic disciplines. Classroom instruction includes direct teaching and learning through projects, learning centers, and activities that reflect current interests of children to develop skills needed for future learning. When appropriate, care is taken to integrate children with social, academic or physical special needs into the classroom. Older elementary students may have more than one teacher based on academic subject.

Classroom groups vary in size and composition depending on children's needs and the organization of the individual school's program. Persistent difficulties of individual children are handled in small groups with more intensive help. The composition of these groups is flexible and temporary.

CURRICULUM

The curriculum allows for children to progress sequentially in acquiring important skills including writing, reading, spelling, math, social studies, science, art, music, health, and physical activity. Each elementary school offers a basic program of studies along with curricular experiences needed for students to become life-long learners. The curriculum in the four core discipline areas is based on current *Standards of Learning for Virginia Public Schools* integrated into the total instructional program.

Primary level children may have homework. Homework is assigned to help children practice what has been learned at school that day. Homework may reinforce skills, provide for enrichment or provide for independent practice. To avoid excessive homework, elementary teachers instructing the same students shall communicate with each other to ensure that those in grades 1-3 have no more than one hour of homework and those in grades 4 and 5 have no more than one and one-half hours of homework. In grades 6-12, each subject assignment should not require more than 20-30 minutes per night for an average student; it is understood that a variance in completion time may result from students' levels of ability. Individual needs of the student are considered when making homework assignments. Teachers check the homework and provide feedback to the students within a reasonable period of time. Parents will be notified when their child consistently disregards homework assignments. Homework shall not count for more than ten percent of a student's nine-weeks grade.

STANDARDS OF LEARNING

The following information includes a brief summary of goals and strands associated with the four core areas of instruction (mathematics, science, English, History/Social Science). Each elementary school will provide information in newsletters and weekly folders concerning specific Standards of Learning that are being taught.

English

The Standards of Learning for English identify academic content for essential components of the English curriculum at different grade levels. Specific content strands include Oral Language/Communication, Reading, Writing and Research. Therefore, as a result of English instruction, students will be able to

- Read and participate in society as literate citizens.
- Become active and involved listeners.
- Develop a full command of the English language.
- Become familiar with exemplary authors and literary works.
- Read selections which encompass all literary types and exemplify universal themes.
- Explore and articulate complex issues and ideas encountered in public and personal life.
- Make full and effective use of the written language in future educational, occupational, and personal endeavors.

History and Social Science

The Standards of Learning for History and Social Science identify academic content for essential components of the history/social science curriculum at different grade levels. Specific content strands include History; Geography; Civics; Economics. Therefore, as a result of History and Social Science instruction, students will be able to

- Develop the knowledge and skills of history, geography, civics, and economics that enable students to place the people, ideas, and events that have shaped our state and our nation in perspective.
- Understand the basic values, principles, and operation of American constitutional democracy.
- Become informed and responsible citizens.
- Develop skills in debate, discussion, and writing.
- Continue education in history and the social sciences.

Mathematics

The Standards of Learning for Mathematics identify academic content for essential components of the mathematics curriculum at different grade levels. Specific content strands include Number and Number Sense; Computation and Estimation; Measurement; Geometry; Probability and Statistics; and Patterns, Functions, and Algebra. Therefore, as a result of mathematics instruction, students will be able to

- Gain a fundamental understanding of the mathematics strands.
- Use a variety of methods and tools to compute.

- Become mathematical problem solvers.
- Communicate mathematically.
- Make mathematical connections.

Science

The Standards of Learning for Science identify academic content for essential components of the science curriculum at different grade levels. Specific content strands include Scientific Investigation; Reasoning and Logic; Force, Motion and Energy; Matter; Life Processes; Interrelationships in Earth/Space Systems; Earth Patterns, Cycles, and Change; Resources. Therefore, as a result of science instruction, students will be able to

- Develop and use an experimental design in scientific inquiry.
- Use the language of science to communicate understanding.
- Investigate phenomena using technology.
- Apply scientific concepts, skills, and processes to everyday experiences.
- Experience the richness and excitement of scientific discovery of the natural world through the historical and collaborative quest for knowledge and understanding.
- Make informed decisions regarding contemporary issues.
- Develop scientific dispositions and habits of mind.
- Explore science-related careers and interests.

Physical Education/Health

Physical activity is planned daily so that children can develop muscle skills, learn about outdoor environments, and express themselves freely. Each school provides students with a daily recess during the regular school year. The physical education program de-emphasizes competition and offers activities to enhance aerobic conditioning. The purpose of the physical education program in the elementary school is to

- Improve students' physical fitness.
- Help students develop respect for their own minds and bodies.
- Make students aware of the importance of nutrition in developing a healthy body.
- Promote healthy attitudes toward exercise that will improve cardiovascular health and address unhealthy body mass measures.

A state sanctioned physical fitness testing program is administered beginning in grade four. The physical fitness test results provide each student with a personal fitness profile, educators with critical information for planning effective fitness programs, and serve as a school-community communication tool. Students are tested in four areas: abdominal strength, aerobic capacity, upper body strength, and flexibility.

A variety of health and safety projects are designed to help children learn many personalized facts about health and safety; to integrate their learning into their daily habits; to plan and to dictate and/or write their plans; to draw and write about these activities; to read silently and aloud; and to enjoy learning because it is related to their lives. Establishing personal safety habits is an important goal of this curriculum. Students will learn about

- Disease Prevention and Control.
- Mental Health.
- Nutrition.
- Personal Growth and Personal Health.
- Safety and First Aid.

Computer Technology

Instruction in the use of computer technology helps to provide the knowledge needed for students to function in a technological world. Technology is incorporated as an instructional tool to prepare students to function in a global economy and the 21st century. The school system has developed a technology curriculum that supports technology learning objectives and academic content. Age-appropriate instruction in Internet safety is provided by classroom teachers in all grades, K-12, to teach students how to protect themselves while online. This includes, but is not limited to, learning that people on the Internet are not always who they say they are; understanding that online and wireless communications can undermine privacy; what information is safe to share; learning to recognize cyber-bullying; and the proper steps to take if the student ever feels scared, uncomfortable, or confused by something viewed online. Keyboarding instruction is introduced at the kindergarten level as part of the number and letter recognition process. Specific keyboarding exercises begin in grade three to teach proper fingering techniques. Computer technology skills are essential components of every student's education. In order to maximize opportunities for students to acquire necessary skills for academic success, the teaching of these skills is a shared responsibility of the teaching staff. Minimum skills that students should acquire by the end of grade five include:

- Students will demonstrate a basic understanding of computer theory including bits, bytes, and binary logic.
- Students will develop basic technology skills (vocabulary, keyboarding, selective use, and peripheral device operation).
- Students will process, store, retrieve, and transmit electronic information.
- Students will communicate through application software.
- Students will understand, recognize, and respect the intellectual property of others while complying with fair-use laws and copyright regulations.

Music

The goal of music education is to empower students to experience music as a source of personal enrichment, as a vehicle for the constructive expression of human emotions, and as a unique intellectual discipline. Elementary students will develop an intellectual understanding and appreciation of music through experiences in singing, moving, listening, and playing instruments. Within each level of music instruction, Music Standards of Learning are organized by four related strands: Perform, Create, Investigate, and Connect. As a result of music instruction, students will be able to:

- Learn to participate in music as a musician through singing, playing instruments, and moving to music.
- Learn to use the notational tools of music to express their ideas, thoughts, and feelings through original composition.

- Explore individual approaches to vocal or instrumental improvisation.
- Identify the style and distinctive characteristics of music.
- Investigate the vocal timbres that are unique to children, adolescents, and adults.
- Make artistic judgments about music.
- Explore the elements of music in seeking to understand the interrelationships and commonality among the arts.

Visual Arts

Throughout a student’s visual arts education, specific content strands or topics are included. These strands are visual communication and production, cultural context and art history, judgment and criticism, and aesthetics. It is through the acquisition of these concepts, content, and skills that the goals for the visual arts can be realized. The content of the Visual Arts Standards of Learning is intended to support the following goals that will enable students to:

- Select and use art media, subject matter, and symbols for expression and communication;
- Know the elements of art and the principles of design and how they are used in the visual arts;
- Solve visual arts problems with originality, flexibility, fluency, and imagination;
- Understand the relationship of the visual arts to history, culture, and other fields of knowledge;
- Use materials, methods, information, and technology in a safe and ethical manner;
- Perceive, reflect upon, and evaluate the characteristics, purposes, and merits of their work and the work of others;
- Identify, analyze, and apply criteria for making visual aesthetic judgments; and
- Develop an aesthetic awareness and personal philosophy regarding nature, meaning, and value in the visual arts.

ASSESSMENT

Students are assessed according to goals set by the school board and goals established by the State Board of Education in the *Standards of Learning*.

Grading

Information about students’ classroom progress is conveyed to parents through a formal reporting system. This consists of report cards sent home each nine weeks, which describe the student’s progress in their studies as well as their behavior and attitudes in school. These reports may be supplemented by a checklist, a narrative, or a combination of both. Partial assessments will be communicated to parents during each nine-week period by either sending work and/or school folders home on a regular basis. Interim reports will be sent to every student at the fourth week of the nine weeks and again at the seventh week for students who are making below a C average.

Letter Grade	Numerical Equivalent	Performance Assessment	Grade Range	GPA
A	92.5 – 100	Outstanding	3.5 - 4.0	4.0
B	84.5 - 92	Above Average	2.5 – 3.4	3.0
C	76.5 - 84	Average	1.5 – 2.4	2.0
D	69.5 - 76	Below Average	0.5 – 1.4	1.0
F	Below 69.5	Unacceptable	0.0 – 0.4	0
I		Incomplete Work (grade becomes an F unless pre-arranged)		

The marking grades are A, B, C, D, and F, beginning in grade 2. Outstanding (O), Satisfactory (S), needs improvement (N), and unsatisfactory (U) are used to signify the quality of student behavior and attitudes. Narrative comments are encouraged to provide additional information about the students.

Teachers are required to use one mark per week per subject in determining a grade, but teachers are encouraged to use at least two marks per week per subject to assure consistency in student study habits. These marks can reflect formal or informal tests or quizzes, classroom participation, teacher observation, homework, special assignments, etc. Academic recognition may be given to students in grades 4-6 each nine weeks through the Honor Roll. Eligibility for this recognition is based on the student receiving grades of A, B or S. Resource classes including art, music, physical education, computer and library will assign grades of S, N, and U. No grades of "U" or "N" are acceptable on the honor roll.

At least two parent teacher contacts are made during the school year. Conferences are individually scheduled at the convenience of both the parent and the teacher. These conferences provide an opportunity for parents and teachers to share information and plan together for each child's education and development.

Parents/guardians may access their child's attendance and grades at any time using the student information system, Parent Portal. This is a web-based application that can be accessed through an Internet connection. To receive a user ID and password, parents must present photo identification in the school office. Parents of kindergarten and first grade students can access attendance information but not grades via Parent Portal.

Virginia Standards of Learning (SOL) Assessments

Students in grades three through six will participate in the Virginia Standards of Learning (SOL) Assessments in English, mathematics, history and social science, and science. The SOL assessments are designed to test the extent to which students have learned the content and skills specified in the Virginia Standards of Learning. The Virginia Standards of Learning represent rigorous content and provide students with a solid foundation upon which to build learning.

Grade Level	Virginia SOL tests required			
Grade 3	English: Reading	Mathematics	History	Science
Grade 4	English: Reading	Mathematics	Virginia Studies	
Grade 5	English: Reading English: Writing	Mathematics	United States History to 1865	Science
Grade 6	English: Reading	Mathematics	United States History from 1865 to present	

At the secondary level, the Standards of Learning Assessments (SOLs) are administered as end-of-course tests for English 11, Algebra I, Algebra II, Geometry, United States History, World History I, World History II, World Geography, Earth Science, Biology, and Chemistry. Beginning with the graduating class of 2004, students must earn a certain number of verified credits, in addition to the units of credits requirements, in order to earn a Standard or Advanced Studies diploma.

The State Board of Education has approved other tests, such as certain Advanced Placement Tests and certain SAT exams, that may be used for meeting verified graduation requirements. Your school counseling office can provide you with information about optional test acceptance.

The State Board of Education has developed the Alternative Assessment for students who have traditionally been exempted from state assessment programs. The Alternative Assessment is designed for students who are pursuing a functional curriculum within an Individualized Educational Plan. The Special Education staff at your school should be contacted for information about this assessment option.

SOL Assessment Administration Dates:

Fall: Students who take and do not pass End-of-Course SOL tests during the spring administration may choose to re-take the failed tests during the fall administration. Students do not have to be enrolled in the course to re-take the SOL tests. The fall testing is done as late in the semester as possible. Schools will notify students who qualify for the fall administration.

Spring: Students enrolled in grades 3, 4, 5, 6, 7, 8, and certain credit bearing high school courses will be administered SOL tests in spring. Writing components of the English SOL tests are administered in early spring, and the remaining SOL tests are given about four weeks before the end of the school year.

Summer: Middle school or high school students who take and fail SOL end-of-course tests may choose to re-take failed tests during the summer. Students who wish to retake end-of-course tests do not have to be enrolled in a formal summer school class. Middle and high schools will notify students who qualify for summer SOL test administration.

Students may retake high school end-of-course tests as often as the school division's testing schedule will permit. Students who score between 375 – 399 on an end-of-course SOL test are eligible for an expedited retake. This means that the student would be able to retake the test before the next scheduled test administration.

Remediation Programs are available at each Bedford County School for those students who fail one or more of the Standards of Learning Tests. Students who do not pass any of the SOL tests must participate in these remediation programs. It is strongly recommended that students who fail any of the tests participate in these school-based programs held during school, after school, and during the summer. Contact your school counseling office to learn more about these opportunities.

CALCULATING ACCREDITATION RATINGS FOR PUBLIC SCHOOLS IN VIRGINIA

Accreditation status will be determined for each school based on the following tests: Standards of Learning (SOL), Virginia Alternate Assessment Program (VAAP), Virginia Grade Level Alternative (VGLA), Virginia Substitute Evaluation Program (VSEP), Standard English Language Proficient (SELP), and Board-approved Substitute tests. All test subjects are included in the calculation.

Accreditation Benchmarks (Adjusted Pass Rates)

SUBJECT	Grade 3	Grade 4-5	Grades 6-12
English	75%	75%	70%
Mathematics	70%	70%	70%
Science	50%	70%	70%
History	50%	70%	70%

Accreditation Benchmark

- The current year's calculation will be based on data from the previous assessment year.
- The three-year average calculation will be based on data from the three previous assessment years.
- Either the current year or the three-year average must meet the current year Board-approved benchmark to be accredited in a given subject.
- Students who failed the grade 3, 4, or 5 reading and/or mathematics test and participated in a remediation recovery program after being promoted to the next grade will not retake the failed test or tests. However, if these remediation recovery students pass the reading and/or mathematics tests from their current grade, their scores will be counted twice in the school's accreditation pass rate—once as part of the pass rate for the grade 4 or grade 6 test and a second time under remediation recovery. If a remediation recovery student fails the reading test or the mathematics test, the student's score will count only once in the accreditation pass rate for the current grade.
- When no scores are received for a given test, it will be indicated on the report as, "NS" (No score received for this subject area) and accreditation will be based on the other subject areas.

Other Assessment

Second graders will take the Stanford Achievement Test. The tests will be in reading, language, mathematics, science, and social studies. This particular test is designed to provide an academic profile of strengths and weaknesses relative to national norms. Students will also take the Otis-Lennon School Ability Test (OLSAT) during their second grade year. Other tests will be administered for gifted screening as requested. Teachers will use a variety of informal, teacher-made, and individually administered tests to monitor the progress of students and help them design appropriate instruction

STUDENT PROMOTION and RETENTION

Elementary and Middle School Students

The recommendation to retain a student in grades K-8 will be made annually based on the student's overall achievement of the standards established for each grade level. The following criteria will facilitate the retention determination:

1. Averages and/or student progress in the core subject areas as recorded on the report card which verify insufficient progress
2. Insufficient mastery of the Standards of Learning on the present grade level.

A committee will meet to review the factors relevant to the retention decision. The committee will be chaired by the principal and may include the classroom teacher(s), guidance counselor, specialists, and parent or guardian. The committee will make a recommendation based on the following factors:

1. Report card verifies insufficient progress and/or failing grades in one or more of the core areas; English, mathematics, science, and history/social science.
2. Report card indicates that the student is working one year or more below his/her current grade level in reading and/or math.
3. The student has a failing score on one or more of the Standards of Learning tests.
4. Standardized test data indicates that the student is achieving in the bottom quartile in math or reading.
5. Remediation (during school, after school, summer school) has failed to bring about sufficient results.
6. Excessive absences and tardiness have adversely affected achievement.
7. The student's achievement is not commensurate with his/her ability.
8. The student's social/emotional functioning and maturity are developmentally inappropriate.
9. The student has previous retentions.

The Superintendent shall establish regulations for managing students for whom retention is a possibility.

When retention is a possibility, the following procedures will be followed:

1. During the first semester, the teacher and principal will notify the parent(s) in writing if the student is having extreme academic difficulties that may lead to retention.
2. Following the end of the third nine-week grading period, the teacher shall compile a list of students who may be retained. The teacher and principal will discuss each case.
3. Parents shall be notified at the end of the third nine-week period in writing if there is a possibility of retention.
4. The retention committee shall meet to review the factors listed for each student. The committee shall make a recommendation. Written documentation of this meeting shall be given to the parent and placed in the student's cumulative record.
5. A follow-up conference shall take place between the appropriate teacher(s) and/or principal and the parent prior to the end of the school term to discuss the student's grade level placement for the following year. Written documentation of this meeting shall be placed in the student's cumulative record.

6. The principal shall have the authority to make the final decision.
7. A list of students to be retained shall be forwarded to the Director of Instruction by June 30. Students whose retention status will be determined after summer school attendance shall be noted on the list.

RELATED PROGRAMS AND SERVICES

CHARACTER EDUCATION PROGRAM

The 1999 Virginia General Assembly passed a law requiring all school boards to establish character education programs. The basic character traits may include trustworthiness, respect, responsibility, (including hard work and economic self-reliance), fairness (including consequences of bad behavior and principles of non-discrimination), caring, and citizenship (including patriotism, the Pledge of Allegiance, and respect for the American flag), each of which incorporates various characteristics such as honesty, tolerance, and accountability.

Bedford County Public Schools uses the Character Counts program to meet this requirement.

DRUG AWARENESS EDUCATION

The drug awareness education program is built on several main components including **Health and Family Life SOLs** (drug education, prevention, and abuse awareness objectives), structured programs such as **Lions-Quest** "Skills for Growing" is used in the elementary guidance program with emphasis on promoting a healthy lifestyle and **GREAT** (Gang Resistance Education and Training) in 6th Grade. The GREAT Program consists of thirteen (13) 30-45 minute lessons that cover topics such as drug abuse prevention, bullying prevention, goal setting, empathy for others, anger management, and avoiding negative peer pressure. Trained School Resource Officers teach the lessons to help sixth grade students develop skills needed to address the problems that young people face in today's society. The program focuses on strategies to prevent violence and substance abuse. BCPS uses available funds and grants to implement other instructional, counseling, parent outreach, and community involvement programs

ENGLISH LANGUAGE LEARNERS

Services for English Language Learners are provided when necessary. When students are learning English as a second language, an individualized level of support may be needed.

ENRICHMENT AND ACCELERATED PROGRAMS

Various opportunities are offered for students who are interested in pursuing interests beyond day-to-day classroom instruction. These opportunities may include (based on student needs and interests):

- VSBA Art Contest
- Odyssey of the Mind Creative Problem Solving
- Regional Spelling Bee
- Science Fair Projects
- Young Authors

- Geography Bee
- Daughters of American Revolution Essay Contest
- PTA Reflections Contest
- Continental Math League
- Stock Market Game

During the summer, enrichment opportunities in areas such as drama, computer, physics, and art are available to elementary-age students through regional programs sponsored by the Department of Education.

FAMILY LIFE EDUCATION

Family Life Education emphasizes self-awareness, family relationships, friendship, decision-making, and healthy lifestyles. The curriculum has been developed by a community involvement team and meets the state objectives for Family Life Education. Family Life is integrated into the overall instructional program.

Family Life Standards of Learning and the curriculum are available for review at each school. After reviewing the curriculum, parents may sign an "opt-out" statement if they do not want their child to be taught all or part of the curriculum. "Opt-out" forms are sent home each school year prior to the delivery of family life instruction.

GIFTED EDUCATION

The program for students who are academically gifted provides services in compliance with the *Virginia Regulations for Gifted Programs*. Students are identified in the area of general intellectual ability. The school division supports appropriately differentiated instructional services for students at all grade levels. Students are whole-group tested in the second grade; however, students may be referred for gifted testing K-12th grade. They may be referred by teachers, counselors, parents or themselves.

In the primary grades, classroom teachers are responsible for providing special learning experiences to enhance the development of children who have extended curricular instructional needs. Children may be able to participate in pullout programs run by the resource teachers for gifted education. Specialized services usually include an extended academic program and a program to stimulate creativity in thinking and problem solving. In upper elementary grades the classroom teacher and a resource teacher may work together to provide instruction that is tailored to the child's interests and abilities. While curriculum adaptations are usually integrated within the regular instructional program, in some schools students may also work with a specially trained teacher in a resource room. Each identified student in need of extended differentiation shall have a gifted educational plan addressing the unique curricular needs of that student.

In addition to educational programs during the regular school year, some colleges and universities also have programs during the year or in the summer. Although a fee is charged for these programs, financial assistance in the form of scholarships is often available. Information about these programs is available from the school principal.

HEALTH SERVICES

School health services are provided by a school nurse or trained clinic back up staff. Screening programs

are conducted by schools to identify students who may need attention by a physician and/or dentist. Students in grades K, 3, 5, 7, and 10 are screened for hearing and vision annually within the first sixty days of school. Students in grades 5, 7, and 10 are also screened for scoliosis. If you do not want your child screened, contact the school nurse. All children entering Bedford County Public Schools for the first time through grade three are screened in fine and gross motor development, speech, voice and language, and vision and hearing. The school nurse, in cooperation with teachers, is the person primarily responsible for appraising and identifying the health needs of the children and assisting parents in finding further treatment. Students with communicable or contagious concerns may need to be excluded from school until further medical assessment or diagnosis is provided.

LIBRARY MEDIA PROGRAM

The library media center is a focal point of the elementary school for students and staff. Children come to the center individually and with their classes to read and borrow books, listen to stories, and use reference materials, learning kits, computers, and audiovisual materials.

Media specialists and teachers work together to help children learn how to independently use the resources and materials in the library media center. Students learn how to locate and use reference books, use the computer, and select books for class assignments and for leisure reading. Parents should encourage children to use the many resources in the library media center.

PRESCHOOL EDUCATION

The benefits of a quality preschool program can last a lifetime. Bedford County Public Schools offer several programs for preschool age children.

Early Childhood Special Education

Bedford County Public Schools operate quality special education programs for two through five-year-old children with delays or disabilities. Educational services are provided in the child's home, in daycare or preschool settings or at one of the five early childhood special education classrooms operated by Bedford County Public Schools. In addition to educational services we provide vision and hearing services, occupational and physical therapy, speech therapy and psychological services. Screening, evaluation and intervention services for eligible children are provided free of charge. Information on these services can be obtained through the Office of Special Services.

Head Start

Bedford County Public Schools works cooperatively with Lynchburg Community Action Group (LYN CAG) to provide educational experiences for economically disadvantaged children and their families. The Head Start program offers quality preschool services as well as health, nutrition and social services. Head Start programs are located in several elementary schools in Bedford County. Information may be obtained by contacting LYN CAG at (434) 846-2778.

Virginia Preschool Initiative

Bedford County Public Schools offers preschool services for at-risk four year olds and their families in

several elementary schools. The program includes quality preschool education, parental involvement, comprehensive child health services, comprehensive social services, and transportation. Eligibility criteria consider a variety of factors such as family income and parental education. The goal of the program is to reduce the effects of risk factors that can lead to early academic failure.

READING SUPPORT

Reading specialists are part of each elementary staff to provide and coordinate reading support to qualifying students. Much of the funding for this program is provided through Title I, a federally funded program that accelerates the progress of eligible elementary level children who are having difficulty in reading. The supplemental program is in place in schools that qualify for Title I programs based on federal guidelines. Students may receive instructional assistance individually or in small groups. An instructor may work with the child/children in the regular classroom or in a reading center, depending on which is most appropriate for the child.

The Title I program provides services under four program component areas-- (1) instructional (2) staff development (3) parental involvement, and (4) evaluation.

Parent involvement, as mentioned, is an important focus of the Title I program. Various activities are designed to make it easier for parents to help their children as readers. These activities are coordinated by the reading teachers in the individual schools. Each school has a number of activities during the year to involve parents.

REMEDICATION

Students in grades K-3 will be identified for remediation based on the PALS screening, classroom assessments, and/or classroom performance. Every effort will be made to identify students at an early age who might be unsuccessful on the third grade Standards of Learning tests.

Students in grades 2-8 will be identified for remediation based on results of standardized tests, classroom assessments, and/or classroom performance. Remediation may be offered during the school day and/or before or after school.

In general, students who fall in the bottom national quartile of standardized tests, qualify for remediation on the PALS Assessment, consistently perform below grade level, or have failed one or more of the components of the SOL tests will be identified for the program. The remedial programs and criteria for student selection will be established at each school based on available resources.

SCHOOL COUNSELING PROGRAM

Bedford County Public Schools seeks to provide students with an education that is developmental, integrative and relevant. All students are encouraged to develop competencies in the academic/educational, personal/social and career development domains. Proficiency in all of these domains is viewed as necessary to permit students to reach their maximum potential and to be able to live successfully in our complex and ever changing world.

The elementary counseling program within Bedford County Public Schools is considered an integral part of the child's total educational process. The program focuses on the developmental needs of students and

is preventive as well as remedial in nature. Emphasis is placed on the early identification of children's problems, so that steps might be taken before problems become severe.

The goal of the elementary counseling program is to increase the opportunities for students to acquire the knowledge and skills essential for academic competency and responsible social behavior both within and outside the school environment. Elementary counseling services will adequately prepare students to enter the middle school both academically and socially. Objectives are set forth in the academic development, career development and personal/social development domains as defined in the Standards for School Counseling Programs in Virginia Public Schools. Services provided by the elementary counselors are complementary and supportive of the efforts of parents, teachers, administrators as well as other school support personnel.

The counselor may conduct individual or group counseling sessions on various developmental issues or concerns throughout the school year. **Parental permission will be obtained prior to the scheduling of regular counseling sessions, and parents may elect to opt-out students from the personal/social school counseling programs offered during the school year.**

Classes for parents are offered in various elementary schools during the school year. Sample topics include: Effective Parenting Skills, Encouraging Your Child, and Improvement of Study Skills. Announcements are made in school newsletters prior to the beginning of each class.

SCHOOL CONSULTATION TEAM

The School Consultation Team (SCT) exists as the formal child study committee in each school. The team is comprised of parents, general education teachers, special education teachers, remediation or support staff, school administrators and other invited school staff. The school principal and Director of Special Services have designated the School Consultation Team (SCT) coordinator to receive requests for student assistance from teachers, parents or outside agencies and act on his/her behalf in the implementation of the child study process.

The purpose of the team is to meet when children are referred and to share information about individual students experiencing educational difficulty. The School Consultation Team will develop a plan of intervention designed specifically around targeted areas of concern. The levels of intervention may be discussed in relation to a tiered model, with increasing levels of individualization and intensity as the tier of intervention increases. These intervention plans are designed to help each child meet the demands of the general curriculum and achieve satisfactory educational performance. The School Consultation Team will be responsible for ensuring that data collected through the Response to Intervention (RtI) model is incorporated into planning and decision making with intervention plans. If a student is suspected of having an educational disability, the School Consultation Team would make a referral for a comprehensive special education evaluation.

SCHOOL PSYCHOLOGICAL SERVICES

When a child has problems which seriously interfere with learning or adapting to school, the child's parents and teachers try to provide the help and support needed to resolve the problems. In the event that little or no improvement results from such efforts, the services of a school psychologist may be sought.

As a first step, the school psychologist usually consults with the child's teacher, counselor, and parents to get a clear picture of the child's history and present difficulties as well as what has been done in trying to help the child. The psychologist also may observe the child in the classroom and talk with him or her one or more times. With parental permission, assessment and diagnostic techniques may be administered to collect additional information about the child's abilities and difficulties.

The findings gathered by the school psychologist through the use of these techniques are then discussed with the child's parents, counselor, and teachers, and decisions are made about ways to help the child. Sometimes, other professional personnel, such as the visiting teacher and school medical personnel, may be involved in the discussion and decision-making. Each school psychologist works in several schools to help students who are experiencing difficult problems in learning or adapting to school. Sometimes, in addition to the services already described, the psychologist may provide short-term counseling for these students and their parents.

SCHOOL SOCIAL WORKER SERVICES

Some elementary school children have difficulty in school because of factors at home or in the community over which they have little or no control. School social workers assist families, schools, and community agencies. Their services are designed to help school personnel identify out-of-school causes of children's problems and to alleviate or eliminate the problems so children may benefit fully from the educational program.

As part of their contacts with families, school social workers are able to explain the school's program and enlist parents' involvement in their children's education. Homebound services are coordinated collaboratively with the school and the school social worker.

SERVICES FOR STUDENTS WITH SPECIAL NEEDS

Special education is an essential part of the total program of public education in our community sharing with elementary, secondary, and technical education the responsibility for providing instruction, training, and the necessary supportive services for all children. The educational interests of children with various types of exceptionality can best be served when they are included as an integral part of the total school program.

Students' ages range from 2 through 21 and services are provided in all areas of disabling conditions. As the law mandates, the education of students with disabilities in the "least restrictive environment" appropriate is emphasized, according to the student's needs.

Special education, as is true for all education, is based on the fundamental concept of the dignity and worth of the human personality. The school division's commitment is to provide an appropriate program for all children in need of special education.

Students with medical needs may qualify for accommodations under Section 504 of the Americans with Disabilities Act. If medical needs have a negative impact on student learning, school staff and parents should work together to make necessary adjustments.

TRANSPORTATION

Transportation safety is addressed in the school curriculum, including demonstration and practice of safety procedures. School buses are operated for the safe transportation of students traveling to and from school and school activities. Parents, guardians or other designated persons must be at the bus stop for K-3 students to get off the bus. Riding the school bus is a privilege, which may be revoked when the general conduct of the student is detrimental to the safety and comfort of others on the bus.

Through the bus safety program, students will become safety-minded passengers and will demonstrate responsibility for personal safety. Initial safety training occurs during the first week of school and on a periodic basis during the school year.

Students are expected to:

- Exhibit appropriate bus-stop behavior.
- Demonstrate proper bus-boarding practices.
- Show awareness of safety procedures for leaving the bus.
- Display knowledge of bus safety rules.
- Demonstrate responsibility for personal safety during emergency exit drills, which are practiced at least twice per year. (The first drill occurs during the first thirty instructional days.)

For specific rules and regulations concerning pupil transportation, refer to the Bedford County Public Schools' *Code of Student Conduct*. This publication is distributed to parents at the beginning of the school year.

VOLUNTEER SERVICES

Bedford County Public Schools supports and encourages the active participation of parents and members of the community in the schools. Utilization of volunteers' services is encouraged in each school as a means of involving the community in the educational program. The administration of each school shall direct the activities of parents, volunteers, and other resources within the school. Principals will screen volunteers using the online sex offender registry. Volunteers will be asked to read and sign an agreement regarding the confidentiality of student information. If volunteers use BCPS technology, they will be asked to read and sign an Acceptable Technology Use agreement.

K-12 PLANNING

GRADUATION REQUIREMENTS

The Bedford County School Board recognizes the following types of school completion programs:

- I. Standard/Standard Technical Diploma
- II. Advanced Studies/Advanced Technical Diploma
- III. Modified Standard Diploma
- IV. General Achievement Diploma
- V. Special Diploma (Individualized Education Program Diploma)
- VI. Certificate of Program Completion
- VII. GED Certificate of Achievement

In the Virginia Code (8 VAC 20-131-50), there is a provision for requirements for graduation. The requirements for a student to earn a diploma and graduate from a Virginia high school shall be those in effect when that student enters the ninth grade for the first time. Students shall be awarded a diploma upon graduation from a Virginia high school. When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit shall be counted toward meeting the standard units required for graduation provided the courses are equivalent in content and academic rigor as those courses offered at the secondary level. To earn a verified unit of credit for these courses, students must meet the requirements of 8 VAC 20-131-110. Each diploma or certificate and its requirements are described in the following sections. The requirements are in compliance with the Standards of Accreditation and Bedford County School Board policy and regulations.

I. STANDARD DIPLOMA-Class of 2012, 2013, & 2014

Course	Units of Credit	Verified Units	
English	4	2	<p>1 Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least two course selections from among: Algebra I, Geometry, Algebra Functions & Data Analysis, Algebra II, or other mathematics courses above the level of algebra and geometry.</p> <p>2 Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry, or physics.</p> <p>3 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.</p> <p>4 Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.</p>
Math	3 ¹	1	
Science	3 ²	1	
History/Social Science	3 ³	1	
Health and P.E.	2		
Fine or Practical Arts	1		
Electives	6 ⁴		
Student Selected Verifying Test		1	
TOTAL	22	6	

- **Sequential Electives** – Effective with the graduating class of 2003, students who wish to receive a Standard or Modified Standard Diploma must successfully complete two sequential electives. On February 5, 2002, the Board of Education approved Guidelines for Sequential Electives for the Standard and Modified Standard Diploma (PDF).
 - 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 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.
- **Fine Arts and Career and Technical Education** – The Standard, Advanced Studies, and Modified Standard Diplomas each contain a requirement for one standard unit of credit in Fine Arts or Career and Technical Education.

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 (1) the student selected verified credit and (2) either a science or history or 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.

Students who earn a standard unit of credit and achieve a passing score on an end-of-course SOL test will earn a verified unit of credit in that course. This is subject to change pending state changes and requirements.

STANDARD DIPLOMA-Class of 2015 & Beyond

Credits required for graduation with a Standard Diploma. Discipline Area	Standard Units of Credit Required	Verified Credits Required	
English	4	2	1 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.
Mathematics ¹	3	1	2 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.
Laboratory Science ^{2,6}	3	1	
History and Social Sciences ^{3,6}	3	1	
Health and Physical Education	2		3 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.
Foreign Language, Fine Arts or Career and Technical Education ⁷	2		4 Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.
Economics and Personal Finance	1		5 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.
Electives ⁴	4		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.
Student Selected Test ⁵		1	
Total	22	6	7 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.

- **Sequential Electives** – Effective with the graduating class of 2003, students who wish to receive a Standard or Modified Standard Diploma must successfully complete two sequential electives. On February 5, 2002, the Board of Education approved Guidelines for Sequential Electives for the Standard and Modified Standard Diploma (PDF).
 - 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 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.
- **Fine Arts and Career and Technical Education** – The Standard, Advanced Studies, and Modified Standard Diplomas each contain a requirement for one standard unit of credit in Fine Arts or Career and Technical Education.

Requirements for a Standard Technical Diploma- Class of 2015 & Beyond.

Beginning with the ninth-grade class of 2011-2012 and beyond, students shall earn the required standard and verified units of credit described below.

Credits required for graduation with a Standard Technical Diploma. Discipline Area	Standard Units of Credits Required	Verified Credits Required	
			1 Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra Functions and Data Analysis, or Algebra II or other mathematics courses above the level of Algebra II. The board shall approve courses to satisfy this requirement.
English	4	2	2 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.
Mathematics ¹	3	1	
Laboratory Science ^{2,5}	3	1	
History & Soc.Sciences ^{3,5}	3	1	3 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.
Health and Physical Education	2		4 Courses completed to satisfy this requirement must include a career concentration as approved by the board. If a career concentration includes a specific assessment approved by the board and the student is eligible to take the assessment, then the student must take this assessment.
Fine Arts, or Foreign Language	1		
Economics and Personal Finance	1		
Career and Technical Education ⁴	4		5 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 as an additional test to verify student achievement.
Electives	1		
Student Selected ⁶		1	
Total	22	6	6 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.

Career/Technical Sequence

Students who are pursuing the Standard Technical and Advanced Technical Diplomas must complete Career and Technical Education sequential electives equivalent to two 36-week courses. Two sequential electives comprise a concentration of courses from one specific program area (ie, Agriculture or Health and Medical Sciences). A complete listing of the program area courses available in Bedford County Public Schools are outlined in the Course Offerings section of this document. As the student's schedule permits, additional Career and Technical Education courses may be taken to provide added college and career readiness skills.

Students are encouraged to work toward the attainment of a credential that may be offered through their Career and Technical Education course(s). A credential is an industry certification, a state license, and/or a national certification. These credentials are beneficial (and sometimes essential) to students seeking employment in a career field or occupational specialty. In addition, students who obtain these credentials earn verified credits toward graduation and have opportunities for higher pay in the workforce upon graduation.

Career and Technical program areas include:

- Agriculture
- Business and Information Technology
- Family and Consumer Science
- Industrial Cooperative Training
- Health and Medical Sciences
- Junior ROTC
- Marketing
- Technology Education
- Trade and Industrial

Students are encouraged to work toward and attain a state/national license or industry certification. Each Career and Technical course has a corresponding industry certification test assigned by the Virginia Department of Education. Test content is specific to the course curriculum. Certifications can lead to higher pay and greater job opportunities. Students who pass an industry assessment on the Virginia Department of Education approved list also meet the requirement for a verified credit.

These Career/Technical requirements also apply to the Advanced Technical Diploma.

II. ADVANCED STUDIES DIPLOMA-Class of 2012,2013, & 2014

Course	Units of Credit	Verified Units	
English	4	2	<p>1 Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The Board may approve additional courses to satisfy this requirement.</p> <p>2 Courses completed to satisfy this requirement shall include course selections from at least three different disciplines from among: earth sciences, biology, chemistry, or physics. The Board may approve additional courses to satisfy this requirement.</p> <p>3 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 may approve additional courses to satisfy this requirement.</p> <p>4 Courses completed to satisfy this requirement shall include three years of one language or two years each of two languages.</p> <p>*A student may utilize additional tests for earning verified credit in computer science, technology, career education or other areas as prescribed by the Board in 8 VAC 20-131-110.</p>
Math	4 ¹	2	
Science	4 ²	2	
History/Social Science	4 ³	2	
Health and P.E.	2		
Foreign Language (3 years of 1 language or 2 years each of 2 languages)	3 ⁴		
Fine or Practical Arts	1		
Electives	2		
Student Selected Verifying Test	*	1	
TOTAL	24	9	

ADVANCED STUDIES DIPLOMA-Class of 2015 & Beyond

Credits required for graduation with an Advanced Studies Diploma. Discipline Area	Standard Units of Credit Required	Verified Credits Required	
English	4	2	1 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.
Mathematics ¹	4	2	2 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.
Laboratory Science ²	4	2	
History and Social Sciences ³	4	2	3 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.
Foreign Language ⁴	3		
Health and Physical Education	2		4 Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.
Fine Arts or Career and Technical Education	1		
Economics and Personal Finance	1		5 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.
Electives	3		
Student Selected Test ⁵		1	
Total	26	9	

Advanced Technical Diploma

Beginning with the ninth-grade class of 2011-2012 and beyond, students shall earn the required standard and verified units of credit described in subdivision 2 of this subsection.

Credits required for graduation with an Advanced Technical Diploma. Discipline Area	Standard Units of Credit Required	Verified Credits Required	
			1 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.
English	4	2	2 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.
Mathematics ¹	4	2	
Laboratory Science ²	4	2	
History and Social Sciences ³	4	2	3 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.
Foreign Language ⁴	3		
Health and Physical Education	2		4 Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.
Economics and Personal Finance	1		5 Courses completed to satisfy this requirement must include a career concentration as approved by the board. If a career concentration includes a specific assessment approved by the board and the student is eligible to take the assessment, then the student must take this assessment.
Fine Arts or Career and Technical Education	1		
Career and Technical Education ⁵	3		6 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.
Student Selected Test ⁶		1	
Total	26	9	

The Career/Technical Sequence section under the Standard Technical Diploma requirements above also applies to the Career/Technical Concentration requirement for the Advanced Technical Diploma.

III. MODIFIED STANDARD DIPLOMA

Course	Units Needed	
English	4	1 Courses completed to satisfy this requirement shall include content from among applications of algebra, geometry, personal finance, and statistics in courses that have been approved by the Board.
Math	3 ¹	2 Courses completed shall include content from at least two of the following: applications of earth science, biology, chemistry, or physics in courses approved by the Board.
Science	2 ²	3 Courses completed to satisfy this requirement shall include one unit of credit in U.S. and Virginia History and one unit of credit in U.S. and Virginia Government in courses approved by the Board.
History/Social Science	2 ³	4 Courses completed to satisfy this requirement shall include at least two sequential electives in the same manner required for the Standard Diploma.
Health and P.E.	2	
Fine or Practical Arts	1	Beginning with the class of 2015, there is a state requirement for the Economics/Personal Finance class.
Electives	6 ⁴	
TOTAL	20	

Sequential Electives

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 arts or career and technical education course may be used to partially satisfy this requirement.
- For career and technical education electives offered in Bedford County Schools, please refer to course listings in this document.
- 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.

Fine Arts or Career and Technical Education – The Modified Standard Diploma contains a requirement for one standard unit of credit in a fine arts or career and technical education course. The Standards of Accreditation do not require that courses used to satisfy the requirement of a fine arts or career and technical education course be approved by the board. Therefore, local school officials should use their own judgment in determining which courses students take to satisfy the requirement of a unit of credit in fine arts or career and technical education for the Modified Standard Diploma.

Other requirements for the Modified Standard Diploma include:

- Eligibility and participation in the Modified Standard Diploma program shall be determined by the student's Individual Education Program (IEP).

- Parent/guardian must give written consent for the student to choose this diploma option.
- The student who has chosen this diploma program shall be allowed to pursue the Standard Diploma, Standard Technical Diploma, Advanced Studies Diploma or Advanced Technical Diploma at any time throughout that student's high school career.
- The student must not be excluded from courses and tests required to earn a Standard or Advanced Studies Diploma.
- Students choosing this diploma option shall pass or meet the established cut scores on the eighth grade English (Reading and Literature) and the eighth grade math assessments as prescribed by the State Board of Education.

Modified Standard Diploma cut scores for 8th Grade Reading and Mathematics

SOL Test	Scale Score
Literacy – 8 th grade Reading	371
Numeracy - 8 th Mathematics	344
Numeracy - 8 th grade Plain English Mathematics	344

IV. GENERAL ACHIEVEMENT DIPLOMA

Course	Units of Credit	Assessment Requirement	
English	4		1 Courses completed to satisfy this requirement shall include content in mathematics courses that incorporate or exceed the content of courses approved by the Board to satisfy any other Board-recognized diploma. 2 Courses completed to satisfy this requirement shall include content in science courses that incorporate or exceed the content of courses approved by the Board to satisfy any other Board-recognized diploma. 3 Courses completed to satisfy this requirement shall include one unit of credit in Virginia and U.S. History and one unit of credit in Virginia and U.S. Government in courses that incorporate or exceed the content of courses approved by the Board to satisfy any other Board-recognized diploma.
Math	3 ¹		
Science	2 ²		
History/Social Science	2 ³		
Electives	9 ⁴		
TOTAL	20	Achieve a passing score on the GED exam.	4 Courses shall include at least two sequential electives in an area of concentration or specialization which may include career and technical education and training.

Requirements for the General Achievement Diploma

1. The General Achievement Diploma is intended to provide a diploma for high school dropouts and individuals who exit high school without a diploma. It should not be a first option for high school students.

2. 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 §22.1-254 shall be eligible to earn the General Achievement Diploma. Diploma candidates may be individuals who are of the age to enroll in a public school whether they choose to enroll or not; or individuals who because of their age are not eligible to enroll in a public school.
3. The required number of standard units of credit may be earned by enrolling in:
 1. a public school if the individual meets the age requirements
 2. a community college or other institution of higher education
 3. an adult high school program
 4. correspondence, distant learning, and online courses
4. Diploma candidates shall participate in GED preparation.
5. Credit and assessment requirements for graduation with a General Achievement Diploma:

V. SPECIAL DIPLOMA

Students with disabilities receiving special education services who do not meet the requirements for a diploma as set forth in the Standards of Quality and the Standards of Accreditation may be awarded a special diploma. Only students with a current IEP are eligible for this diploma option. Students with disabilities who successfully complete the requirements as set forth in his/her IEP (Individualized Education Program) and who have earned at least 20 units of credit in the same course areas as outlined for the Modified Standard Diploma may be awarded a Special Diploma. The 20 units may be a combination of IEP classes and/or general education classes and with discussion from lead secondary special education teacher.

VI. CERTIFICATE OF PROGRAM COMPLETION

Only students with an IEP are eligible for this certificate. Students who do not qualify for a diploma may earn a Certificate of Program Completion by meeting the following requirements:

- Completing program requirements as outlined in the Individualized Education Program (IEP)
- Approval from the Director of Special Services

In accordance with the requirements of the Standards of Quality, students who complete prescribed programs of studies defined by the local school board but do not qualify for Standard, Standard Technical, Advanced Studies, Advanced Technical, Modified Standard, Special, or General Achievement diplomas shall be awarded Certificates of Program Completion. The requirements for Certificates of Program Completion are developed by local school boards in accordance with the Standards of Quality.

VII. GED CERTIFICATE OF ACHIEVEMENT

Bedford County Public Schools offer an outreach program for alternative education students and adults. There are three options for student pursuing a GED Certificate of Achievement.

- Students between the ages of 16 and 18 may sign up for the GED program through the Individual Student Alternative Education Program (ISAEP), which is free of charge. Students and a parent must meet with the designated school administrator to enroll in the ISAEP. The student must be at or above a 7.5 grade reading level as determined by a test given at the school and must score at least a 410 on each subtest of the practice GED to be eligible for the program. The class meets at Liberty High School Monday through Friday for five hours each day. Contact the school principal for complete information.
- Students above age 18 who have not completed enough verified credits to earn a diploma may earn the General Achievement Diploma by meeting the requirements listed in section IV above.
- GED Programs are offered free of charge to Bedford County adults as well. Adults 18 years old and older should contact Bedford Science and Technology Center (586-3933) for information on the adult GED programs located throughout Bedford.

A Bedford County certificate of achievement is awarded upon successful completion of the GED testing program.

RELATED PROGRAMS AND SERVICES

ADVANCED PLACEMENT PROGRAM and DUAL ENROLLMENT COURSES

Advanced Placement and Dual Enrollment classes are considered to be advanced level courses designed to prepare students for the rigor of college level curriculum and expectations. Courses that may lead to college credit (AP, Dual Enrollment) have weighted grades (see Assessment section). Dual enrollment courses at the high school are taken through Central Virginia Community College (CVCC) and will transfer as college credit at CVCC and many other colleges. Depending on the college/university, the credit may only transfer as elective credit instead of fulfilling general education requirements. Colleges and universities give credit or placement for qualifying AP exam grades, not AP course grades. Depending on the college/university, credit or placement is usually given for scores of three or higher.

There are many advantages to earning college credit and/or placement in high school. College credit or placement allows students to move into upper level courses sooner, pursue double majors, and/or graduate earlier. It also may have a financial impact on families by providing credit or course exemptions for which the family may otherwise have to pay.

The school division offers at least one AP course in each of the four core curriculum areas; however, the course offerings may vary among the three high schools, depending on the enrollment of the students and the availability of an appropriately endorsed teacher for the course. These include AP Biology, AP Chemistry, AP Physics, AP Environmental Science, AP Computer Science, AP English 11 Language, AP English 12 Literature, AP United States History, AP United States Government and Politics, AP European History, AP Psychology, AP Music Theory, AP Statistics, AP Calculus, AP French Language, and AP Spanish Language. Students may opt to take certain AP exams in lieu of SOL end-of-course tests. Please contact the school counselor for information on test options and passing score requirements.

The school division offers dual enrollment College English and dual enrollment College Pre-Calculus at the base high schools. However, the course offerings may vary among the three high schools, depending on the enrollment of the students and the availability of an appropriately endorsed teacher for the course.

In addition to programs offered on high school campuses, Bedford County Public Schools participates in other unique instructional programs.

Students in BCPS high schools are eligible to apply for admission to the **Central Virginia Governor's School for Science and Technology** (Lynchburg) and the **Roanoke Valley Governor's School for Science and Technology** (Roanoke). These are two of the schools established by the Governor of Virginia to create advanced educational opportunities for students with aptitude and interest in science and mathematics. Students attend the Governor's schools for half a day to complete mathematics and science classes. The students return to their home high schools for afternoon classes. College credit may be earned in the areas of math and science at the senior level. Prior to applying for the Governor's schools, students are encouraged to take the PSAT/NMSQT and the Stanford 10. Students are selected through an application process. Interested students should contact their school counselor for application information and requirements.

The **Early College Scholars Program** and **Virginia Virtual Advanced Placement School** are state sponsored programs that promote college level courses. High school seniors become Early College

Scholars by signing an Early College Scholar Agreement in their junior or senior year and completing the terms of the agreement upon high school graduation. To qualify as an Early College Scholar participant, a student must maintain a “B” average or better; be pursuing an Advanced Studies Diploma; and be completing or have completed college-level course work equal to at least 15 transferable college credits. The Virginia Virtual Advanced Placement School is another initiative designed to widen accessibility of advanced placement courses by offering them online and through satellite. Various AP classes may be offered depending upon scheduling and availability at the base high school. Please see the school counselor for additional information.

Bedford Science and Technology Center (BSTC) offers high school students Career and Technical courses generally not offered at the three base high schools. All courses/programs offered at the school provide an opportunity for the student to gain a state/national license or industry certification and dual enrollment credit.

Successful completion of BSTC programs enables students to meet career/technical competencies for entry-level employment. An increasing number of students who complete programs are continuing their education and/or training in a related field after graduation.

Some programs require students to complete applications and/or participate in interviews and aptitude screenings. It is imperative that students indicate an interest in a BSTC program at registration so that counselors can submit names and/or applications to BSTC. Students are encouraged to indicate their interest in BSTC courses/programs early in the registration process due to their popularity and class size limitations.

BSTC offers dual enrollment courses including Automotive Technology, Carpentry, Collision Repair, Computer Networking, Computer Repair, Emergency Medical Technician Basic, Early Childhood Education, and Teachers for Tomorrow Internship (Dual Enrolled with Lynchburg College).

Agricultural Business Fundamentals III and Agricultural Business Operations IV are offered at Staunton River High School. Students should refer to their counseling department for further information about these offerings.

With prior approval of the principal, students may also receive college credit by successfully completing dual enrollment course(s) at the college. Students must meet the requirements of the college for admission in the course.

The course sequences that follow outline the expected progression of classes in middle and high school.

English Sequence

A minimum of four high school tiers of English coursework must be successfully completed to meet minimum graduation requirements in English.

MS Courses:

ENGLISH 6 or ADVANCED ENGLISH 6
ENGLISH 7 or ADVANCED ENGLISH 7
ENGLISH 8 or ADVANCED ENGLISH 8

HS Tier 1:

ENGLISH 9 or PRE-AP ENGLISH 9

HS Tier 2:

ENGLISH 10 or PRE-AP ENGLISH 10

HS Tier 3:

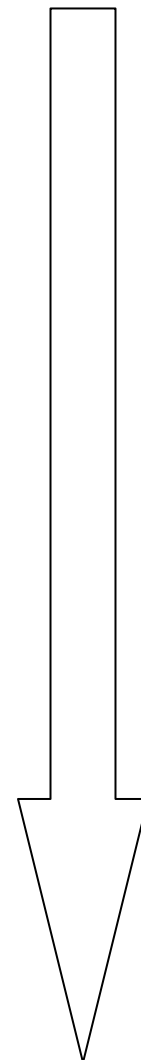
ENGLISH 11 or AP LANGUAGE;
ADVANCED ENGLISH 11 offered in
2011-12

HS Tier 4:

ENGLISH 12 or AP LITERATURE;
COLLEGE ENGLISH I and II;
ADVANCED ENGLISH 12 offered in
2011-12

HS Tier 5:

ELECTIVES: ADVANCED
COMPOSITION, SHORT STORY,
MYTHOLOGY, MYTHOLOGY II,
JOURNALISM I, JOURNALISM II,
JOURNALISM III, JOURNALISM IV,
MEDIA ARTS, PUBLIC SPEAKING,
THEATRICAL PRODUCTION I,
THEATRICAL PRODUCTION II,
THEATRICAL PRODUCTION III,
THEATRICAL PRODUCTION IV,



HS Tiers 1-4 are required selections that satisfy graduation requirements. No Tiers may be skipped.

HS Tier 5 includes the elective selections that do not satisfy graduation requirements and may be taken concurrently with a required English course.

Math Sequence

A minimum of three high school tiers of math coursework must be successfully completed to meet minimum graduation requirements in mathematics.

MS Courses:

MATH 6 or ADVANCED MATH 6
ALGEBRA CONCEPTS I or ALGEBRA I (Gr. 7)
ALGEBRA CONCEPTS II or ALGEBRA I or PREAP
GEOMETRY (Gr. 8)

HS Tier 1:

ALGEBRA I

HS Tier 2:

GEOMETRY or PRE-AP GEOMETRY

HS Tier 3*:

ALGEBRA FUNCTIONS & DATA ANALYSIS

HS Tier 4:

ALGEBRA II or PRE-AP ALGEBRA II

HS Tier 5⁺:

COLLEGE PRE-CALCULUS (dual enrollment) or MATH
ANALYSIS/PRE-CALCULUS or ALGEBRA
II/TRIGONOMETRY or AP STATISTICS

HS Tier 6⁺:

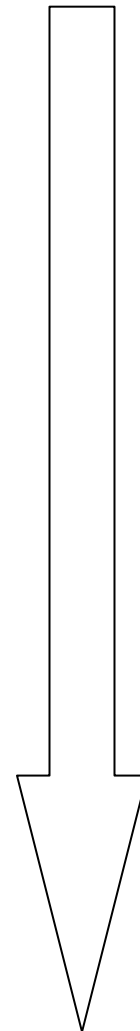
COLLEGE PRE-CALCULUS (dual enrollment) or MATH
ANALYSIS/PRE-CALCULUS or AP CALCULUS AB or AP
STATISTICS or AP CALCULUS BC

HS Tier 7:

AP STATISTICS or AP CALCULUS BC

* HS Tier 3 may be skipped in some math sequences. No other Tier may be skipped.

⁺In HS Tiers 5 and 6, some courses may be taken simultaneously [e.g. AP Statistics and College Pre-Calculus (dual enrollment)]



Science Sequence

A minimum of three high school tiers of science coursework must be successfully completed to meet minimum graduation requirements in science.

MS Courses:

LIFE SCIENCE 6 or ADVANCED LIFE SCIENCE 6
PHYSICAL SCIENCE 7 OR ADVANCED PHYSICAL
SCIENCE 7
GENERAL SCIENCE 8 or EARTH SCIENCE

HS Tier 1:

EARTH SCIENCE

HS Tier 2:

BIOLOGY OR PRE-AP BIOLOGY

HS Tier 3*:

BIOLOGY II/ECOLOGY or EARTH SCIENCE
II/ASTRONOMY or INTRODUCTION TO
ANATOMY & PHYSIOLOGY

HS Tier 4⁺:

CHEMISTRY OR PRE-AP CHEMISTRY

HS Tier 5⁺:

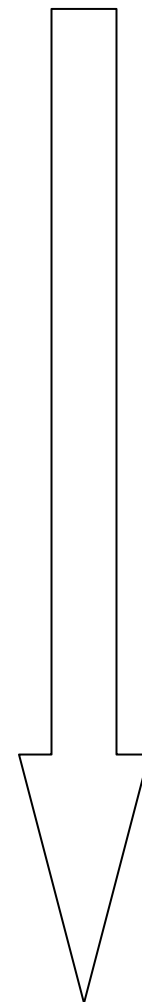
AP BIOLOGY or AP CHEMISTRY or PHYSICS or AP
PHYSICS B
or AP ENVIRONMENTAL SCIENCE

HS Tier 6⁺:

AP BIOLOGY or AP CHEMISTRY or PHYSICS or AP
PHYSICS B
or AP ENVIRONMENTAL SCIENCE

Tier 7⁺:

AP PHYSICS C



* HS Tier 3 may be skipped in an Advanced Studies sequence. No other Tier may be skipped.

⁺ In HS Tiers 4 and higher, some courses may be taken simultaneously [e.g. PRE-AP CHEMISTRY and AP BIOLOGY]

To earn an Advanced Studies diploma, students must take 4 science courses from at least 3 content areas (Earth, Biology, Chemistry, Physics).

History Sequence

A minimum of three tiers of history coursework must be successfully completed to meet minimum graduation requirements in history.

MS Courses:

US HISTORY 1865 TO PRESENT
(GRADE 6)
CIVICS AND ECONOMICS (GRADE 7)
WORLD HISTORY I (GRADE 8)

HS Tier 1:

WORLD HISTORY II or WORLD
GEOGRAPHY

HS Tier 2*:

AP EUROPEAN HISTORY or AFRICAN
AMERICAN HISTORY or PRACTICAL

HS Tier 3:

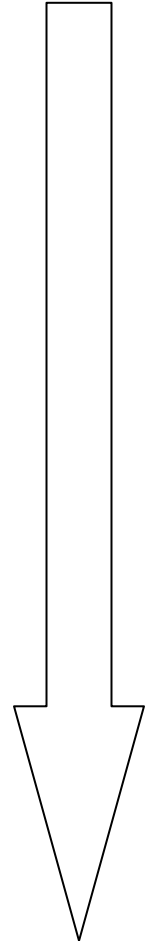
US HISTORY or AP US HISTORY
(GRADE 11)

HS Tier 4:

US/VA GOVERNMENT or AP US
GOVT. AND COMPARATIVE POLITICS

HS Tier 5*:

ELECTIVES: AP EUROPEAN
HISTORY, AP PSYCHOLOGY,
SOCIOLOGY, AFRICAN AMERICAN
HISTORY, PRACTICAL LAW,
COMPARATIVE WORLD RELIGION
AND PHILOSOPHY



* Tiers 2 and 5 includes the elective courses that do not satisfy graduation requirements and may be taken concurrently with other courses. These courses may be skipped in some sequences

HS Tiers 1, 3, and 4 are required selections that satisfy graduation requirements.

Bedford County Public Schools does not discriminate on the basis of race, color, national origin, sex, or disability in its programs, activities, or employment practices as required by Title VI, Title IX and Section 504.

The person responsible for the coordination of the school division efforts to meet its obligations under Section 504 and Title IX and their implementing regulations is Tim Parker, Director of Human Resources, P. O. Box 748, Bedford, VA 24523 (586-1045) Ext. 247.