

Franklin Military Academy

2021-2022

Weekly Agenda

*The Home of the Mighty Knights
Going From Good To Great*



"A Knight Forever"



(H) Col. David A. Hudson, Principal

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

Happy Birthday

Johnetta Guishard-September 9th

Tiffany Fierson – September 10th

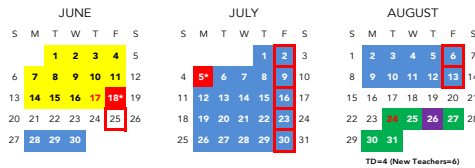
Haeyun Kim – September 24th

Andrew Giffin - September 22nd



Official 2021-22 School Year Calendar

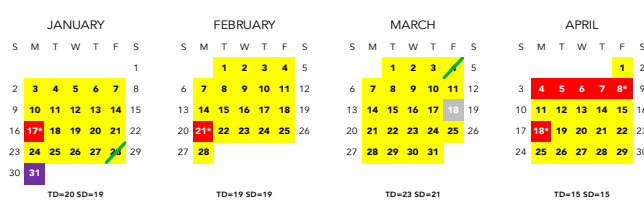
2021



2021-22 School Year Dates

- June 17: Last Day of School
- June 18: RPS Closed for Juneteenth (Actual Holiday on June 19)
- June 28-July 16: High School Summer Session 1
- July 5: RPS Closed for Independence Day (Actual Holiday on July 4)
- July 6-July 23: High School Summer Session 2
- July 12-August 13: PK-8 Summer Session
- August 24: First Day of School for 6-12 RPS Virtual Academy
- August 24-25: New Teacher Onboarding
- August 26: Teacher Work Day
- August 27-September 2: District & School-Based PD
- September 3: Teacher Work Day
- September 6: RPS Closed for Labor Day
- September 7: RPS Closed for Rosh Hashanah
- September 8: First Day of School for PK-12 In-Person and PK-5 RPS Virtual Academy
- September 16: RPS Closed for Yom Kippur
- October 15: 2-Hour Early Dismissal/Afternoon PD
- November 2: RPS Closed for Election Day
- November 4: RPS Closed for Diwali
- November 5: Parent/Caregiver Conference Day (Schools Closed for Students)
- November 24-26: RPS Schools Closed for Thanksgiving Break
- December 3: 2-Hour Early Dismissal/Afternoon PD
- December 22-December 31: RPS Schools Closed for Winter Break
- January 17: RPS Closed for Martin Luther King, Jr. Day
- January 28: 2-Hour Early Dismissal/Afternoon PD
- January 31: Teacher Work Day (Schools Closed for Students)
- February 21: RPS Closed for Presidents' Day
- March 4: 2-Hour Early Dismissal/Afternoon PD
- March 18: Parent/Caregiver Conference Day (Schools Closed for Students)
- April 4-8: RPS Schools Closed for Spring Break
- April 18: RPS Closed for Easter Monday
- May 3: RPS Closed for Eid al-Fitr
- May 30: RPS Closed for Memorial Day
- June 20: RPS Closed for Juneteenth (Actual Holiday on June 19)
- June 24: Last Day of School (2-Hour Early Dismissal for Students)

2022



2021-22 School Year Student and Teacher Days

- Student Days (SD): 180
- Teacher Days (TD): 191
- New Teacher Days: 193

Connect With Us!

- www.rvaschools.net
- [@RichmondPublicSchools](https://www.facebook.com/RichmondPublicSchools)
- [@RPSenEspanol](https://www.facebook.com/RPSenEspanol)
- [@rps_schools](https://twitter.com/rps_schools)
- [@rvaschools](https://www.instagram.com/rvaschools)
- www.rvaschools.net/remind
- Family Support Line: 804-780-6195

School Board Meetings

School Board meetings are held on the first and third Mondays of each month at 6 pm. If one of those Mondays is a holiday, the School Board meeting is generally held on the following day (Tuesday).

Color Legend

- Regular School Days
- 2-Hour Early Dismissal/Afternoon PD
- Holidays and Breaks
- Summer Session
- District & School-Based PD Days
- Teacher Work Days (Schools Closed for Students)
- Parent/Caregiver Conference Day (Schools Closed for Students)
- 12-Month Employees Off for Holidays & Breaks
- Summer Fridays Off for Designated Staff





The graphic features a blackboard background with a white torn-edge paper sign at the top. The sign has four bullet points on the left and the text "Wawa Cheers to Classrooms" in the center. Below the sign, a red Wawa coffee cup with a white bird logo and "Wawa" text is shown. To the left of the cup is an orange crayon, and to the right is a blue crayon. The background is yellow with red and blue crayon marks.

Wawa
Cheers to
Classrooms

FREE

**Coffee for Teachers &
School Administration**

Any Size, Any Store, Any Time from September 1 – 30, 2021

We're proud to support teachers and school administration who educate, guide, and inspire children across our area this September.

During our month-long celebration, Wawa will fund classroom projects and resources, totaling up to \$25,000, through [DonorsChoose.org](https://www.donorschoose.org).

All 940 Wawa stores have selected local schools to bring Wawa goodies and cheer for the new school year!



BOYS & GIRLS CLUB

BACK²SCHOOL™

Back to School will look different this year.

Register Today for After-school Programs

Transportation provided from select schools! Annual membership applications are \$15 a year, and programming is \$50 a month. Scholarships are available for income-qualifying individuals.

Programs and Activities

- Education & Career
- Health & Life Skills
- Character & Leadership
- Sports & Fitness
- Morality & Values
- Arts & Culture

Ages

6-18

Hours

2:30 pm - 6:30 pm

Contact Us

The Salvation Army Boys & Girls Club

3701 R Street, Richmond, VA 23223

Enroll today: <https://online.traxsolutions.com/bgcrsa/main>
salvationarmybgc.org/rva, (804)222-3122



**Mandatory parent
orientation
Wednesday,
September 1 at
6:30 PM**

**Providing pick up
service for Bellevue,
Chimborazo, and Henry
Marsh. All other school
must provide their own
transportation.**

**SPOTS ARE
LIMITED!**

**Whatever
It Takes to
Build Great
Futures.**

Franklin Military Academy

Please Join Us Virtually

First PTSA Meeting of the Year

BACK TO SCHOOL NIGHT

Wednesday, September 29, 2021 (Middle School Only) 5:00 p.m.

Thursday, September 30, 2021 (High School Only) 5:00 p.m.

Meet your cadet's teachers and hear about the upcoming school year.

Hear about Franklin Military Academy
Title I Program & Community In Schools

Lear How To Join the PTSA and Meet the PTSA Board Members

Hear about this year's PTSA fundraisers.

Link To The Virtual Meetings

Wednesday, September 29, 2021 at 6:00 p.m. - Middle School

Thursday, September 30, 2021 at 6:00 p.m. - High School

From Mr. Wenberg (ITRT) Mr. Wenberg's Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Thomas Jefferson HS	Thomas Jefferson HS	Franklin Military Academy	Franklin Military Academy	George Wythe HS
PM	Thomas Jefferson HS	George Wythe HS	Thomas Jefferson HS	Franklin Military Academy	George Wythe HS

On Tuesdays and Wednesdays, I will be traveling between buildings so it is possible that I could be late arriving at my afternoon building.

You can access the [appointment calendar here](#). You will need to be logged into your RPS account to see the calendar.

You can access the appointment calendar and other resources on [my ITRT website](#). You will need to be logged into your RPS account to access the site.

[Please watch this short video](#) before you book any appointments using the calendar I've set up.

Today	Sep 19 – 25, 2021						Refresh	Day	Week
	Sun 9/19	Mon 9/20	Tue 9/21	Wed 9/22	Thu 9/23	Fri 9/24	Sat 9/25		
8am									
		ITRT Support • TJHS	ITRT Support • TJHS	ITRT Support • FMA	ITRT Support • FMA	ITRT Support • GWHS			
9am		ITRT Support • TJHS	ITRT Support • TJHS	ITRT Support • FMA	ITRT Support • FMA	ITRT Support • GWHS			
		ITRT Support • TJHS	ITRT Support • TJHS	ITRT Support • FMA	ITRT Support • FMA	ITRT Support • GWHS			
10am		ITRT Support • TJHS	ITRT Support • TJHS	ITRT Support • FMA	ITRT Support • FMA	ITRT Support • GWHS			
		ITRT Support • TJHS	ITRT Support • TJHS	ITRT Support • FMA	ITRT Support • FMA	ITRT Support • GWHS			
11am		ITRT Support • TJHS	ITRT Support • TJHS	ITRT Support • FMA	ITRT Support • FMA	ITRT Support • GWHS			
		ITRT Support • TJHS			ITRT Support • FMA	ITRT Support • GWHS			
12pm									
		ITRT Support • TJHS	ITRT Support • GWHS	ITRT Support • TJHS	ITRT Support • FMA	ITRT Support • GWHS			
1pm		ITRT Support • TJHS	ITRT Support • GWHS	ITRT Support • TJHS	ITRT Support • FMA	ITRT Support • GWHS			
		ITRT Support • TJHS	ITRT Support • GWHS	ITRT Support • TJHS	ITRT Support • FMA	ITRT Support • GWHS			
2pm		ITRT Support • TJHS	ITRT Support • GWHS	ITRT Support • TJHS	ITRT Support • FMA	ITRT Support • GWHS			
		ITRT Support • TJHS	ITRT Support • GWHS	ITRT Support • TJHS	ITRT Support • FMA	ITRT Support • GWHS			
3pm		ITRT Support • TJHS	ITRT Support • GWHS	ITRT Support • TJHS	ITRT Support • FMA	ITRT Support • GWHS			
		ITRT Support • TJHS	ITRT Support • GWHS	ITRT Support • TJHS	ITRT Support • FMA	ITRT Support • GWHS			
4pm									

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

First Day of School Attendance Procedures and No Show

The purpose of this communication is to outline procedures for attendance on the first day of school and the “No Show” designation.

First Day of School Procedures

High school and middle school teachers must record attendance on ASPEN for each period. Any student who fails to appear on the first day of school should be recorded as absent on ASPEN.

All school-based office staff responsible for the maintenance of our attendance database/records need to ensure that attendance information for the first day is updated on ASPEN by the end of the school day so that students will not be erroneously designated as inactive.

If students are absent but SISOPs/registrars know the student's whereabouts are outside of RPS and have the official documentation, then the appropriate withdrawal procedures should be used to make the student inactive and document the reason for withdrawal.

On the evening of the first day of school, ICTS will programmatically No Show all students who have been marked absent. This will make the students inactive and remove their schedule from ASPEN. Therefore, SISOPS/registrars should print schedules for high school and middle school students marked absent on the first day of school so they will not have to rebuild schedules from scratch.

No Show Students

Beginning the second day of school, Attendance Officers and School Social Workers will collaborate with school staff, CIS, and other stakeholders to resolve the whereabouts of all students identified as No Show. SISOPs will need to work continuously to ensure student information is updated accurately and in a timely manner.

FRANKLIN MILITARY ACADEMY – Lunch Schedule

Please ensure that you go to lunch on time so that we stay on schedule. The times listed are the time you are to arrive in the cafeteria. Please place garbage cans outside of rooms by the end of lunch for collection by the custodians.

Middle School Lunch 12:42 – 1:07

Corey 109	12:42
Watson 107	12:45
Guishard Media Center	12:47
Gilliam 106	12:50
Dubinsky 104	12:53
Clarke	12:55
Bush 101	12:57
Corey 202	1:00
Paschall 210	1:03
Barclay 206	1:05
Carter 308	1:06

High School Lunch 1:19 – 1:44

James 203B	1:19
Lindley 311	1:21
Nunez 301	1:23
Day 303C	1:25
Simons 209	1:28
Diaz 204B	1:31
Pomier 203A	1:33
Williams 307	1:35
Wester 310	1:37
Richardson Gym	1:40
Kim 305	1:42

RPS High School

2021-22 Two-Hour Early Dismissal Bell Schedule (Sample)

1st Period - 9:05am-10:10am
2nd Period - 10:15am-11:20am
3rd Period - 11:25am-12:30pm
4th Period and Lunch - 12:30pm-2:00pm

<i>Period</i>	<i>Time</i>	<i>Minutes</i>
Morning Arrival <i>(Breakfast in the cafeteria or from kiosks to take to 1st period)</i>	8:45am-9:00am	15
1st Period	9:05am-10:10am	60
2nd Period	10:15am-11:20am	60
3rd Period & Lunch	11:25am-12:30pm	90
<u>Lunches</u> First Lunch Second Lunch	12:30pm-2:00pm	25 25 25
4th Period	12:30pm-2:00pm	56
Dismissal	2:00pm	N/A

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

RPS High School

2021-2022 Regular Bell Schedule (Sample)

<i>Period</i>	<i>Time</i>	<i>Minutes</i>
Morning Arrival <i>(Breakfast in the cafeteria or from kiosks to take to 1st period)</i>	8:45am-9:00am	15
1st Period	9:05am-10:39am	94
2nd Period	10:44am-12:18pm	94
3rd Period & Lunch	12:23pm-2:21pm	118
<u>Lunches</u> First Lunch Second Lunch	12:42pm-1:07pm 1:19pm-1:44pm	25 25
4th Period	2:26pm-4:00pm	94
Dismissal	4:00pm	N/A

Draft Bell Schedule 2021-2022
Formation
Franklin Military Academy

PERIOD	TIME	MINUTES
Arrival / Breakfast / Lockers	8:30 - 8:45	15
Community Circle / Formation (after Nov)	8:45 - 9:00	15
1st Period	9:00 - 10:29	89
2nd Period	10:32 - 12:01	89
3rd Period / Lunches	12:04 - 1:58	114 (89 instructional + lunch)
<i>1st Lunch</i>	12:24 - 12:49	25
<i>2nd Lunch</i>	1:00 - 1:25	25
4th Period	2:01 - 3:30	89
Formation (Until Nov)	3:30 - 4:00	30
Dismissal	4:00	

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

From Superintendent Kamras

Helpful Information To Start The School Year

Top 10 Reminders for Day 1 - I've tried to keep this short and sweet so you can quickly get through it and start your long weekend. Please don't hesitate to email me if you have any questions!

1) The First Day – We're back on **Wednesday, September 8**, for preschool-12th grade in-person instruction and preschool-5th grade virtual instruction (6th-12th grade virtual instruction began last week). RPS is closed on Monday, September 6, in observance of Memorial Day, and on Tuesday, September 7, in observance of Rosh Hashanah.

2) New Start and End Times – We have **new start and end times** for school this year. Click here for all the details and please contact your student's school if you have any questions.

3) Symptom Checking – Please use the symptom checker below before you head out the door. If you have any symptoms, **stay home and get tested**. Do this for yourself and the RPS family.

WELLNESS SCREENER EXAMINADOR DE BIENESTAR		FEVER OF 100.4°F AND OVER FIEBRE DE 100.4°F Y MÁS	VOMITING OR DIARRHEA VÓMITOS O DIARREA	NASAL DISCHARGE / DIFFICULTY BREATHING SECRECIÓN NASAL / DIFICULTAD PARA RESPIRAR	CONSTANT COUGHING TOS CONSTANTE
I NEED TO STAY HOME IF I HAVE... NECESITO QUEDARME EN CASA SI TENGO LOS SIGUIENTES SÍNTOMAS...					
RPS RICHMOND PUBLIC SCHOOLS	SORE THROAT DOLOR DE GARGANTA	SEVERE HEADACHE OR EARACHE DOLOR DE CABEZA O DE OÍDO INTENSO	UNCONTROLLABLE PAIN DOLOR INCONTROLABLE	RED, IRRITATED EYE WITH PAIN/DRAINAGE OJOS ROJOS E IRRITADOS CON DOLOR/DRENAJE	RASH OF UNKNOWN ORIGIN ERUPCIÓN DE ORIGEN DESCONOCIDO

4) Bus Routes – Our bus routes are now available on our website at www.rvaschools.net/busstops. Families of exceptional education students will receive phone calls on Monday with bus stop information.

5) School Access Rules – To further prevent the spread of COVID-19, parents and caregivers will NOT be allowed to enter schools without an appointment. I know many families like to walk their young children to class on the first day but we can't allow this, as it would introduce too many people into our buildings and impair our ability to contact trace in the event of an infection. I've asked principals to hold firm on this so please extend them grace and understanding. Thank you.

6) Meals – To prevent students from crowding together for long periods in traditional lunch lines, we will be using "grab and go" meals that students will pick up from kiosks in various locations. We will likely continue this practice until we feel it's safe to return to a more traditional setup. That means there won't be hot meals for the time being. Thank you for your understanding.

7) Chromebook Password Reset – You may remember this one from last year. For security reasons, we'll be doing a password reset for all student Chromebooks on **Tuesday, September 7, at 9 am**. See below for all the details.

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

STUDENT PASSWORD RESET

TUESDAY, SEPTEMBER 7, 2021

Let's use example "student" Jason Kamras and pretend he was born on January 3, 2005.

- **First initial** of student's **first name** in **lower case**
 - ◆ Example: this would be "j"
- **First initial** of student's **last name** in **UPPER case**
 - ◆ Example: this would be "K"
- Student's **date of birth** using "leading zeroes" and all four digits of the birth year
 - ◆ Example: **January 3, 2005** would be "01032005"
- Putting it all together, the default password would be **jK01032005**
- For students with hyphenated or multiple last names, the first last name will be used to generate the last name initial.
 - ◆ Example: if the student's last name is Jane Brown-Smith and was born on April 5, 2010, their default password would be **jB04052010**

Once this password is entered, a student (or parent/caregiver) can reset it to anything they'd like.

9) Vaccination – Vaccination remains the most effective way to prevent the spread of COVID-19. If you haven't already taken this step, please consider doing so for the children in your life, particularly for those who are too young to be vaccinated themselves. To help, we're holding COVID-19 vaccination clinics in partnership with the Richmond City Health District on **Wednesday, September 8**, and **Wednesday, September 29**, from 3 pm - 6 pm, at Clark Springs (1101 Dance Street). You can find additional walk-up COVID-19 vaccination events [here](#). As a reminder, all RPS employees must upload proof of full vaccination by **October 1**. Please visit www.rvaschools.net/vaccine for more information.

10) Grace – Hundreds of unsung heroes have been working around the clock for months to prepare for next Wednesday. Custodians have been cleaning, disinfecting, and painting. Facilities personnel have been upgrading HVAC systems, installing hospital-grade air scrubbers, and repairing bathrooms. Family liaisons have been pounding the pavement to share information in every neighborhood across the city. Academic personnel has been planning for our "moonshot" literacy program. Recruiters have been head-hunting all across the Commonwealth and beyond. Administrators have been translating COVID guidance into concrete action plans. And, of course, teachers have been preparing to welcome back our students with love. We're prepared for Wednesday because of these incredible people. **Please shower them with love and extend them grace as we all begin yet another unprecedented year.**

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

Fire Safety Considerations for Reopening Schools During COVID-19

*At Franklin Military Academy,
the top priority is staff and students' safety during any safety drills.*

Situational changes

Franklin Military Academy will likely obtain, store and distribute increased quantities of items like hand sanitizer, cloth face coverings, personal electronic devices. These items represent potential changes to the fire protection hazards present before the pandemic and that the fire protection systems were designed to protect against.

Staff should be mindful of the locations and quantities of these items to ensure that compliance with fire protection requirements is maintained and to avoid inadvertently creating new or unforeseen hazards. For example:

- Hand sanitizer is flammable and should be stored in relatively small quantities and away from sources of ignition.
- Face coverings are often combustible and might not comply with requirements if stored or installed in certain locations.
- The batteries used to power personal electronic devices also require special attention regarding charging, maintenance, and disposal.

Other factors to consider

Fire drills, while maintaining social distancing, will be different. Emergency plans during the pandemic should consider the impact on how students and staff perceive hazards during a drill versus during a real emergency.

Temporary measures are taken to repurpose or adapt spaces that are normally unoccupied or used for a different purpose can impact how well the means of egress serve occupants in an emergency.

The following are step-by-step details on how we will handle our fire drills at Franklin Military Academy.

Office of The Principal

Rooms 101, 102, 103, 104, 201, 202, 203, 204, 301, 302, 303 A & B will use the stairs by 301, 201, or 101 and line up social distance by the basketball courts in front of the school. **(M street Door)**

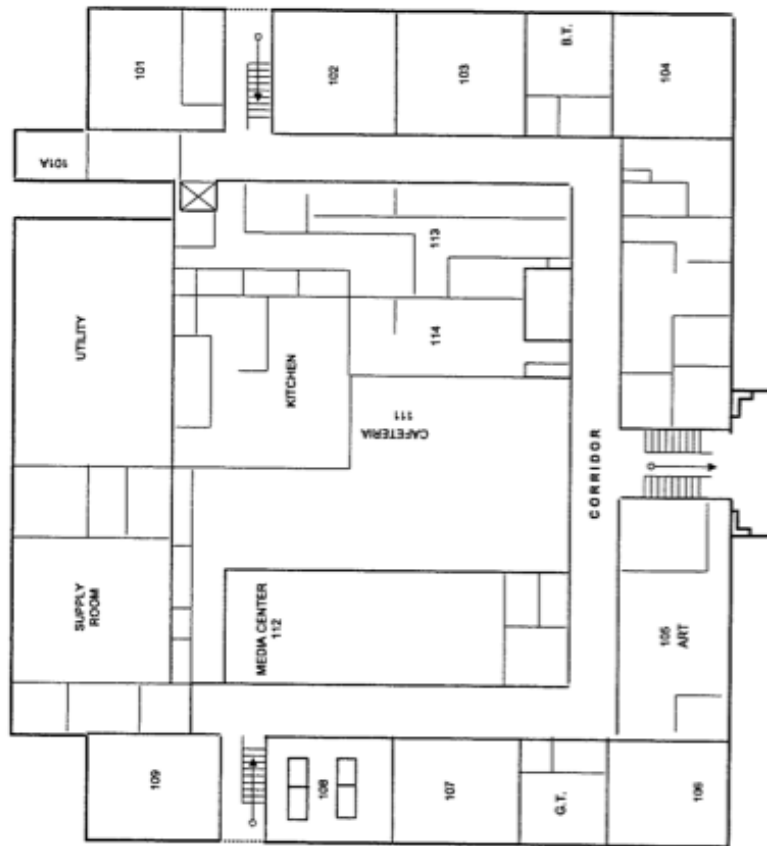
Rooms 105, 106, 205, 206, 304, 305, 306, 307, and 308 will use the main entrance stairs and line up social distance by the basketball courts in front of the school. **(37th Street)**

Rooms 107, 108, 109, Media Center, 207, 208, 209, 210, 309, 310, 311, will use the stairs by 109, 210, 311 and line up social distance by the basketball courts in front of the school. **(N street Door)**

Important Next Steps

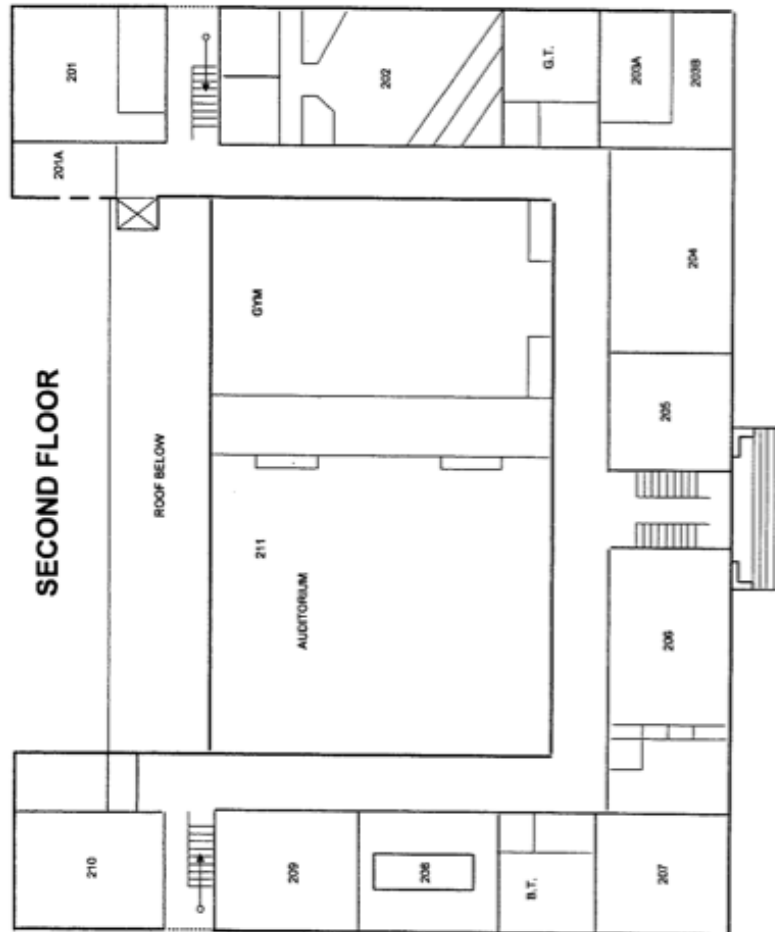
- **Once we are in the designated area, make sure students are faced away from the building.**
- **Make sure students are line up according to your roster for contact tracing.**
- **Make sure students' pertinent information is with you in case we are in a situation that we need to call parents.**

Franklin Military Academy
1st Floor

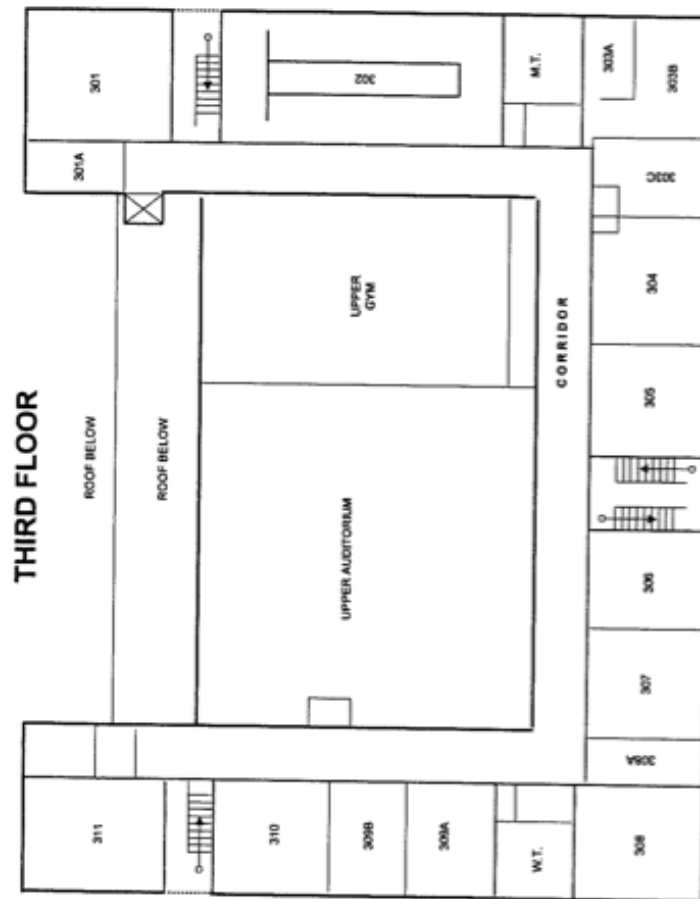


FIRST FLOOR

Franklin Military Academy
2nd Floor



Franklin Military Academy
3rd Floor



Fire Drill

Safety Rules

Follow Your Teacher To Area In
Front of The School on 37th Street.

Face away from the building.

Make sure you are 3 or more feet
away from classmates.

Remain with your class at all times.

In the event your class is not
released by the administrator, wait
for the signal code green or the
school bell to sound before you go
back into the building.

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH



Franklin Military Academy



Room Number_____

Fire Exit Door_____



Emergency Alerts

Lock & Hide

Crisis Condition

Return to class and secure door

Lock & Teach

Trouble in the local area

Secure your classroom /office

Continue teaching until future notice

Lock & Check

Bomb threat procedures

Evacuate

Exit building due to an emergency

Take Fire Exit Route

Make Preparations To Depart For Primary/Alternate

Shelter location

Restrictive Movement

Only essential personnel may move freely

Shelter In Place

Report to designated areas

Assume required position(s)

Reverse Evacuation

Return to your facility

Normal Operation

Return to business as usual

Attention, Attention this is not a drill

Fire Drills

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH



Franklin Military Academy
701 North 37th Street
Richmond, Virginia 23223
Telephone (804) 780-8526
Fax (804) 780-8054

Office of The Principal

#1 within First 10 days of School **Sept. 8-22, 2021**

#2 within 20 days of School Due by **Oct 6, 2021**

#3- #10 - conduct a monthly drill

Lock-Down Drills

Lock-down Drill #1 within the first 20 days of School, **Due By Oct 6, 2021**

(pre-k & kindergarten exempt from lock-down drills within the first 60 days of school)

Lock-Down Drill #2 after 60 days of School (**Dec 9, 2021- June 24, 2022**)

Tornado Drill

At least one per year (**Should occur in the first semester**)

(statewide drills occur in March)

Bus Evacuation Drills (Transportation will be sending a memo out with a drill schedule**)**

1 within 30 days due by **Oct 20, 2021**

1 within the second semester

Earthquake Drill (recommended, not required)

October 21, 2021

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

WEEKLY AGENDA

Faculty Meeting On Thursday – September 16, 2021

**Allergy Meeting – Please let parents know that the meeting will be on
Thursday at 4:15 p.m. in the Auditorium.**

Vocabulary in Action Word ^{of} the Week

Mentor

Definition of mentor – make sure we mentor our cadets at Franklin.

1 *capitalized*: a friend of Odysseus entrusted with the education of Odysseus' son
Telemachus

2a: a trusted counselor or guide a *mentor* who, because he is detached and disinterested, can
hold up a mirror to us

b: tutor, coach - The student sought a *mentor* in chemistry.
: a trusted counselor or guide

**To keep parents and students continuously updated on students' academic
progress, all teachers are asked to post a minimum of two graded assignments
in ASPEN each week, for a total of at least 18 earned grades per student every
nine-week marking period.**

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH



Soccer Schedule
Pick up times for all games is 2:15p

<u>Date</u>	<u>Location</u>	<u>Opponents</u>
October 5, 2021		
4:00p	Henderson	MLK vs Henderson
4:00p	River City	Brown vs River City
4:00p	Franklin	Binford vs Franklin
4:00p	Albert Hill	Boushall vs Albert Hill
October 7, 2021		
4:00p	Albert Hill	MLK vs Albert Hill
4:00p	Henderson	Brown vs Henderson
4:00p	River City	Binford vs River City
4:00p	Franklin	Boushall vs Franklin
October 14, 2021		
4:00p	MLK	Franklin vs MLK
4:00p	Brown	Albert Hill vs Brown
4:00p	Henderson	Binford vs Henderson
4:00p	Boushall	River City vs Boushall
October 19, 2021		
4:00p	MLK	River City vs MLK
4:00p	Brown	Franklin vs Brown
4:00p	Albert Hill	Binford vs Albert Hill
4:00p	Boushall	Henderson vs Boushall

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH



October 21, 2021	MLK	Binford vs MLK
4:00p	Boushall	Brown vs Boushall
4:00p	River City	Henderson vs River City
4:00p	Franklin	Albert Hill vs Franklin
October 26, 2021	Brown	Binford vs Brown
4:00p	Albert Hill	Henderson vs Albert Hill
4:00p	Boushall	MLK vs Boushall
4:00p	River City	Franklin vs River City
4:00p	Brown	MLK vs Brown
4:00p		
October 28, 2021	TBA	Tournament Round 1
4:00p		
November 3, 2021	TBA	Tournament Round 2
4:00p		
November 10, 2021	Armstrong	Tournament Championship
TBD		

League Commissioners

Dr. Stefanie Ramsey - sramsey@rvaschools.net

Travis Amos - tamos@rvaschools.net

*****Please report all scores to tamos@rvaschools.net*****

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

Girls' Basketball

Pick up times for all game is 2:15p



<u>Date</u>	<u>Location</u>	<u>Opponents</u>
October 5, 2021		
4:00p	River City	Binford vs River City
4:00p	Henderson	Albert Hill vs Henderson
4:00p	MLK	Franklin vs MLK
4:00p	Brown	Boushall vs Brown
October 7, 2021		
4:00p	Henderson	Binford vs Henderson
4:00p	Albert Hill	Franklin vs Albert Hill
4:00p	MLK	Brown vs MLK
4:00p	River City	Brown vs River City
October 12, 2021		
4:00p	Binford	Albert Hill vs Binford
4:00p	MLK	Boushall vs MLK
4:00p	Franklin	Brown vs Franklin

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Franklin Military Academy
701 North 37th Street
Richmond, Virginia 23223
Telephone (804) 780-8526
Fax (804) 780-8054

Office of The Principal

4:00p	River City	Brown vs River City
October 14, 2021	Brown	Binford vs Brown
4:00p	Albert Hill	River City vs Albert Hill
4:00p	Henderson	MLK vs Henderson
4:00p	Franklin	Boushall vs Franklin
October 19, 2021	Binford	MLK vs Binford
4:00p	Boushall	Albert Hill vs Boushall
4:00p	River City	Franklin vs River City
4:00p	Henderson	Brown vs Henderson
October 21, 2021	Binford	Henderson vs Binford
4:00p	Franklin	Albert Hill vs Franklin
4:00p	Brown	MLK vs Brown
4:00p	Boushall	River City vs Boushall
October 26, 2021	Binford	Franklin vs Binford
4:00p	MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH	



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4:00p	Albert Hill	MLK vs Albert Hill
4:00p	Brown	River City vs Brown
4:00p	Boushall	Henderson vs Boushall
October 28, 2021 4:00p	Boushall	Binford vs Boushall
4:00p	Albert Hill	Brown vs Albert Hill
4:00p	MLK	River City vs MLK
4:00p	Franklin	Henderson vs Franklin
November 1, 2021 4:00p	TBA	Tournament Round 1
November 3, 2021 4:00p	TBA	Tournament Round 2
November 9, 2021 TBA	John Marshall	Tournament Championship

League Commissioners

Dr. Stefanie Ramsey - sramsey@rvaschools.net

Travis Amos - tamos@rvaschools.net

*****Please report all scores to tamos@rvaschools.net*****

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DR. J. SMITH'S WEEKLY SCHEDULE 09/06/2021

Monday	School closed
Tuesday	School closed
Wednesday	Home room distribution PPE Attendance counts
Thursday	Homeroom Attendance counts
Friday	SBIT

Classes will continually be monitored as a support. Please ensure that your google classrooms are set up. Be sure to send your links to all persons coming into your classroom.



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Good Apple Award

September 8, 2021

SGT 1st Class Kelvin Gilliam
MAJ Zonita James
CPT Melody Reives
COL. Carlton Day





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Welcome back to the new school year!

Once a school year, all RPS employees are asked to complete courses to meet VDOE requirements.

Currently you will find the following courses in your Safe Schools training plan folder marked as mandatory.

Returning Employees from School Year 2020-21 - Sexual Harassment Refresher (15 minutes) - Blood Borne Pathogens (20 minutes)

New Employees - Coronavirus 101 What You Need to Know (16 minutes) - Sexual Harassment (35 minutes) - Blood Borne Pathogens (20 minutes) - Restraint and Seclusion (24 minutes)

There are a few additional courses assigned in your Suggested courses folder that may be helpful to review as well. They are not required.

Safe Schools will bookmark your progress if you don't complete a course in one session. Please try to complete these courses no later than October 31.

Here is the link to Safe Schools <https://rvaschools-va.safeschools.com>

Your User ID for is your 6-digit RPS Employee ID number and there is no password.

Thank you in advance for helping us continue to provide our students with a healthy and safe learning environment.

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School Day Starts 8:30 a.m. – 4:30 p.m.
Certified Staff has to work 8hrs a Day
Let me know if you are arriving or leaving early
Assessments For September

Assessment	Grades	Window
VA Growth Assessments	6-8	September 27-October 8
EL Mid & End Unit Assessments	6-8	Various (see MS Visual)
Eureka Mid & End Unit Assessments	6-8	Various (see MS Visual)
Science Amplify Unit Assessments	6-8	Various (see MS Visual)
WIDA - Fall	6-8	September 13-24
WIDA - Fall	9-12	September 13-24

Thanks for Making Our School a Safe Environment
Duties
September 8th -10th, 2021

- All teachers need to be at your doors to welcome students
- Have them line up 3 feet or more apart.
- Make sure they have their mask on
- Please follow the same steps for each class. An announcement will be made to change classes.
- Students are to walk on the right in the halls.
- Please take a roll at each period. Due to delays in moving to class for safety, start making students tardy ten minutes after classes are released.
- Attendance is extremely important. Make sure you make contact with parents when a student is absent.

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Office of The Principal

Bus Duty A.M. – SGT. Gilliam and Mr. Mills
BREAKFAST Grab & Go Breakfast. St

September 8th Homeroom
8:30 a.m. – 9:00 a.m.

All lunches will be in the classroom this week.

Bus Duty: Administration, 2:45 p.m, COL Day (M street), SFC Thornton (N Street), SSG Jefferson (37th Street), SSG Guishard (Floater), Administration 37th Street

Custodian will check the k building after 4:15 p.m. If you are supervising cadets, make sure you have them with you at all times.

Monday - September 6, 2021

- **Happy Labor Day -**

Tuesday - September 7, 2021

- *Rosh Hashanah - Holiday*

Wednesday - September 8, 2021

- **Welcome Back - Have a great week**
- **Seating Chats are Due**
- **The school bell has not been programmed for the new times. During the first week, we will use the PA to move classes.**
- **Make sure you are thinking of a goal for 2021-2022. The second week of October is 1st Goal meeting with the administration.**
- **Make sure you assigned seats for contract tracing**
- **To keep parents and students continuously updated on students' academic progress, all teachers are asked to post a minimum of two graded assignments in ASPEN each week, for a total of at least 18 earned grades per student every nine-week marking period. To provide opportunities for practice and feedback, all teachers are expected to assign homework regularly, provide**

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timely feedback on homework, and award homework grades based in part on effort and completion.

- **PPE Kits will be distributed to students by the administration during the 1st or 2nd period.**
- Start your year like you want to end your year.
- Make sure you are firm, fair, professional, and confident.
- Make sure students are writing across the curriculum.
- **MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH**
- Make sure Seating Charts Are uploaded to The Google Doc
- [Make sure Seating Charts Are uploaded to The Google Doc](#)
- [Do not forget to sign up for committees](#)

Thursday - September 9, 2021

- **MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH**
- [Make sure Seating Charts Are uploaded to The Google Doc](#)
- [Do not forget to sign up for committees](#)

Friday - September 10, 2021

- **MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH**
- Make sure Seating Charts Are uploaded to The Google Doc
- Lesson plans need to be placed in Google Docs By Monday
- [Make sure Seating Charts Are uploaded to The Google Doc](#)
- [Do not forget to sign up for committees](#)
- Lead Teachers your teaming log is due

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FRANKLIN MILITARY SCHOOL – DAVID A. HUDSON

	Day	Time
Team Planning		
Faculty Meeting	THURSDAYS -	4:15 p.m.
Leadership Team Meeting	When Planned	4:15 P.M.
Graduation Meetings	THURSDAY	4:15 P.M.
Professional Development	Every Thursday	4:15 p.m.
School Planning and Management Team	1 st WEDNESDAY OF THE MONTH	4:15 P.M.
Child Study Team	TUESDAY	ALL-DAY
Grade Level Planning	WEDNESDAY	ALL-DAY
Attendance Meeting	Wednesday	10:00 a.m.
Thursday Meeting 1 st Week	Instructional & Safety Priorities	Sept. 16 4:15 p.m.
Thursday Meeting 2 nd Week	School Climate and Culture Committee	Sept. 16 3:00 p.m.
Thursday Meeting 3 rd Week	Instructional Priorities	TBA
Thursday Meeting 4 th Week	Faculty Meeting	Sept. 16 3:00 p.m.

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Happy Birthday Month Of September



Tiffany Frierson-September 10

Andrew Giffin -September 22

Kim Haeyun – September 24

FRANKLIN MILITARY ACADEMY
PLEASE MAKE SURE DATA IS TURNED IN ON TIME
Bi-Weekly Schedule Subject To Change
2021-2022

August 24th – 1st Day For Virtual Academy

Data Due - September 24th (Bring Data To Data Meeting)

*October 15, 2021– Professional Development Day – Student Early Dismissal

Data Due -October 22nd (Bring Data To Grade Level Meeting)

**November 2nd & 4th – School Closed For Staff & Students

November 5, 2021 – No School For Students - Teachers will report to have parent/caregiver conference

Data Due - November 19th (Bring Data To Grade Level Meeting)

** School Closed For Thanksgiving November 24th – 26th

*December 3, 2021– Professional Development Day – Student Early Dismissal

** School Closed For Winter Holiday December 22nd – December 31, 2022

** School Closed For Martin L. King Birthday – January 17, 2022

Data Due -January 27th (Bring Data To Grade Level Meeting)

*January 28, 2022 – Professional Development Day – Student Early Dismissal

** January 31, 2022 - School Closed For Students - Teacher Work Day

** February 21, 2022 - School Closed President Day

Data Due - February 25th (Bring Data To Grade Level Meeting)

*March 4th – Early Release Day For Students – Professional Development For Teachers

*March 18th Parents & Caregiver Conference – School Closed For Students

Data Due - March 25, 2022 (Bring Data To Grade Level Meeting)

**April 4th – April 8th - Spring Break – School Closed For Students & Teachers

12th Month Employees Report To Work

** April 18, 2022 - School Closed For Students & Teachers – Easter Monday

Data Due - April 22nd (Bring Data To Grade Level Meeting)

** May 3, 2022 - School Closed For Students & Teachers – Eid al - Fitr

** May 30, 2022 - School Closed For Students & Teachers – Memorial Day

** June 20, 2022 - School Closed For Students & Teachers – Juneteenth

*June 24, 2022 – Early Dismissal for Students



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Office of The Principal

Important Dates

September 20, 2021 – June 2022

Formal Observations and Informal Observations

Emergency Plans (10 Days of Enrichment and Stimulating Activities That Will Increase Academic Achievement) Make sure you place emergency procedures and place in plans that sub cannot leave the building unless they are permitted principal/assistant principal.

September 17, 2021– Sign Up For Committees

Please sign up for at least three committees.

September 27, 2021– Classroom Vision (Posted)

Teachers, make sure the students in your class come up with a classroom vision. The classroom vision needs to be posted in your classroom. Students may come up with their vision, but you will be required to have one for the entire class.

Goal (s) Meetings Submission

October 8, 2021- Submission of the Goal Setting for Student Progress Form 1st Quarter)

Teachers complete a draft of procedures and schedule a meeting with their evaluators to look at the available data from performance measures and discuss the proposed goal. Each year, teachers are responsible for submitting their goals to me by October 8, 2021.

February – 4, 2021 – Review 1st Semester Goal and Identify 2nd Semester New Goal

A mid-year review of progress on the goal is held for all teachers. At the principal's discretion, this review may be conducted through peer teams, assistance from the evaluator, teacher-led conversations at a faculty meeting or professional development day, or in another format that promotes collegiality and reflection. The mid-year review should be held by February 14, 2019. It is the principal's responsibility to establish the format and select the time of the review.

February 14, 2022- Submission of the Goal Setting for Student Progress Form 1st Quarter)

Teachers complete a draft of procedures and schedule a meeting with their evaluators to look at the available data from performance measures and discuss the proposed goal. Each year, teachers are responsible for submitting their goals to me by October 8, 2021.

June 10, 2022 - End-of-Year Review of Goal

By June 1, each teacher is responsible for assessing the professional growth made on the goal and for submitting documentation to the evaluator. A teacher may find it beneficial to draft the next year's goal as part of the reflection process in the event the goal has to be continued and/or revised. The due date for the end-of-year reviews may be extended to include the current year's testing data or exam scores.

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Office of The Principal

POLICY 7-3.6 STAFF TIME SCHEDULES

Work Schedules

The workday for full-time administrative and professional staff will be a minimum of eight hours and will continue until professional responsibilities to the pupil, school, and division are completed. Middle and High school teachers will be provided at least an average of thirty minutes per day during the pupils' school week as planning time. Administrative meetings, curriculum development, pupil supervision, assigned duties, parent conferences, group or individual planning, and extra-curricular activities may require hours beyond the stated minimum. Work schedules for other employees will be defined by the division superintendent or his/her designee, consistent with the Fair Labor Standards Act and the provisions of this policy.

2) 90-minute PD schedules/week are developed by each school except on those weeks we designated as closed weeks (no PD days)

Professional Development

Each principal will plan and conduct 90 min/week planned professional development for 28 weeks of the academic year. Please make Thursday is open on your calendar for professional developments and staff meetings.

The way the 90 minutes/week is utilized does not have to be the same for all teachers: some could be working on state/fed reporting while others are engaged in meaningful professional development. Customization is recommended and expected to meet the needs of the teachers/teams in the school to improve teaching and learning. Re-certification credits may be earned through this process – details on that are still to come.

3) PD is a part of the workday

4) Franklin Military Academy SPMT will come up with time and dates for professional development.

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Resources at the click of your mouse or tracking pad.

Description	Link
<u>Instructional Vision</u> The RPS Instructional Vision 2.0 drives how we plan, deliver, and assess instruction.	Instructional Vision 2.0
<u>Assessment Calendar</u> The assessment calendar shares the descriptions of all assessments and the timeline for the administration of assessments.	Assessment Calendar Final Draft
<u>Professional Learning Pods</u> We have created smaller learning communities for principals and teachers for district professional learning to be more responsive to individual school and student needs.	Professional Learning Pods
<u>Literacy Plan</u> The RPS Literacy Plan guides our focus on literacy.	RPS Literacy Plan
<u>Lesson Preparation & Planning</u> For K-8 teachers that use Eureka, EL Education, and/or Amplify curricula, teachers should use the Intellectual Preparation & Planning guidance and the planning document contained there. For other grades or content areas, please use the 5E or standard lesson plan document for planning. <i>*All of these are available on RPStech.</i> Preschool will use the <i>MyTeachingStrategies</i>	2021-2022 Intellectual Preparation & Lesson Planning Guidance 5E lesson plan Lesson plan Unit plan PK Instructional Guidance & Procedures

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lesson plan template in the “Teach Tab” of the platform. See details in the PK Instructional Guidance & Procedures document.	
<u>Literacy Block and Math Block</u> The visuals of the K-8 literacy and math blocks help to articulate the expectations of implementing the curriculum with integrity as well as provide personalized learning and small group instruction. The focus of the first month of school will be to ensure the structures of these blocks are established.	21-22 Literacy Block Requirements 21-22 Math Block Requirements
<u>K-5 Scope & Sequence At-A-Glance</u> For elementary leaders, a one-pager for each grade level will show the scope and sequence for all 4 content areas.	Coming soon
<u>Preschool Objectives At-A-Glance</u> For Preschool	PK Creative Curriculum Objectives for Development and Learning PK Learning Progressions
<u>Teacher Leadership</u> Instructional Coaches, Academic Architects, and Instructional Leads will have required monthly learning sessions throughout the year to build their leadership and have them transfer learning to their peers.	Cohort Dates
<u>Professional Learning Platform</u> The KickUp information sheet explains how our new platform will be used and contains helpful resources to utilize its features.	KickUp Information Sheet
<u>Digital Resources</u>	21-22 Digital Resources

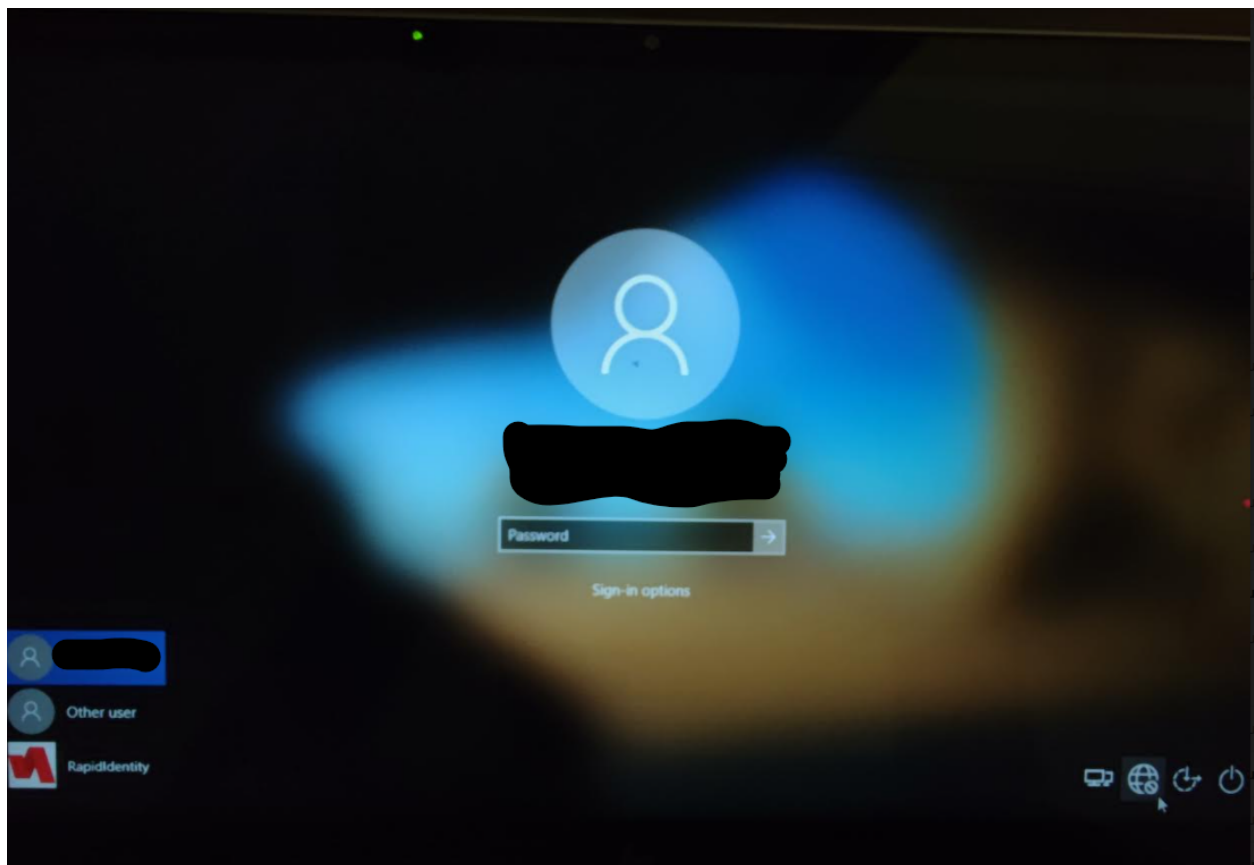
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The updated digital resources documents explain are each intended to be used and who are points of contact for.	
<u>school-BasedAssignments</u> This spreadsheet is a one-stop-shop to see all the additional support staff assigned to each school.	School-Based Assignments
<u>Grading Practices & Windows</u>	Secondary Grading Procedures Elementary Grading Procedures HS grading timeline ESMS grading timeline
<u>Google Classroom Guidance</u>	Coming soon
<u>Secondary Master Schedule</u>	Master Schedule Guide
<u>Attendance</u>	Attendance GuideBook
<u>BOY Materials</u>	2021-2022 BOY Documents
<u>Cluster Meeting Dates</u>	ES Cluster Meeting Secondary Cluster Mtgs. SY21-22
<u>Exceptional Education</u>	Ex. Ed. Leadership Resources

Connecting to the RPS Wireless Network

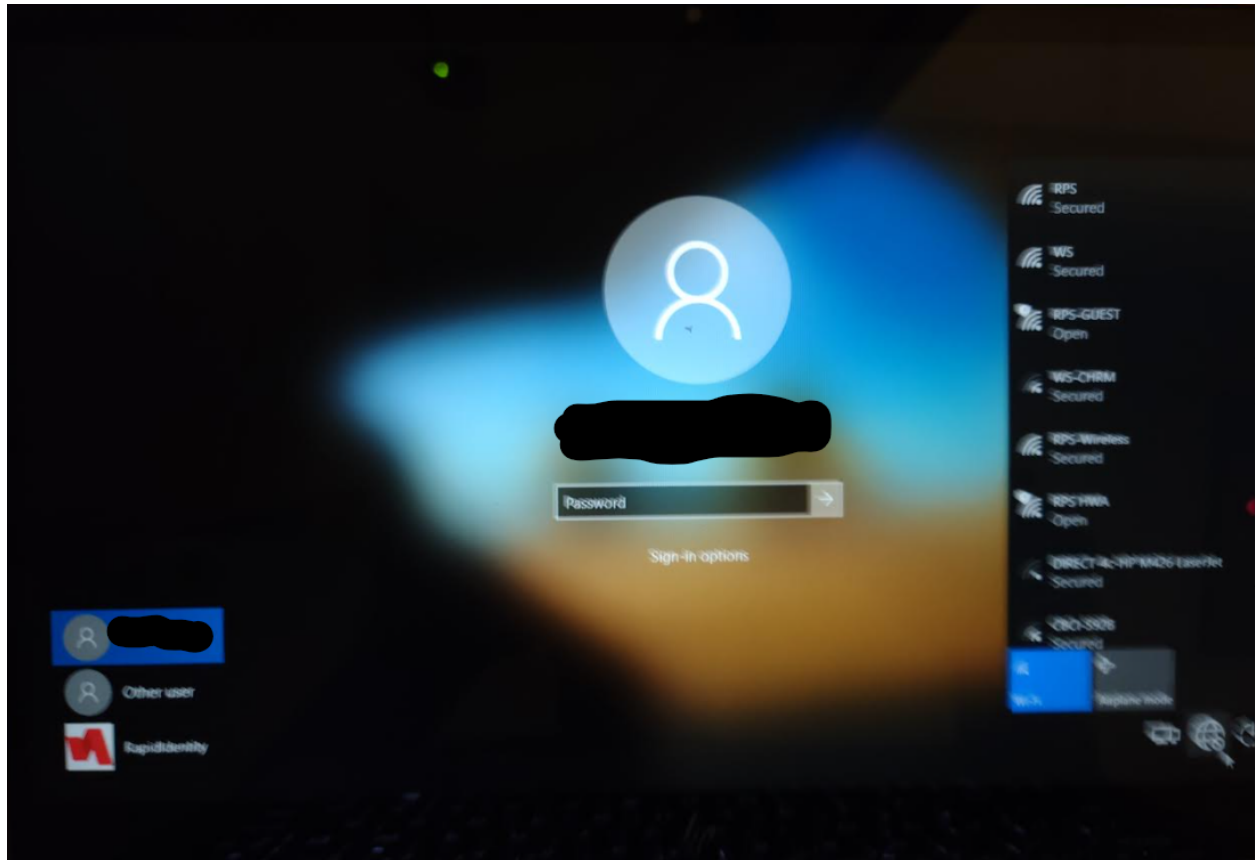
Windows Operating System (HP laptops)

1. When you first turn on your device, you will come to the **Acceptable Use Policy (AUP)** page. Read the AUP and then click **OK**. It will then you to the **login screen**. In the bottom, a right-hand corner there are usually 3 to 4 icons. One of those icons should either be a **globe with a “don’t” sign**, the **wireless signal** icon.



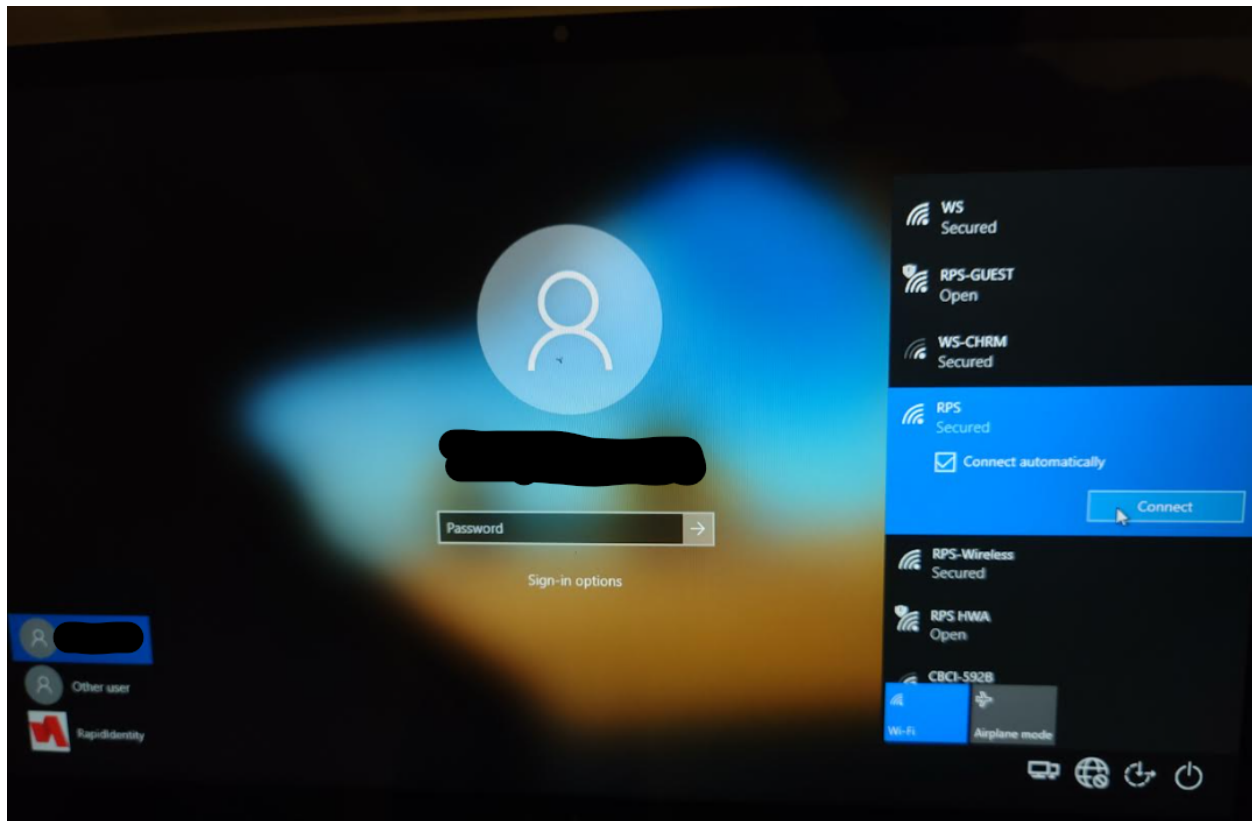
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2. When you click on the **globe** or **wireless signal** icon it will bring up a list of **wireless networks** as seen below.



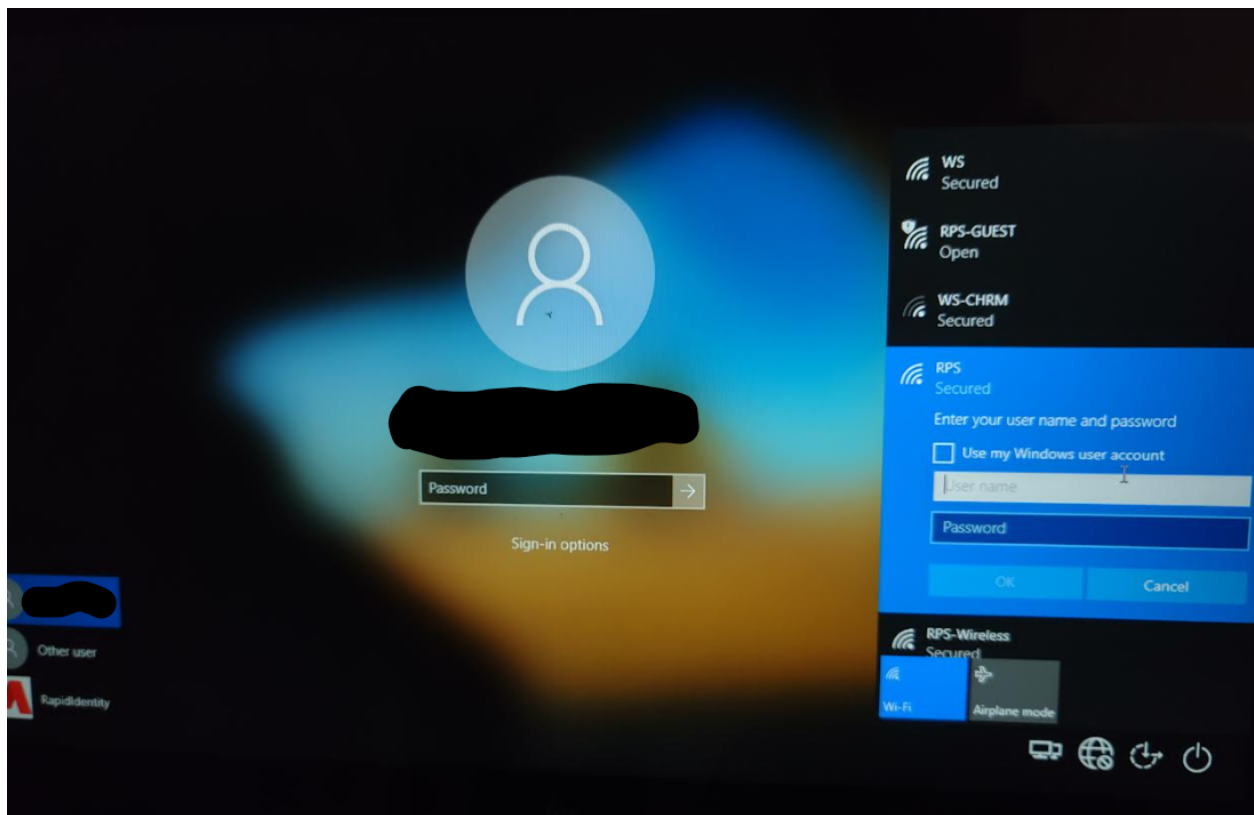
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3. Once this list is brought up click on the wireless network **RPS**. In the **connect automatically** box make sure there is a **checkmark** **inside** not, please click on the box. Now, click the **connect** button.



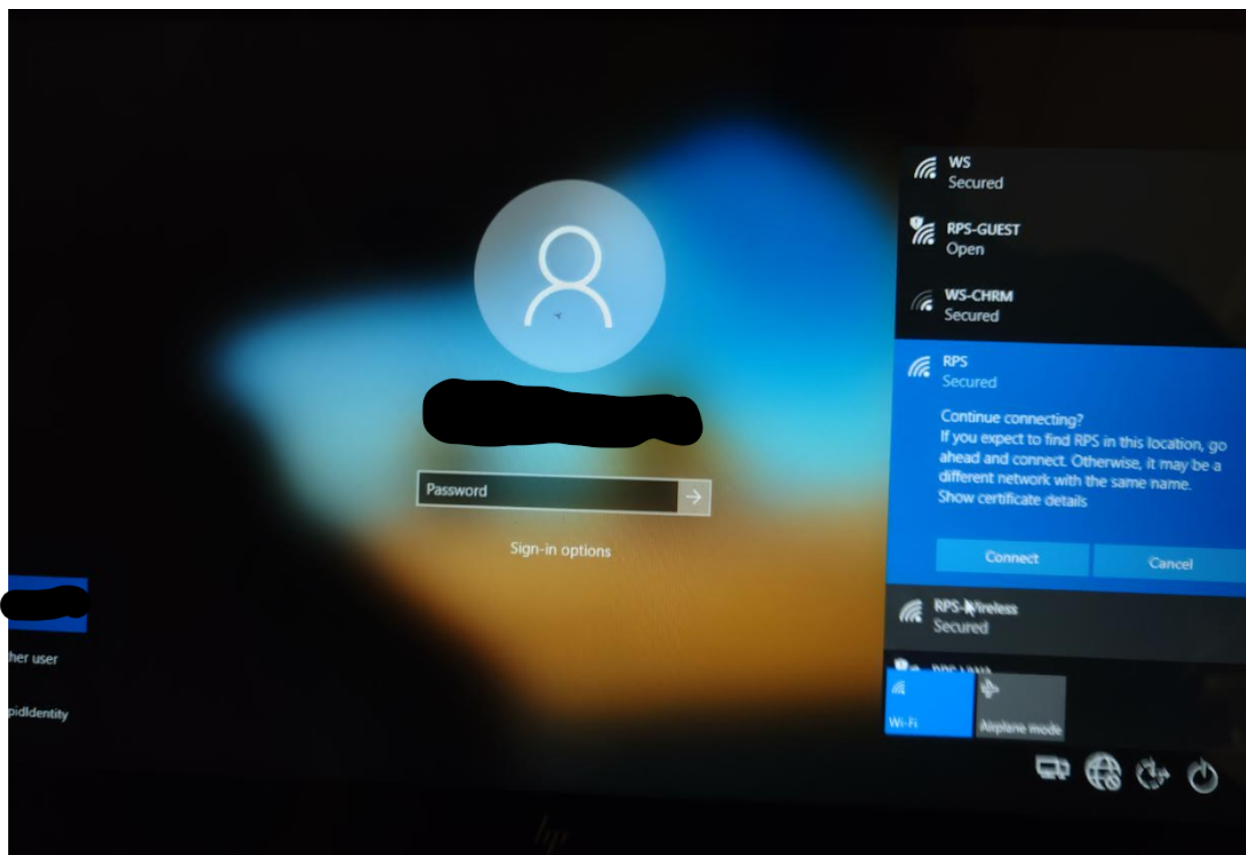
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4. Once you click the **connect** button you need to enter your **username** and **password (temporary password if you are logging in for the first time)**. Your username and password will be what you use for your **Active Directory account to log into your computer**. Make sure the “**Use my Windows user account**” box is **unchecked**. Once you enter in your username and password click **OK**. *Keep in mind, if you ever **change your password** to your Active Directory account you will need to **re-connect to the RPS wireless network** with your **new password**.*



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5. You may be asked if you want to **continue connecting**. If so, click **Connect**.



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6. If you are logging into the network for the very **first time** you will receive a message like the one shown below. You will need to enter in a **new password (password rules are on the next page)**. *If this isn't the first time you will then be connected to the **RPS** wireless network.*

Password Rules

Teacher passwords have been reset to <first letter of their first name><employee id>!!. For example, John Smith with an employee id of 123456 will have a temporary password of j123456!!. We have updated our wireless networks and staff will need their active directory username and password to access our new wireless network.

Password requirements

- Passwords cannot contain the user's account name or any two consecutive characters of it.
- Passwords must be at least eight characters in length.
- Passwords must contain characters from three of the following four categories

- Uppercase characters (A through Z).
- Lowercase characters (a through z).
- Numbers (0 through 9).
- Symbols (e.g. %, #, \$, *)

Below are some examples of acceptable and unacceptable passwords for a user named John Smith:

happyjob1\$

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Acceptable - More than eight characters and three of the four categories covered (lowercase characters, numbers, and symbols).

too much work

Acceptable - More than eight characters and three of the four categories covered (lowercase characters, uppercase characters, and symbols).

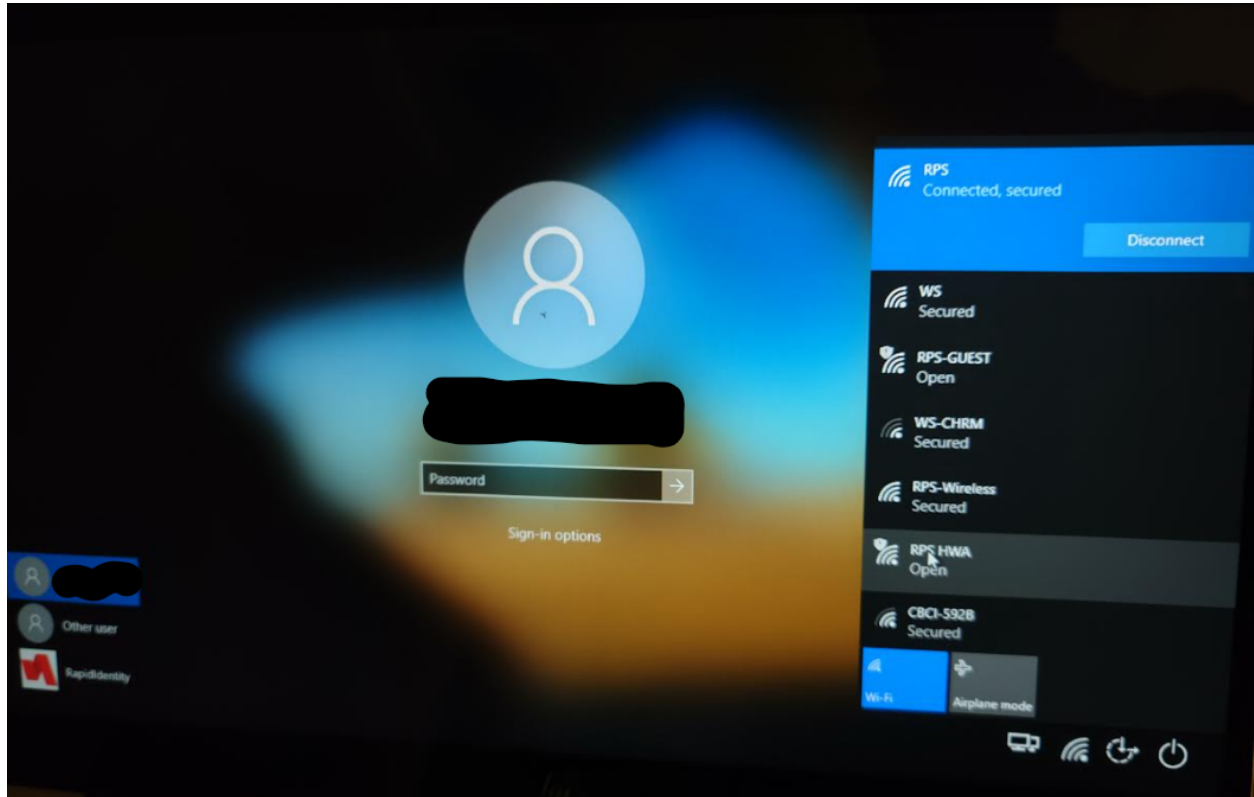
John123!

Not Acceptable – fails because part of the password is made up of characters from the user name. otherwise, it would have passed.

sm1234

Not acceptable – fails because “sm” is two consecutive characters from the user name, and only two categories are represented (lowercase and numbers). The system will remember your last 12 passwords, and they can’t be reused when changing your password. Your password does not expire but can be changed at any time and should be changed if there is evidence the password has been compromised.

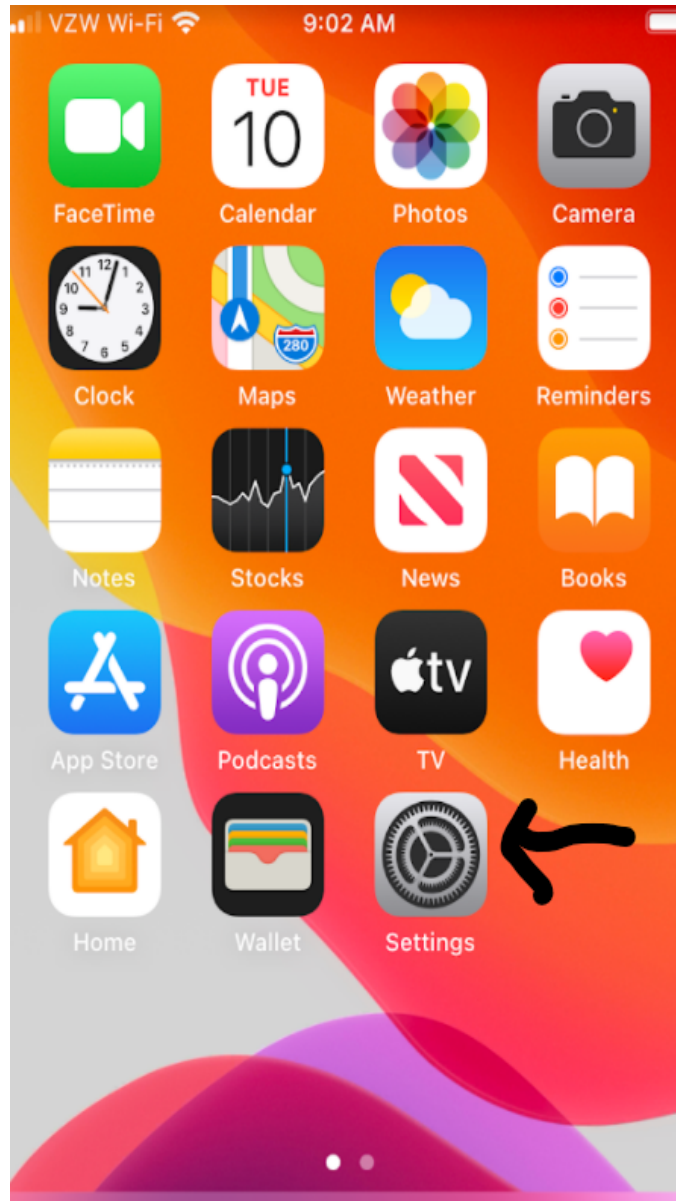
7. If you entered the **correct** username and password you will then be **connected** to the **RPS wireless network**.



iOS (RPS issued iPhones)

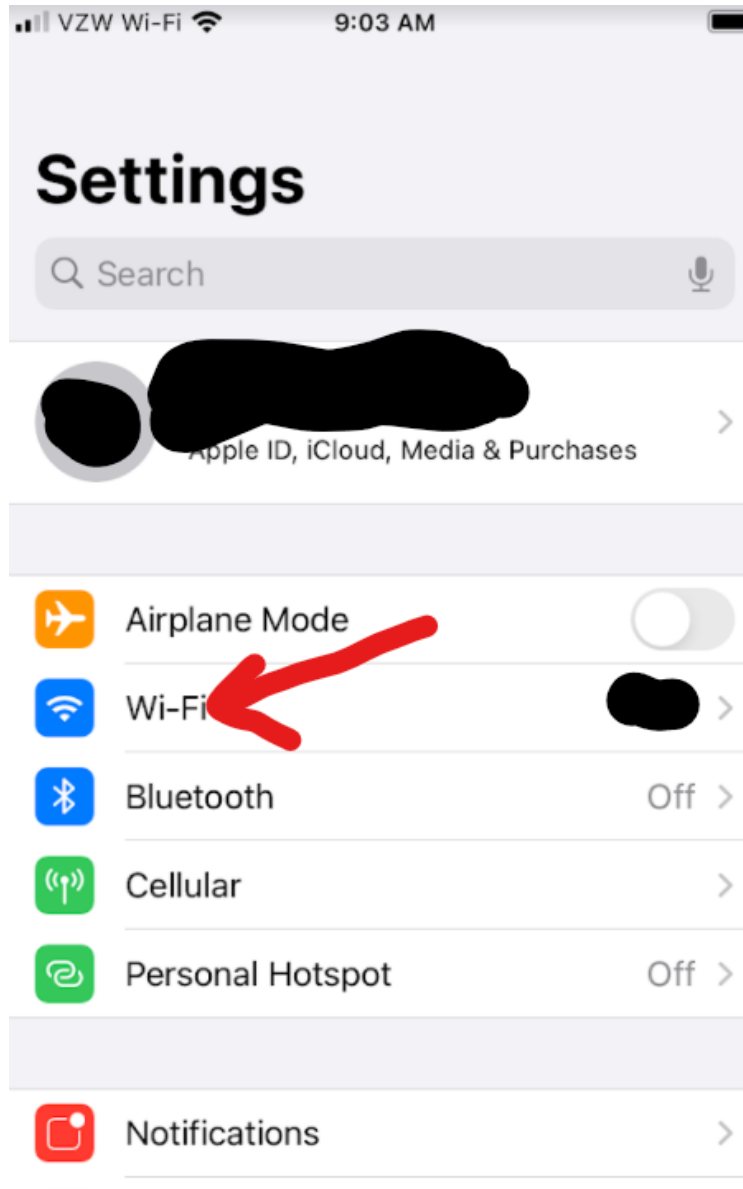
1. When you get to the **desktop** of your phone click on the **settings** icon.

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH



2. Within **settings** click on the **Wi-Fi** option.

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH



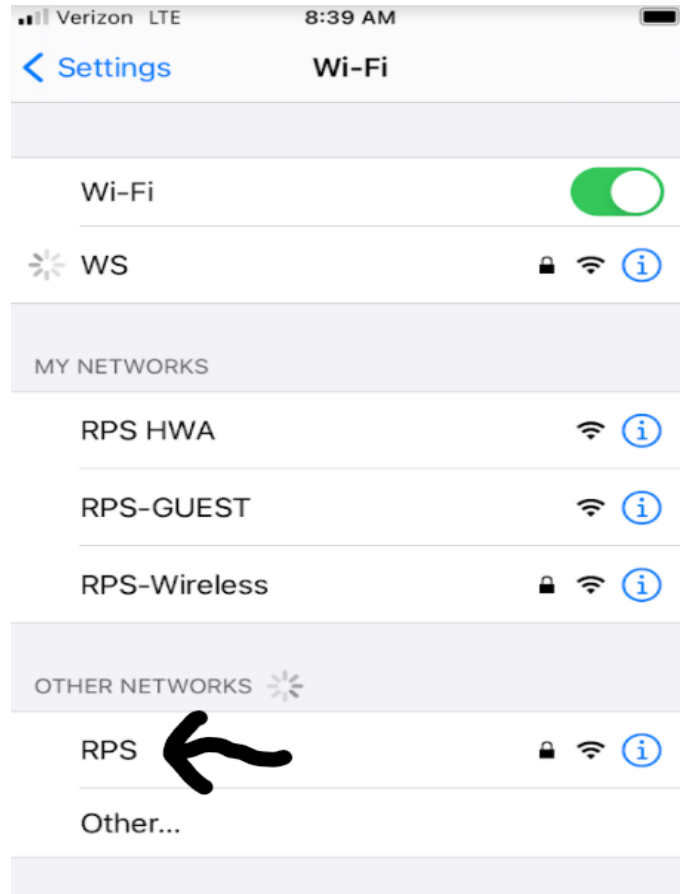
3. You will come to the **Wi-Fi settings page**. On that page you will see several **wireless networks**. Click on the wireless network that is named, **“RPS”**.

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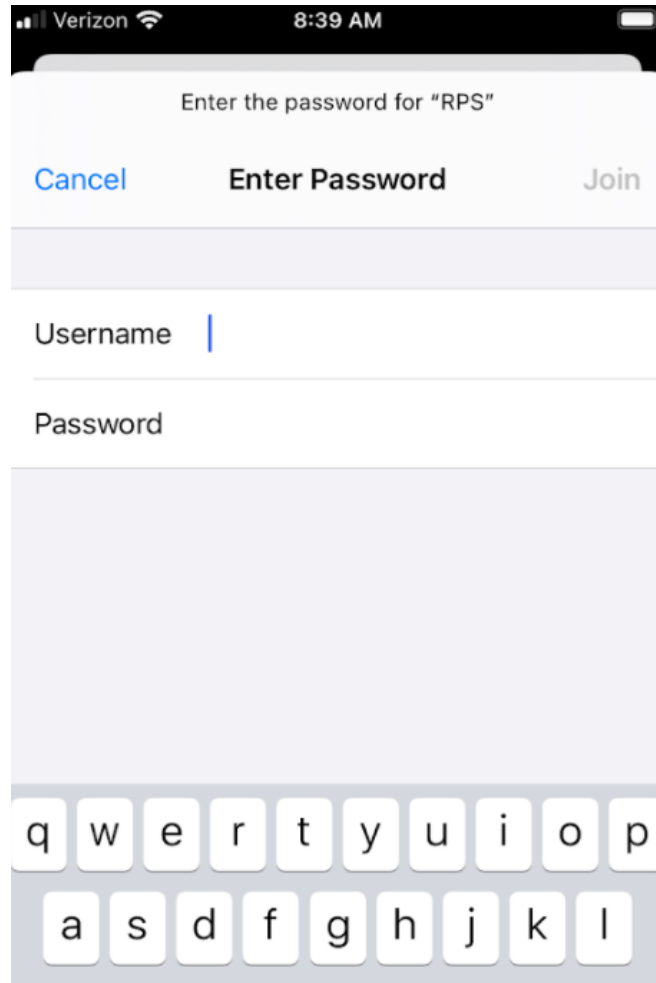
Franklin Military Academy
701 North 37th Street
Richmond, Virginia 23223
Telephone (804) 780-8526
Fax (804) 780-8054



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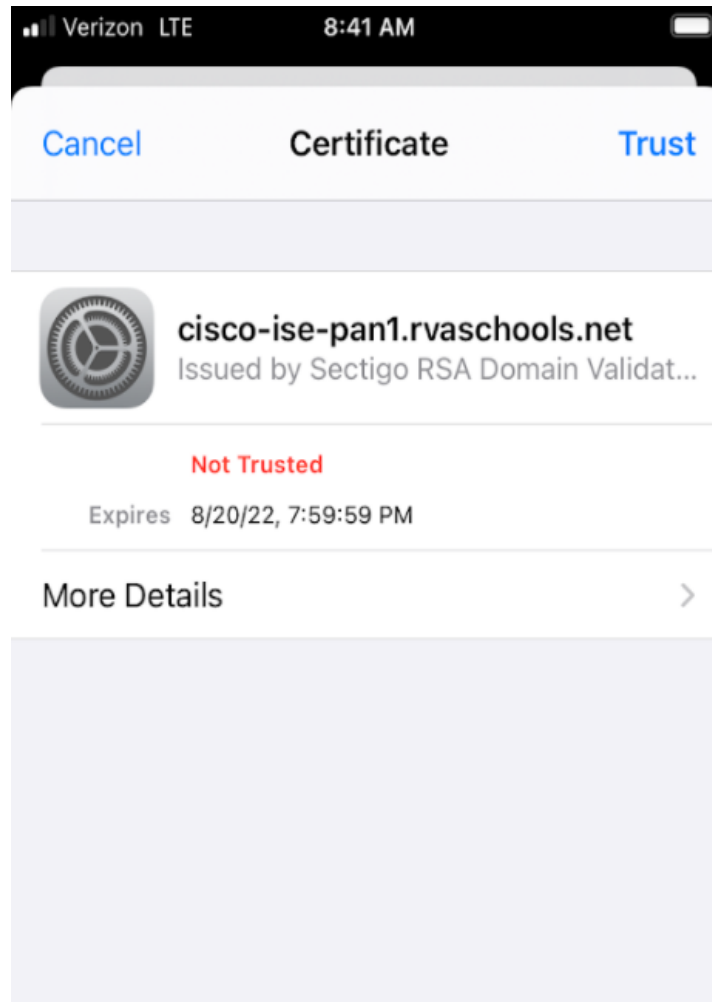
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4. Once you click on the **RPS network** you will be prompted to enter your **username** and **password**. This username and password will be the same username and password you use to log into your laptop. Once you enter in your username and password the word **“Join”** will turn **blue**. Click **Join**.

A screenshot of a mobile application interface on a Verizon network at 8:39 AM. The screen displays a login prompt: "Enter the password for 'RPS'". At the top, there are three buttons: "Cancel" (blue), "Enter Password" (black), and "Join" (grey). Below these buttons is a light grey rectangular area. Underneath this area are two input fields: "Username" with a blue cursor and "Password". Below the input fields is a large, empty light grey rectangular area. At the bottom of the screen, a portion of a virtual keyboard is visible, showing keys for q, w, e, r, t, y, u, i, o, p on the top row and a, s, d, f, g, h, j, k, l on the bottom row.

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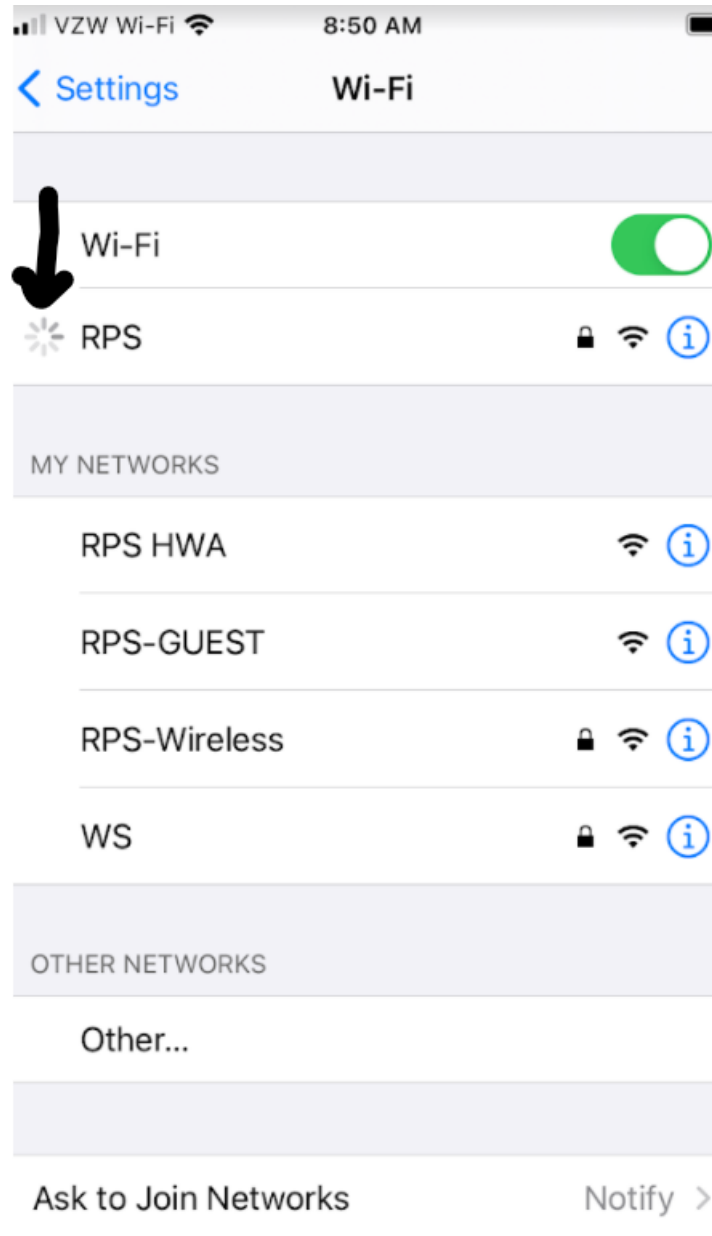
5. Once you click **Join**, you will be asked to **trust a certificate**. Click **Trust**.



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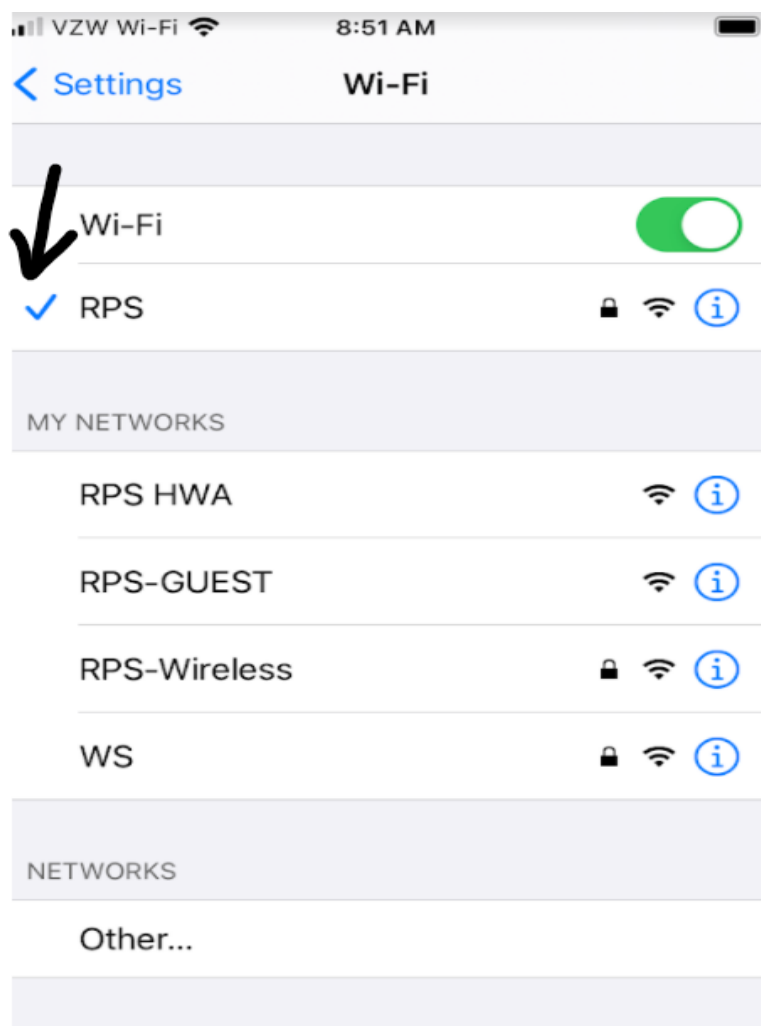
6. Once you click **trust** you will be brought back to the **Wi-Fi settings** page. You will see a **wheel spinning** beside the wireless network **RPS**. Wait about 10 seconds, you may still see the wheel still spinning.



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7. If the **wheel** is still spinning after 10 seconds click on the **Settings** option and then click on the **Wi-Fi** option again. This will take you back to the **Wi-Fi settings** page where you will check the mark beside the **RPS** wireless network. You are now connected to the RPS wireless network. *Keep in mind, if you **change your password** you will have to **re-connect to RPS** and enter in the **new password**.*



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Military Instruction

Military Assessments, rules and regulations, school etiquette and getting to know activities. No formation this week. Formation will start next week.

Language Arts

6th Grade Language Arts Communication and Multimodal Literacies

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

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

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

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

7th Grade Language Arts - SOL Test

Communication and Multimodal Literacies

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

- a) Use a variety of strategies to listen actively and speak using agreed upon discussion rules with awareness of verbal and nonverbal cues.

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

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

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

8th Grade Language Arts - SOL Test

Communication and Multimodal Literacies

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

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

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

- a) Select, organize, and create multimodal content that encompasses opposing points of view.
- b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.

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- c) Use effective verbal and nonverbal communication skills to deliver multimodal presentations.
- d) Cite information sources.
- e) Respond to audience questions and comments.
- f) Differentiate between Standard English and informal language.
- g) Evaluate presentations.

9th Grade Language Arts

Communication: Speaking, Listening, Media Literacy

9.1 The student will make planned oral presentations independently and in small groups.

- a) Include definitions to increase clarity.
- b) Use relevant details to support main ideas.
- c) Illustrate main ideas through anecdotes and examples.
- d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
- e) Use verbal and nonverbal techniques for presentation.
- f) Evaluate impact and purpose of presentation.
- g) Credit information sources.
- h) Give impromptu responses to questions about presentation.
- i) Give and follow spoken directions to perform specific tasks, answer questions, or solve problems.
- j) Use a variety of strategies to listen actively.
- k) Summarize and evaluate information presented orally by others.
- l) Assume shared responsibility for collaborative work.

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1. 9.2 The student will produce, analyze, and evaluate auditory, visual, and written media messages.
 - a) Analyze and interpret special effects used in media messages including television, film, and Internet.
 - b) Determine the purpose of the media message and its effect on the audience.
 - c) Describe possible cause and effect relationships between mass media coverage and public opinion trends.
 - d) Evaluate sources including advertisements, editorial, and feature stories for relationships between intent and factual content.
 - e) Monitor, analyze, and use multiple streams of simultaneous information.

10th Grade Language Arts

Communication and Multimodal Literacies

10.1 The student will make planned multimodal, interactive presentations collaboratively and individually.

- a) Make strategic use of multimodal tools.
- b) Credit information sources.
- c) Demonstrate the ability to work effectively with diverse teams including setting rules and goals for group work such as coming to informal consensus, taking votes on key issues, and presenting alternate views.
- d) Assume responsibility for specific group tasks.
- e) Include all group members and value individual contributions made by each group member.
- f) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- g) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.
- h) Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.
- i) Access, critically evaluate, and use information accurately to solve problems.
- j) Use reflection to evaluate one's own role and the group process in small-group activities.
- k) Evaluate a speaker's point of view, reasoning, use of evidence, rhetoric, and identify any faulty reasoning.

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10.2 The student will examine, analyze, and produce media messages.

- a) Create media messages for diverse audiences.
- b) Credit information sources.
- c) Evaluate sources for relationships between intent, factual content, and opinion.
- d) Analyze the impact of selected media formats on meaning.
- e) Analyze the purpose of information and persuasive techniques used in diverse media formats.
- f) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).
- g) Describe possible cause and effect relationships between mass media coverage and public opinion trends.
- h) Monitor, analyze, and use multiple streams of simultaneous information.
- i) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

11th Grade Language Arts – SOL Test

Communication and Multimodal Literacies

11.1 The student will make planned informative and persuasive multimodal, interactive presentations collaboratively and individually.

- a) Select and effectively use multimodal tools to design and develop presentation content.
- b) Credit information sources.
- c) Demonstrate the ability to work collaboratively with diverse teams.
- d) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.
- e) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- f) Anticipate and address alternative or opposing perspectives and counterclaims.
- g) Evaluate the various techniques used to construct arguments in multimodal presentations.
- h) Use vocabulary appropriate to the topic, audience, and purpose.
- i) Evaluate effectiveness of multimodal presentations.

11.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.

- a) Describe possible cause and effect relationships between mass media coverage and public opinion trends.
- b) Create media messages with a specific point of view.
- c) Evaluate media sources for relationships between intent and content.
- d) Analyze the impact of selected media formats on meaning.
- e) Determine the author's purpose and intended effect on the audience for media messages.
- f) Manage, analyze, and synthesize multiple streams of simultaneous information.
- g) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

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Writing

11.6 The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.

- a) Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.
- b) Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
- c) Organize claims, counterclaims, and evidence in a sustained and logical sequence.
- d) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.
- e) Use words, phrases, clauses, and varied syntax to create a cohesive argument.
- f) Blend multiple forms of writing including embedding narratives to produce effective essays.
- g) Revise writing for clarity of content, accuracy and depth of information.
- h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.

12th Grade Language Arts Writing

Communication and Multimodal Literacies

12.1 The student will make planned persuasive/argumentative, multimodal, interactive presentations collaboratively and individually.

- a) Select and effectively use multimodal tools to design and develop presentation content.
- b) Credit information sources.
- c) Demonstrate the ability to work collaboratively with diverse teams.
- d) Anticipate and address alternative or opposing perspectives and counterclaims.
- e) Evaluate the various techniques used to construct arguments in multimodal presentations.
- f) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- g) Critique effectiveness of multimodal presentations.
- h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.
- i) Write to clearly describe personal qualifications for potential occupational or educational opportunities.

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6th Grade Mathematics

Ice breakers, class procedures

7th Grade Mathematics

Get to know activities

8th Grade Mathematics

Classroom procedures

Number and Number Sense

Focus: Relationships within the Real Number System

8.1 The student will

- a) simplify numerical expressions involving positive exponents, using rational numbers, order of operations, and properties of operations with real numbers; and
- b) compare and order decimals, fractions, percents, and numbers written in scientific notation.

Algebra

Spaghetti Tower – Marshmallow- Challenge-Mathematical-Communication

Algebra Functions & Data Analysis

Algebra and Functions

Spaghetti Tower – Marshmallow- Challenge-Mathematical-Communication

Geometry

Ice Breakers – Pre Assessments

Algebra II

Ice Breakers

Spaghetti Tower – Marshmallow- Challenge-Mathematical-

Pre Calculus

Ice Breakers – Pre Assessments

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Science

6th Grade Science

Scientific Investigation, Reasoning, and Logic

- 6.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which
- a) observations are made involving fine discrimination between similar objects and organisms;
 - b) precise and approximate measurements are recorded;
 - c) scale models are used to estimate distance, volume, and quantity;
 - d) hypotheses are stated in ways that identify the independent and dependent variables;
 - e) a method is devised to test the validity of predictions and inferences;
 - f) one variable is manipulated over time, using many repeated trials;
 - g) data are collected, recorded, analyzed, and reported using metric measurements and tools;
 - h) data are analyzed and communicated through graphical representation;
 - i) models and simulations are designed and used to illustrate and explain phenomena and systems; and
 - j) current applications are used to reinforce science concepts.

7th Grade Science - Life Science

- LS.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which
- a) data are organized into tables showing repeated trials and means;
 - b) a classification system is developed based on multiple attributes;
 - c) triple beam and electronic balances, thermometers, metric rulers, graduated cylinders, and probeware are used to gather data;
 - d) models and simulations are constructed and used to illustrate and explain phenomena;
 - e) sources of experimental error are identified;
 - f) dependent variables, independent variables, and constants are identified;
 - g) variables are controlled to test hypotheses, and trials are repeated;
 - h) data are organized, communicated through graphical representation, interpreted, and used to make predictions;
 - i) patterns are identified in data and are interpreted and evaluated; and
 - j) current applications are used to reinforce life science concepts.

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8th Grade Science – Physical Science

- PS.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which
- a) chemicals and equipment are used safely;
 - b) length, mass, volume, density, temperature, weight, and force are accurately measured;
 - c) conversions are made among metric units, applying appropriate prefixes;
 - d) triple beam and electronic balances, thermometers, metric rulers, graduated cylinders, probeware, and spring scales are used to gather data;
 - e) numbers are expressed in scientific notation where appropriate;
 - f) independent and dependent variables, constants, controls, and repeated trials are identified;
 - g) data tables showing the independent and dependent variables, derived quantities, and the number of trials are constructed and interpreted;
 - h) data tables for descriptive statistics showing specific measures of central tendency, the range of the data set, and the number of repeated trials are constructed and interpreted;
 - i) frequency distributions, scatterplots, line plots, and histograms are constructed and interpreted;
 - j) valid conclusions are made after analyzing data;
 - k) research methods are used to investigate practical problems and questions;
 - l) experimental results are presented in appropriate written form;
 - m) models and simulations are constructed and used to illustrate and explain phenomena; and
 - n) current applications of physical science concepts are used.

Earth Science

- ES.1 The student will plan and conduct investigations in which
- a) volume, area, mass, elapsed time, direction, temperature, pressure, distance, density, and changes in elevation/depth are calculated utilizing the most appropriate tools;
 - b) technologies, including computers, probeware, and geospatial technologies, are used to collect, analyze, and report data and to demonstrate concepts and simulate experimental conditions;
 - c) scales, diagrams, charts, graphs, tables, imagery, models, and profiles are constructed and interpreted;
 - d) maps and globes are read and interpreted, including location by latitude and longitude;
 - e) variables are manipulated with repeated trials; and
 - f) current applications are used to reinforce Earth science concepts.

Biology

- BIO.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which

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- a) observations of living organisms are recorded in the lab and in the field;
- b) hypotheses are formulated based on direct observations and information from scientific literature;
- c) variables are defined and investigations are designed to test hypotheses;
- d) graphing and arithmetic calculations are used as tools in data analysis;
- e) conclusions are formed based on recorded quantitative and qualitative data;
- f) sources of error inherent in experimental design are identified and discussed;
- g) validity of data is determined;
- h) chemicals and equipment are used in a safe manner;
- i) appropriate technology including computers, graphing calculators, and probeware, is used for gathering and analyzing data, communicating results, modeling concepts, and simulating experimental conditions;
- j) research utilizes scientific literature;
- k) differentiation is made between a scientific hypothesis, theory, and law;
- l) alternative scientific explanations and models are recognized and analyzed; and
- m) current applications of biological concepts are used.

Chemistry

CH.1 The student will investigate and understand that experiments in which variables are measured, analyzed, and evaluated produce observations and verifiable data. Key concepts include

- a) designated laboratory techniques;
- b) safe use of chemicals and equipment;
- c) proper response to emergency situations;
- d) manipulation of multiple variables, using repeated trials;
- e) accurate recording, organization, and analysis of data through repeated trials;
- f) mathematical and procedural error analysis;
- g) mathematical manipulations including SI units, scientific notation, linear equations, graphing, ratio and proportion, significant digits, and dimensional analysis;
- h) use of appropriate technology including computers, graphing calculators, and probeware, for gathering data, communicating results, and using simulations to model concepts;
- i) construction and defense of a scientific viewpoint; and
- j) the use of current applications to reinforce chemistry concepts.

Physics

PH.1 The student will plan and conduct investigations using experimental design and product design processes. Key concepts include

- a) the components of a system are defined;
- b) instruments are selected and used to extend observations and measurements;
- c) information is recorded and presented in an organized format;
- d) the limitations of the experimental apparatus and design are recognized;

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- e) the limitations of measured quantities are recognized through the appropriate use of significant figures or error ranges;
- f) models and simulations are used to visualize and explain phenomena, to make predictions from hypotheses, and to interpret data; and
- g) appropriate technology, including computers, graphing calculators, and probeware, is used for gathering and analyzing data and communicating results.

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6th United States History to 1865

- USI.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
- identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865;
 - make connections between the past and the present;
 - sequence events in United States history from pre-Columbian times to 1865;
 - interpret ideas and events from different historical perspectives;
 - evaluate and discuss issues orally and in writing;
 - analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;
 - distinguish between parallels of latitude and meridians of longitude;
 - interpret patriotic slogans and excerpts from notable speeches and documents;
 - identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.

7th United States History to Present

Skills

- USII.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
- analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present;
 - make connections between the past and the present;
 - sequence events in United States history from 1865 to the present;
 - interpret ideas and events from different historical perspectives;
 - evaluate and debate issues orally and in writing;
 - analyze and interpret maps that include major physical features;
 - use parallels of latitude and meridians of longitude to describe hemispheric location;
 - interpret patriotic slogans and excerpts from notable speeches and documents;
 - identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.

8th Grade Science Civics and Economics

- CE.1 The student will develop the social studies skills responsible citizenship requires, including the ability to

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- a) examine and interpret primary and secondary source documents;
- b) create and explain maps, diagrams, tables, charts, graphs, and spreadsheets;
- c) analyze political cartoons, political advertisements, pictures, and other graphic media;
- d) distinguish between relevant and irrelevant information;
- e) review information for accuracy, separating fact from opinion;
- f) identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model;
- g) formulate an informed, carefully reasoned position on a community issue;
- h) select and defend positions in writing, discussion, and debate.

9th Grade Geography

- WHI.1 The student will improve skills in historical research and geographical analysis by
- a) identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history to 1500 A.D. (C.E.);
 - b) using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D. (C.E.);
 - c) identifying major geographic features important to the study of world history to 1500 A.D. (C.E.);
 - d) identifying and comparing political boundaries with the locations of civilizations, empires, and kingdoms from 4000 B.C. (B.C.E.) to 1500 A.D. (C.E.);
 - e) analyzing trends in human migration and cultural interaction from prehistory to 1500 A.D. (C.E.);
 - f) analyzing the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems, on events to 1500 A.D. (C.E.).

10th World History and Geography: 1500 A.D. (C.E.) to the

Era VI: Age of Revolutions, 1650 to 1914 A.D. (C.E.)

- WHII.1 The student will improve skills in historical research and geographical analysis by
- a) identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history since 1500 A.D. (C.E.);
 - b) using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past since 1500 A.D. (C.E.);
 - c) identifying geographic features important to the study of world history since 1500 A.D. (C.E.);

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- d) identifying and comparing political boundaries with the locations of civilizations, empires, and kingdoms from 1500 A.D. (C.E.) to the present;
- e) analyzing trends in human migration and cultural interaction from 1500 A.D. (C.E.) to the present;
- f) analyzing the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems, on events since 1500 A.D. (C.E.).

11th Virginia & United States History

Conflict: The World at War: 1939 to 1945

- VUS.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
- a) identify, analyze, and interpret primary and secondary source documents, records, and data, including artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, and art, to increase understanding of events and life in the United States;
 - b) evaluate the authenticity, authority, and credibility of sources;
 - c) formulate historical questions and defend findings, based on inquiry and interpretation;
 - d) develop perspectives of time and place, including the construction of maps and various timelines of events, periods, and personalities in American history;
 - e) communicate findings orally and in analytical essays or comprehensive papers;
 - f) develop skills in discussion, debate, and persuasive writing with respect to enduring issues and determine how divergent viewpoints have been addressed and reconciled;
 - g) apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time;
 - h) interpret the significance of excerpts from famous speeches and other documents;
 - i) identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.

12th Virginia and United States Government

Reshaping the Nation and the Emergence of Modern America: 1877 to 1930s

- GOVT.1 The student will demonstrate mastery of the social studies skills responsible citizenship requires, including the ability to
- a) analyze primary and secondary source documents;

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- b) create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets;
- c) analyze political cartoons, political advertisements, pictures, and other graphic media;
- d) distinguish between relevant and irrelevant information;
- e) evaluate information for accuracy, separating fact from opinion;
- f) identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model;
- g) select and defend positions in writing, discussion, and debate.

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