

2017-2018



Program of Studies

Hamilton-Holmes Middle School

KING WILLIAM COUNTY PUBLIC SCHOOLS

Vision

King William County Public Schools will prepare students to become lifelong learners by providing them with a quality education in a demanding and safe learning environment.

Mission Statement

The King William County School Division provides rigorous instruction in a challenging atmosphere to meet the educational needs of all students by supporting the efforts of the professional team and encouraging community involvement.

Goals

- Teamwork will be developed in the schools between all stakeholders, which will translate into a positive perception of the “culture” of each school in the community. (Long Range Plan Standards 1, 7, 8)
- The highest quality education will be provided for each student while meeting, and exceeding, state and federal mandates in a safe, disciplined and secure environment. (Long Range Plan Standards 1, 3, 4, 6, 9)
- All levels of King William County Public Schools will take ownership of the educational process and be accountable for demonstrating professionalism and leadership. (Long Range Plan Standards 2, 3, 5)

Division Priorities

- Ensure successful student performance on Standards of Learning (SOL) assessments
- Implement an articulated K-12 program of instruction including career education, special education, gifted education, and a program of alternative education
- Continuously assess and plan for the environmental and safety issues affecting student achievement
- Emphasize the importance of parent involvement and community partnerships in our community education
- Pursue professional development opportunities for all faculty, administration, and staff to enhance the quality of student learning

Policy Manual Information

A copy of King William County Schools' Division Policy Manual is located in each of the school libraries, the county library, the central office, and online at www.kwcps.k12.va.us.

KING WILLIAM COUNTY PUBLIC SCHOOLS DISTRICT GOALS

District Goal 1: King William County Public Schools will provide support for all students to achieve above state and national averages as measured by administered assessments.

District Goal 2: All students will graduate from high school with plans for post-secondary study or workforce training.

District Goal 3: All students in King William County Public Schools will be reading on grade level by the time they reach middle school.

District Goal 4: King William County Schools will increase partnerships between parents, teachers, students and administrators to enhance effective communication and participation.

District Goal 5: King William County Public Schools will provide staff development to meet the learning needs of all students as measured by a 2% increase in the annual SOL pass rate.

District Goal 6: King William County Public Schools will increase student achievement in all AMO groups using inquiry-based learning through integration of math, science and technology (STEM) as evidenced by performance levels on benchmark and state-level testing by June 2015.

KING WILLIAM COUNTY SCHOOL BOARD

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ENROLLMENT

The school records of an elementary school student who is presently attending King William County Public Schools will be transferred to Hamilton Holmes Middle School when the student has successfully completed his/her present school program.

A transfer student seeking first time admission to King William County Public Schools is required to present the following documentation in order to be enrolled:

A birth certificate (or other acceptable document)

An immunization record showing proof of completed immunizations for

DTap (the DTap or Tetanus must have been within the last 5 years)

Varicella

OPV

Measles (Immunization record must indicate TWO doses of the Measles vaccine.)

Rubella

Mumps

Hepatitis B (A complete series of THREE doses of the Hepatitis B vaccine is required for all children born on or after January 1, 1994.)

A social security number

Please notify the principal if the student's social security number is not to be used.

Proof of parent /guardian residency.

Three forms of proof of residency from an approved list must be presented.

The parent or guardian of transfer students will complete a form requesting release of records from the last school the student attended, and the student may not be enrolled in King William County Public Schools until all of his/her records are received.

State law requires that, prior to student admission; the parent or guardian must provide 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.

GRADUATION / DIPLOMA OPTIONS

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

Standard Diploma: Minimum Course & Credit Requirements

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

Beginning with students entering ninth grade for the first time in 2013-2014, a student must also:

- Earn a board-approved career and technical education credential to graduate with a Standard Diploma; and
- Successfully complete one virtual course, which may be non-credit bearing.

The school counselor can advise on available courses to fulfill the requirements for a Standard Diploma.

	Standard Credits	Verified Credits
English	4	2
Math	3	1
Laboratory Science	3	1
Social Studies	3	1
Health & P.E.	2	
Foreign Language, Fine Arts or Career & Technical Education	2	
Economics & Personal Finance	1	
Electives	4	
Student Selected Test		1
Total Units	22	6

Advanced Studies Diploma: Minimum Course & Credit Requirements

To graduate with an Advanced Studies Diploma, a student must earn 26 standard units of credit and at least nine verified units of credit:

- Students who entered ninth grade for the first time during and after 2011-2012 must earn at least 26 standard units of credit.
- Beginning with students entering ninth grade for the first time in 2013-2014, a student must successfully complete one virtual course, which may be non-credit bearing, to graduate with an Advanced Studies Diploma.

Please note: Your school counselor can tell you which courses are offered by your school to fulfill the requirements for an Advanced Studies Diploma.

	Standard Credits	Verified Credits
English	4	2
Math	4	2
Laboratory Science	4	2
Social Studies	4	2
Foreign Languages	3	
Health & P.E.	2	
Fine Arts or Career & Technical Education	1	
Economics & Personal Finance	1	
Electives	3	
Student Selected Test		1
Total Units	26	9

Certificate of Program Completion

Students who do not qualify for a diploma may earn a Certificate of Program Completion by one of the following requirements:

- Completing program requirements as outlined by prescribed Individualized Educational Programs;
- Completing a prescribed technical course of study approved by the principal; or
- Completing all required coursework but failing to earn the required SOL verified credits.

Applied Studies Diplomas

Special education students are eligible for all school completion options. In accordance with the requirements of the Standards of Quality, students with disabilities who complete the requirements of their Individualized Education Program (IEP) and do not meet the requirements for other diplomas shall be awarded Applied Studies Diplomas.

Summer School

Classes are offered as credit recovery only. Classes will only be offered if there is sufficient enrollment. Students who are not residents of King William County may enroll only if there is available space once resident students have enrolled. Non-resident students are required to pay the non-resident tuition rate. Students repeating a course can count only one credit toward graduation requirements. Both grades will be used to compute the grade point average (GPA).

SCHOOL INFORMATION AND PARENT COMMUNICATION

Information regarding **Hamilton Holmes Middle School** is shared with students, parents, and the community in multiple forms. The following list includes the most frequent forms of communication:

HHMS main phone number: **769-3434, ex. 516**
9-Week mailings and/or information distributions
Special Meetings and Presentations
Local Newspaper Articles
School Marquee
Parent Email Distribution Lists
Parent Portal - PowerSchool
School Messenger

Follow Us!

Facebook:

HHMS Website: <http://www.kwcps.k12.va.us/2/Home>

Athletics: <http://kingwilliamathletics.com/>

STANDARDS OF LEARNING (SOL)

Instructionally, the goal is for each student at Hamilton Holmes is to demonstrate achievement that meets or exceeds course level Standards of Learning (SOL) as defined by the Virginia Department of Education. Student mastery of these standards is assessed continuously throughout the school year and is reflected in regular progress reports and report cards. Students who fail to meet the standards established for their grade level will be given additional instruction and support. The Standards of Learning for the core subject areas can be found at these links on the Virginia Department of Education Website:

[English](#)

[Mathematics](#)

[Science](#)

[History and Social Science](#)

English

English 6

Course #1109

Grade 6-Year

- Grade 6 Reading SOL test
 - Develop independence in vocabulary acquisition
 - Read for comprehension a variety of literature, nonfiction, and informational text
 - Develop narratives, descriptions, and explanations through the writing process
-

English 7

Course #1110

Grade 7-Year

- Grade 7 Reading SOL test
 - Begin study of figurative language, connotations, and analogies
 - Read and analyze a variety of literature, nonfiction, and informational text
 - Develop persuasive and expository pieces through the writing process
-

English 8

Course #1120

Grade 8-Year

- Grade 8 Reading SOL test
 - Grade 8 Writing SOL test
 - Describe themes and draw conclusions from literature
 - Continue to develop an appreciation of literary elements
 - Develop informational, persuasive, and expository pieces through the writing process
-

Mathematics

Math 6

Course #3110

Grade 6-Year

- Grade 6 Math SOL test
 - Develop understanding and skills with fractions, decimals, and ratios
 - Investigate geometry and probability, collect and analyze data
 - Develop concepts of integers, variables, equations, and inequalities
-

Math 7

Course #3111

Grade 7-Year

- Grade 7 Math SOL test
 - Use proportional reasoning to solve practical and consumer problems
 - Investigate geometry, probability, data analysis, linear equation, and inequalities
 - Use patterns, estimation, and simple algebraic techniques to solve problems.
-

Math 8

Course #3112

Grade 8-Year

- Grade 8 Math SOL test
 - Extend concepts from Math 6 and Math 7
 - Investigate foundations of algebraic skills
 - Analyze and represent relations and functions using tables, graphs, and rules
 - Solve and graph multi-step linear equations
-

Algebra I

Course #3130

Grade 8-Year

1 High School Credit

- Algebra I SOL test
 - Represent problem situations using expressions, equations, and inequalities
 - Graph and solve linear and quadratic functions
 - Apply algebraic concepts and processes to the real world
-

Accelerated Math I

Course #3111A

Grade 6-Year

Prerequisite: #3110

- Grade 7 Math SOL test
 - Introduces foundations of algebraic skills.
 - Begins to solve and graph multi-step linear equations
 - Content included in Course # Math 7
-

Accelerated Math II / Algebra I

Course #3130MSA

Grade 7-Year

Prerequisite: #3111A

1 High School Credit

- Algebra I SOL test
 - Analyze and represent relations and functions using tables, graphs, and rules
 - Solve and graph multi-step linear equations
 - See Course # Algebra I for additional course content
-

Core Courses

Geometry

Course #3143

Grade 8-Year

1 High School Credit

- Geometry SOL test
- Understand the principles of plane, solid, and coordinate geometry
- Investigate and solve problems involving circles and polygons
- Determine congruence and similarity of polygons

Science

Science 6

Course #4105

Grade 6-Year

- Emphasize experimental design and the scientific method
- Explore fundamental concepts in meteorology, ecology, astronomy, and natural resource management
- Emphasize energy sources and their relationships to the natural world

Life Science

Course #4115

Grade 7-Year

- Explore cellular organization and the classification of organisms
- Explore the relationships among organisms, populations, communities, and ecosystems
- Examine the change that results from the transmission of genetic information from generation to generation

Physical Science

Course #4125

Grade 8-Year

- Cumulative 6-8 Science SOL test
- Build on skills of systematic investigation emphasizing sources of error and data based conclusions
- Understand the relationship between graphs and what is occurring in an experiment
- Focus on introductory concepts in chemistry and physics

Accelerated Life Science

Course #4115Acc

Grade 6-Year

- Emphasize experimental design and the scientific method
- Emphasize energy sources and their relationships to the natural world
- Content included in Course # Life Science
- Students must complete a guided independent project on astronomy as a co-requisite

Physical Science Advanced

Course #4125A

Grade 8-Year

- Cumulative 6-8 Science SOL test
- **Application process for enrollment**
- Significant emphasis on mathematical equations and their relationship to physical science phenomenon
- Higher levels of reading, writing, discussion, investigation and research will

be used to analyze and solve scientific questions.

- Content included in Course # Physical Science

Social Studies

US History 6

Course #2353

Grade 6-Year

- Focus on the history of the United States from Pre-Columbian times until 1865
- Study documents and events that lay the foundation of American ideals and institutions
- Learn fundamental concepts in civics, economics, and geography

US History 7

Course #2354

Grade 7-Year

- Focus on American history from 1865 to the present
- Learn the concept of economics, geography, and due process of law
- Use reference sources to interpret graphs, charts, and maps

Civics & Economics

Course #2357

Grade 8-Year

- Civics & Economics SOL test
- Study the U.S. and Virginia Constitutions and government at the national, state, and local levels

- Learn the basic principles, structure, and operation of the American economy
- Learn the electoral process

Civics & Economics Advanced

Course #2357A

Grade 8-Year

- Civics & Economics SOL test
- **Application process for enrollment**
- In depth study on the impact of the levels of government and the American political system
- Learn advanced principles, structure, and operation of the American economy
- Content included in Course # *Civics & Econ*

Health and Physical Health and Education

Health and Physical Education 6

Course #7110

Grade 6-Year

- Learn how communicable diseases, physical and emotional changes and nutrition affect the body
- Demonstrate safety in physical activity settings
- Apply physical fitness concepts to achieve wellness-related fitness

Health and Physical Education 7

Course #7120

Grade 7-Year

- Learn about stimulants, depressants, narcotics, hallucinogens, and drug abuse
- Practice conflict resolution and violence prevention skills
- Apply principles of personal fitness for proficiency in the Virginia wellness fitness standards

Health and Physical Education 8

Course #7201

Grade 8-Year

- Identify behaviors that promote positive relationships
- Practice conflict resolution and violence prevention skills
- Participate in physical fitness screenings to achieve improvements in Virginia wellness-related fitness

Elective Classes

Elective classes are an opportunity to explore the arts, business, technology, careers, and foreign language. The classes in middle school work to support and foster student interest and prepare them for the elective options offered at the high school.

Student schedules will include two elective blocks, each school year. Students

have the option to take yearlong electives or semester termed electives.

Academic Electives

Academic Resource

Course #9073

Grades 6,7 & 8-Year

- Placement in the class is based on the student's IEP
- Focuses on individual IEP goals and academic support
- Builds on study and organization skills through developing executive functioning strategies

Current Events

Course #2996CE

Grades 7 & 8-Semester

- Develop an understanding and appreciation of current events
- Explore major issues of the day and examine news from a multitude of sources to determine significant events
- Focus on issues that affect the student as a resident of the World, the U.S., Virginia, and King William County

Introduction to Geography

Course #2996Geo

Grades 6,7 & 8-Semester

- Investigate maps, charts, and current global issue

- Explore the dynamics of different states, countries, and continents
- Focus on the impact of location, place, human/environment interactions, movement and regions as they relate to geography

Introduction to Creative Writing

Course #1108

Grades 6,7 & 8-Semester

- Explore techniques used in writing short stories, plays, and poetry
- Apply learned principles to creative writing
- Focus on the process of writing to include brainstorming, drafting, and editing.

Art

Art 6

Course #9103

Grade 6-Semester

- Learn art, its history, aesthetics and criticism
- Study elements and principles of design using a variety of media.
- Evaluated on task commitment and effort

Art 7

Course #9105

Grade 7-Semester

- Focus on art theory and exploration of the elements and principles of design

- Study documents and events that lay the foundation of American ideals and institutions
- Learn how to critique artwork and justify opinions utilizing art theory and terminology

Art 8

Course #9115

Grade 8-Semester

- Increased exploration of art media and techniques
- Emphasis on art history, elements, and principles of design, careers in art, and developing an art vocabulary
- Expand on ability to critique artwork and justify opinions utilizing art theory and terminology

Business and Information Technology

Computer Applications

Course #6617

Grades 6, 7 & 8-Semester

Prerequisite: Keyboarding

- Explore computer terminology, components, and functions
- Learn concepts of word processing, spreadsheets, database, and presentations
- Expand understanding of computer technology and new software packages

Digital Storytelling

Course #1121

Grades 6, 7 & 8-Semester

- Focus on storytelling and creative writing through multimedia to include integrating audio, photography, and videography
- Explore a variety of techniques for self-expression, developing creativity, writing voice, and media literacy skills.

Intro to Graphic Design

Course #9153

Grades 6, 7 & 8-Semester

- Explore the art of design through computer terminology, components, and functions
- Investigate different types of careers in the field
- Create original artwork on the computer using preliminary features of design software

Graphic Design II

Course #9154

Grades 6, 7 & 8-Semester

Prerequisite: Intro to Graphic Design

- Build upon concepts from Graphic Design I
- Experiment with intermediate features of design software to create original artwork
- Enhance thinking skills through exploration of graphic design as a form of communication

Graphic Design III*Course #9155**Grades 7 & 8-Semester**Prerequisite: Graphic Design 2*

- Build upon concepts from Graphic Design 2
- Apply design thinking skills to solve a variety of design related problems and create original artwork
- Experiment with advance features of professional design software

Keyboarding*Course #6150**Grades 6, 7 & 8-Semester*

- Focus on basic keyboarding skills which one uses in personal life and work
- Develop proper computer keyboarding skills by practicing keying
- Emphasis on development of proper keyboarding skills, building speed and accuracy

Make it Your Business*Course #8114**Grades 6, 7 & 8-Semester*

- Learn business terminology and business principles
- Use the computer as a problem-solving tool to design business documents
- Participate in small group activities to produce a service or product that meets an identified school or community need

PLTW Automation & Robotics*Course #8482**Grades 6, 7 & 8-Semester*

- Explore the history, development, and influence of automation and robotics
- Learn mechanical systems, energy transfer, machine automation and computer control systems
- Investigate mechanical gears, measurement, ratios, and proportions using software and robot kits

PLTW Design & Modeling*Course #8557**Grades 6, 7 & 8-Semester*

- Explore the design process through STEM based learning and modeling software
- Develop sketching techniques and use descriptive geometry as a component of design and measurement
- Evaluate design ideas and communicate solutions by brainstorming, research, and development of ideas

PLTW Medical Detectives*Course #8381**Grades 6, 7 & 8-Semester**Prerequisite: Design & Modeling*

- Investigate how to measure and interpret vital signs
- Analyze genetic testing results to diagnose disease and study DNA evidence
- Solve medical mysteries through hands-on projects and labs

Exploratory**Exploratory***Course #9826Exp**Grade 6-Year*

- A combination of elective to help students further explore their elective interests for middle school
- Students explore careers, business, technology, cultural studies, music, art and graphic design
- Students rotate through each course every six weeks

Foreign Language**Exploration of Foreign Languages***Course #5999**Grade 6-Semester*

- Explore Spanish, French and Italian cultures
- Learn salutations, numbers, colors, family members, days and months of the year
- Identify the regions and the historical relevance for the countries that use Spanish, French and Italian

Introduction to Foreign Language*Course #5700**Grade 7-Semester*

- Students are encourage to take this course if they plan to take Spanish 1 in 8th grade
- Learn beginning Spanish skills to include, pronunciation,

- salutations, numbers, color, and time
- Explore the life and culture of Latin America and Europe and how it compares to life in the United States

Spanish I

Course #5510

Grade 8-Year

1 High School Credit

- A grade of a 'B' in Introduction to Foreign Language and English 7 are highly encouraged
- Acquire skills in comprehending, speaking, reading, and writing Spanish
- Learn vocabulary and structures for everyday situations
- Explore the geography, customs, and traditions of Spain and Latin America

Gifted Seminar

Gifted Seminar

Course #9826/9826Y

Grade 6-Semester/Year

Course #9828/9828Y

Grade 7- Semester/Year

Course #9840/9840Y

Grade 8- Semester/Year

- Students identified as gifted may participate in this class
- Explore high interest topics to focus on process skills such as creative problem solving, critical thinking, and research skills.

- Develop learning skills in areas such as decision-making, organization, planning and research
- If selecting the semester option, students should pair the course with another semester elective

Performing Arts

Beginning Band

Course #9230

Grades 6, 7 & 8-Year

- Students must furnish instrument, although limited school owned instruments may be available
- Learn tone control and quality, proper breathing, major scales, articulation and tempo
- Participate in musical activities and performances

Intermediate Band

Course #9229/9231

Grades 7 & 8-Year

Prerequisite: #9230

- Students must furnish instrument, although limited school owned instruments may be available
- Develop tone control and quality, proper breathing, major scales, articulation and tempo
- Focus on musical notation, sight reading, interpretation, extended range, and continued technical skill development
- Participate in musical activities and performance

Beginning Chorus

Course #9269

Grades 6, 7 & 8-Year

- Acquire proper posture and breathing techniques, expressive qualities, and proper diction
- Learn proper vocal techniques and fundamentals of reading music
- Participate in musical activities and performances

Intermediate Chorus

Course #9270/9271

Grades 7 & 8-Year

Prerequisite: #9269

- Develop tone quality, intonation, legato singing, and sight singing
- Expand on proper vocal techniques and enhance music reading abilities
- Participate in musical activities and performances

Forensics/Public Speaking

Course #1178

Grades 6, 7 & 8-Semester

- Students will learn and practice basic techniques of formal speaking through the 'We the People' program
- Learn and practice basic techniques of formal speaking
- Explore the American Political System and the documents which shape the country

Student Records

The content of the student record is limited to data needed by the school to assist the student in his/her personal, social, educational, and vocational development and in post high school placement. The following information is maintained as part of the record at the school each child attends:

1. Registrations/enrollment data including name and address of students and parents or guardian
2. Birth date;
3. Program of studies plan including type of diploma;
4. Scholastic work completed;
5. Level of achievement: grades, grade point average (secondary students);
6. Attendance;
7. Results of standardized test data;
8. Health and physical fitness test;
9. Student I.D. or Social Security # (unless waiver is on file);
10. Cumulative health record;
11. Records of referral;
12. Discipline record

Additionally, confidential data is gathered for some students. This confidential data could consist of the following:

1. Educational assessment/report;
2. Physiological assessment/report;
3. Psychological assessment/report;
4. Sociological assessment/report;
5. Legal documents;
6. Records of sensitive physical problems;
7. Verified reports of serious or recurrent atypical behavior problems;
8. Report from institutions and agencies such as juvenile court, social welfare, etc.;
9. Individualized Education Program and report of annual review of placement;
10. Permission form for testing, placement, and release of information;
11. Confidential interviews and/or recommendations;
12. Summary of minutes of eligibility committee;
13. Report of appeals;
14. Other assessments/pertinent reports as appropriate.

The school's principal, or his/her designee, is responsible for the collection of information, the recording, maintenance, security of data and access and control of dissemination of information from the records. A periodic evaluation of the records occurs and data no longer pertinent is removed. This is accomplished at grades 5, 8, 12 and/or the last year the student is in the elementary, middle and high school.

When a legitimate request for access to records is made, the granting of such a request is made immediately, if practical, but in any case no more than five administrative days after the date of the request.

Information from the student's record may be accessed by the following individuals:

1. Professional personnel within the school, local education agency, and the State Department of Education who have a professionally justified reason for such access and legitimate educational interests in the student;
2. The student who is the subject of the record who is under the age of 18, provided consent of the parent or legal guardian has been obtained;
3. An official of a school or post-secondary institution in which the student intends to enroll;
4. The parents or legal guardian of the student, until the student becomes 18 years of age, is an emancipated minor, or is attending an institution of postsecondary education;
5. Adult clerical personnel charged with the responsibility of record maintenance;
6. Appropriate persons in connection with a student's application for financial aid;
7. An employee or official of the state or local health department shall have access to the preschool physical examination report, the immunization record, and the school entrance health examination form;
8. An authorized representative of the Comptroller General of the United States; the Secretary of the Department of Education; the local division superintendent; and state educational authorities needing information in connection with the audit and evaluation of state and federally supported programs or the enforcement of federal legal requirements related to such programs; Access and/or release of data to other persons or agencies will be allowed only as prescribed by federal or state law or by parental permission, and in all cases, record of such access will be maintained as part of the student's file showing the signature of each person who has had access to the record, the date of access, the specific legitimate interest in seeking such access, and the signature of the principal or designee. This form will be available to the parents, the student, and school officials responsible for record maintenance.
9. Access and/or release of data to other persons or agencies will be allowed only as prescribed by federal or state law or by parental permission, and in all cases, a record of such access will be maintained as part of the student's file showing the signature of each person who has had access to the record, the date of access, the specific legitimate interest in seeking such access, and the signature of the principal or designee. This form will be available to the parents, the student, and school officials responsible for record maintenance.

The school may charge a fee for copies of the scholastic record at reasonable costs, not to exceed the cost of reproduction. No fee is charged for a copy of the Individualized Education Program, nor is a fee charged for search and retrieval.

FERPA

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. The right to request the amendment of the student’s education record that the parent or eligible believes are inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to School officials with administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel): a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review and education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. (NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that intends to forward records on request.)

The right to file a complaint with the U.S. Department of Education concerning alleged failures by King William County Public Schools to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Practice Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

The following items are classified as DIRECTORY INFORMATION:

1. Name of the student in attendance or no longer in attendance;
2. Address;
3. Telephone listing;

4. Date and place of birth;
5. Participation in officially recognized activities and sports;
6. Weight and height of member of athletic team;
7. Dates of attendance;
8. Awards and honors received;
9. Information generally found in school yearbook (including photographs).

PLEASE NOTIFY THE SCHOOL IN WRITING IF YOU DO NOT WISH TO HAVE ANY PART OR ALL INFORMATION CLASSIFIED AS DIRECTORY INFORMATION CONCERNING YOUR CHILD (OR YOU, IF 18 YEARS OR OLDER) RELEASED WITHOUT YOUR PRIOR CONSENT.

You may contact the school principal's office for additional information regarding students' records.

NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents certain rights regarding the conduct in surveys, collection, and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):
 - Political affiliations or beliefs of the student or student's parent;
 - Mental or psychological problems of the student or student's family;
 - Sex behavior or attitudes;
 - Illegal, anti-social, self-incriminating, or demeaning behavior;
 - Critical appraisals of others with whom respondents have close family relationships;
 - Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 - Religious practices, affiliations, or beliefs of the student or parents; or
 - Income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a student out of-*
 - Any other protected information survey, regardless of funding;
 - Any nonemergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law;
 - Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- *Inspect*, upon request and before administration or use-protected information surveys of students; instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes, and instructional material used as a part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law. King William County Public Schools have developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. King William County Public Schools will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. King William County Schools will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. King William County Schools will make this notification to parents at the beginning of the school year if the District has identified the specific of approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys.

Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales, and other distribution.
- Administration of any protected information survey not funded in whole or part by ED.
- Any nonemergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

NO CHILD LEFT BEHIND (NCLB) NOTIFICATION OF PARENTS' RIGHTS

Any parent may request information regarding their children's teachers including information on: (1) completion of state requirements for licensure and certification; (2) emergency or other provisional status; (3) educational preparation; and (4) whether paraprofessionals are serving the child and if so, the paraprofessional's qualifications.

SCHOOL BOARD POLICY MANUAL

The School Board shall be guided by written policies that are readily accessible to the Board, division employees, students, and citizens. All division policies will be reviewed at least every five years and revised as needed.

A current copy of division policies will be kept in the library of each school and in any public library in the division. If the division policies are maintained online, the school board will ensure that printed copies of the policies are available to citizens who do not have online access. The superintendent shall

ensure that an annual announcement is made in each division at the beginning of the school year and, for parents of students who enroll later in the academic year, at the time of enrollment, advising the public that the policies are available in such places.

TITLE IX

Any division receiving federal funds must notify students and parents of elementary and secondary school students that it does not discriminate on the basis of sex and that it is required by law not to so discriminate. This requirement may be met by providing parents with a copy of the division's nondiscrimination policy (VSBA Policy JB.) 34 CFR 106.8, 34 CFR 106.9. The notification must state that the requirement not to discriminate in the education program or activity extends to admission to the programs; and questions concerning the application of Title IX may be made to Mrs. Tinya Ryland, Lead Director of Human Resources, 769-3434, ext. 506.

File: JBA SECTION 504 NONDISCRIMINATION POLICY AND GRIEVANCE PROCEDURES

The King William County School Board does not discriminate against individuals on the basis of disability. Where a student believes that he or she has been discriminated against on the basis of disability, the student shall have the right to file an informal grievance in accordance with the following procedures:

A. FORMAL PROCEDURE

1. Filing a Complaint Any student who believes he or she has been the victim of discrimination on the basis of a disability should submit a complaint alleging discrimination as soon as possible to the compliance officer designated in this policy (Compliance Officer) or to any other school or School Division staff. The complaint should be submitted as soon as possible and generally within 15 school days of the alleged discrimination. Any employee who has knowledge of conduct which may constitute discrimination shall immediately report such conduct to the Compliance Officer, their supervisor, or to any other school or School Division staff. The complainant should use the "Complaint of Discrimination" form (see end of this policy) to make a complaint of discrimination. However, oral complaints shall also be accepted.

The complaint should be filed with the school principal, other school or school division staff, or the Compliance Officer. School or school division staff receiving a complaint of discrimination shall forward it to the school principal; who shall immediately forward the complaint of discrimination to the Compliance Officer. Any complaint that involves the Compliance Officer shall be reported to the Superintendent.

The complaint and the identity of the complainant, the individual who reported the alleged discrimination (if other than the complainant), and the persons allegedly responsible for the discrimination will not be disclosed except as required by law or policy, as necessary to fully investigate the complaint, or as authorized by the complainant.

2. Investigation

Upon receipt of a report or complaint of discrimination, the Compliance Officer shall immediately authorize or undertake an investigation. The investigation may be conducted by school staff or a third party designated by the School Division. The investigation shall be completed as soon as practicable, which should generally be not more than 15 school days after receipt of the complaint of alleged discrimination by the Compliance Officer. Within 3 school days of receiving the complaint, the Compliance Officer shall send written notice that the complaint has been received to the complainant and the person or persons allegedly responsible for the discrimination. © 5/11 VSBA KING WILLIAM COUNTY PUBLIC SCHOOLS File: JBA (Page 2) Also upon receiving the complaint, the Compliance Officer shall determine whether interim measures should be taken pending the outcome of the investigation. If the Compliance Officer determines that more than 15 school days will be required to investigate the complaint, he or she will notify the complainant and the persons allegedly responsible for the discrimination of the reasons for the extended investigation and of the date by which the investigation is projected to be concluded. The investigation may consist of personal interviews with the complainant, the persons allegedly responsible for the discrimination, and any others who may have knowledge of the alleged discrimination or the circumstances giving rise to the complaint. The investigation may also include the inspection of any documents or information deemed relevant by the investigator. The School Division shall take necessary steps to protect the complainant and others pending the completion of the investigation.

Whether a particular action or incident constitutes a violation of this policy requires a case by case determination based on all the facts and circumstances revealed by a complete and thorough investigation.

The Compliance Officer shall issue a written report to the Superintendent upon completion of the investigation. If the complaint involves the Superintendent, then the report shall be sent to the School Board. The report shall include a determination of whether the allegations are substantiated, whether this policy was violated, and recommendations for corrective action, if any. The Compliance Officer's written report, and all written notices sent pursuant to this policy shall be maintained and distributed in accordance with the Family Educational Rights and Privacy Act.

3. Action by the Superintendent

Within 10 school days of receiving the Compliance Officer's report, the Superintendent or designee shall issue a decision regarding: (1) whether this policy was violated and, if so (2) what action, if any, will be taken. This decision must be provided in writing to the complainant. If the Superintendent determines that discrimination occurred, the School Division shall take prompt, appropriate action to address and remedy the harm and prevent any recurrence. Such action may include discipline up to and including recommending that a student be expelled or that an employee be discharged.

4. Appeal

If the Superintendent or designee determines that no discrimination occurred, the complainant may appeal this determination to the School Board within 5 calendar days of receiving the decision. Notice of appeal must be filed with the Superintendent, who shall forward the Compliance Officer's report and any documentation or information deemed relevant by the Compliance Officer during the course of the investigation to the School Board. The School Board shall make a decision within 30 calendar days of receiving the record. The School Board may require oral or written argument from the complainant, the

Superintendent, and any other individual it deems appropriate. An extension of the 30 calendar day limit may occur if necessary as determined by the School Board Chair. © 5/11 VSBA KING WILLIAM COUNTY PUBLIC SCHOOLS File: JBA (Page 3) If the Superintendent or designee determines that discrimination occurred and discipline is imposed, the disciplined person (i.e. student or employee) may appeal the disciplinary sanction in accordance with existing School Board policies and regulations.

5. Compliance Officer and Alternate Compliance Officer

The School Board has designated Tinya Ryland, Lead Director of Human Resources, P.O. Box 185, King William, Virginia 23086, (804) 769-3434 as the Compliance Officer responsible for identifying, preventing and remedying discrimination. Complaints of discrimination may also be made to Rosalin Ball, Director of Special Programs, P.O. Box 185 King William, Virginia 23086, (804) 769-3434, the Alternate Compliance Officer. The Compliance Officer duties may include the following:

- a. receive reports and complaints of discrimination;
- b. conduct or oversee the investigation of any alleged discrimination;
- c. assess the training needs of the School Division in connection with this policy;
- d. arrange necessary training to achieve compliance with this policy;

B. INFORMAL PROCEDURE

If the complainant and the persons allegedly responsible for the discrimination agree, the school principal, designee, or the Compliance Officer may arrange for them to resolve the complaint informally with the assistance of a counselor, teacher, or other school or School Division staff.

If the complainant and the persons allegedly responsible for the discrimination agree to attempt to resolve the complaint informally, they shall each be informed that they have the right to abandon the informal procedure at any time in favor of the initiation of the above formal procedures.

If the complaint is resolved informally, the counselor, teacher, or other school or School Division staff shall notify the School Principal of the resolution. The School Principal shall notify the complainant, the persons allegedly responsible for the discrimination, and the Compliance Officer in writing that the complaint has been resolved informally.

C. RETALIATION

Retaliation against students, school staff, or School Division staff who report discrimination or participate in the related proceedings is prohibited. The School Division shall take appropriate action against any student or employee who retaliates against another student or employee who reports alleged discrimination or participates in related proceedings.

D. FALSE CHARGES

Students, school staff, or School Division staff who make false charges of discrimination shall be subject to disciplinary action.

EQUAL EDUCATIONAL OPPORTUNITIES/ NON-DISCRIMINATION

I. Policy Statement

Equal educational opportunities shall be available for all students, without regard to race, national origin, gender, ethnicity, religion, disability or marital or parental status. Educational programs shall be designed to meet the varying needs of all students.

No student, on the basis of gender, shall be denied equal access to programs, activities, services or benefits or be limited in the exercise of any right, privilege, advantage or denied equal access to educational and extracurricular programs and activities.

The School Board shall:

- provide facilities, programs and activities that are accessible, usable and available to qualified disabled persons;
- provide a free, appropriate education, including non-academic and extracurricular services to qualified disabled persons;
- not exclude qualified disabled persons, solely on the basis of their disabilities, from any preschool, daycare, adult education or career and technical education programs; and
- not discriminate against qualified disabled persons in the provision of health, welfare or social services.

II. Complaint Procedure

A. File Report

Any student who believes he or she has been the victim of prohibited discrimination should report the alleged discrimination as soon as possible to one of the compliance officers designated in this policy or to any other school personnel. The alleged discrimination should be reported as soon as possible, and the report generally should be made within fifteen (15) school days of the occurrence. Further, any student who has knowledge of conduct which may constitute prohibited discrimination should report such conduct to one of the compliance officers designated in this policy or to any school personnel. Any employee who has knowledge of conduct which may constitute prohibited discrimination shall immediately report such conduct to one of the compliance officers designated in this policy.

The reporting party should use the form, Report of Discrimination, JB-F, to make complaints of discrimination. However, oral reports shall also be accepted. The complaint should be filed with either the building principal or one of the compliance officers designated in this policy. The principal shall immediately forward any report of alleged prohibited discrimination to the compliance officer. Any complaint that involves the compliance officer shall be reported to the superintendent.

The complaint, and identity of the complainant and of the person or persons allegedly responsible for the discrimination will not be disclosed except as required by law or policy, as necessary to fully investigate the complaint or as authorized by the complainant. A complainant who wishes to remain anonymous will be advised that such confidentiality may limit the school division's ability to fully respond to the complaint.

B. Investigation

Upon receipt of a report of alleged prohibited discrimination, the compliance officer shall immediately authorize or undertake an investigation. The investigation may be conducted by school personnel or a third party designated by the school division. The investigation shall be completed as soon as practicable, but which should generally be not later than 14 calendar days after receipt of the report by the compliance officer. Upon receiving the complaint, the compliance officer shall acknowledge receipt of the complaint by giving written notice that the complaint has been received to both the person complaining of discrimination and the person or persons allegedly responsible for the discrimination. Also upon receiving the complaint, the compliance officer shall determine whether interim measures should be taken pending the outcome of the investigation. If the compliance officer determines that more than 14 days will be required to investigate the complaint, the complainant and the person or persons allegedly responsible for the discrimination will be notified of the reason for the extended investigation and of the date by which the investigation will be concluded.

The investigation may consist of personal interviews with the complainant, the person or persons allegedly responsible for the discrimination, and any others who may have knowledge of the alleged discrimination or the circumstances giving rise to the complaint. The investigation may also include the inspection of any documents or information deemed relevant by the investigator. The school division shall take necessary steps to protect the complainant and others pending the completion of the investigation.

Whether a particular action or incident constitutes a violation of this policy requires a case by case determination based on all of the facts and circumstances revealed by a complete and thorough investigation.

The compliance officer shall issue a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, then the report shall be sent to the School Board. The report shall include a determination of whether the allegations are substantiated, whether this policy was violated and recommendations for corrective action, if any.

All employees shall cooperate with any investigation of alleged discrimination conducted under this policy or by an appropriate state or federal agency.

C. Action by Superintendent

Within 5 calendar days of receiving the compliance officer's report, the superintendent or designee shall issue a decision regarding (1) whether this policy was violated and (2) what action, if any, should be taken. This decision must be provided in writing to the complainant.

If the superintendent determines that prohibited discrimination occurred, the King William County School Division shall take prompt, appropriate action to address and remedy the violation as well as prevent any recurrence. Such action may include discipline up to and including expulsion or discharge.

D. Appeal

If the superintendent of designee determines that no prohibited discrimination occurred, the student who was allegedly subjected to discrimination may appeal this finding to the School Board within 5 calendar days of receiving the decision. Notice of appeal must be filed with the superintendent who shall forward the record to the School Board. The School Board shall make a decision within 30 calendar days of receiving the record. The School Board may ask for oral or written argument from the aggrieved party and the superintendent and any other individual the School Board deems relevant.

If the Superintendent or designee determines that prohibited discrimination occurred and discipline is imposed, the disciplined person may appeal the disciplinary sanction in the same manner as any other such sanction would be appealed.

E. Compliance Officer and Alternate Compliance Officer

The King William County School Board has designated Tinya Ryland, Director of Personnel & Operations, P.O. Box 185 King William, Virginia 23086, (804) 769-3434, as the Compliance Officer responsible for identifying, preventing and remedying prohibited discrimination. Complaints of discrimination may also be made to the Alternate Compliance Officer Rosalin Ball, Director of Special Programs, P.O. Box 185 King William, Virginia 23086, (804) 769-3434. Note: this individual must be of the opposite gender of the Compliance Officer. The Compliance Officer shall:

- (1) receive reports or complaints of discrimination;
- (2) oversee the investigation of any alleged discrimination;
- (3) assess the training needs of the school division in connection with this policy;
- (4) arrange necessary training to achieve compliance with this policy;
- (5) insure that any discrimination investigation is conducted by an impartial investigator who is trained in the requirements of equal education opportunity, including the authority to protect the alleged victim and others during the investigation.

III. Retaliation

Retaliation against students or school personnel who report discrimination or participate in the related proceedings is prohibited. The School division shall take appropriate action against any student or employee who retaliates against another student or employee who reports alleged discrimination or participates in related proceedings.

IV. Right to Alternative Complaint Procedure

Nothing in this policy shall deny the right of any individual to pursue other avenues of recourse to address concerns relating to prohibited discrimination including initiating civil action, filing a complaint with outside agencies or seeking redress under state or federal law.

V. Prevention and Notice of Policy

Training to prevent discrimination should be included in employee and student orientations as well as employee in-service training.

This policy shall be (1) displayed in prominent areas of each division building in a location accessible to students, parents and school personnel, (2) included in the student and employee handbooks; and (3) sent to parents of all students within 30 calendar days of the start of school. All students and their parent/guardian shall be notified annually of the names and contact information of the compliance officers.

VI. False Charges

Students or school personnel who make false charges of discrimination shall be subject to disciplinary action.

Adopted: June 15, 1998, effective July 1, 1998

Revised: May 17, 2004

Legal Refs: 20 U.S.C. sections 1681-1688.
29 U.S.C. sections 794.
42 U.S.C. sections 2000d-2000d-7.
34 CFR part 106.

Cross Refs: AC Non-discrimination
JFHA/GBA Sexual Harassment/Harassment Based on Race, National Origin,
Disability and Religion

REPORT OF DISCRIMINATION

Name of Complainant:

Student’s School and Class:

Address and Phone Number:

Date(s) of Alleged Discrimination:

Name of person(s) you believe discriminated against you or others:

Please describe in detail the incident(s) of alleged discrimination, including where and when the incident(s) occurred. Please name any witnesses that may have information regarding the situation. Attach additional pages if necessary.

Please describe any past incidents that may be related to this complaint.

I certify that the information provided in this report is true, correct and complete to the best of my knowledge.

Signature of Complainant Date

Complaint Received By: _____
 Compliance Officer Date

COMPLAINT OF DISCRIMINATION

Name of Complainant:

Student's School and Class:

Address, Email Address, and Phone Number(s):

Parent/Legal Guardian Name, Address, Email addresses, and Phone Number(s):

Dates of Alleged Discrimination:

Names of the persons you believe discriminated against you or others:

Please describe in detail the incidents of alleged discrimination, including where and when the incidents occurred. Please name any witnesses that may have information regarding the alleged discrimination. Attach additional pages if necessary.

Please describe any past incidents that may be related to this complaint.

I certify that the information provided in this report is true, correct and complete to the best of my knowledge.

Signature of Complainant

Date

Complaint Received By: _____
Compliance Officer Date

Adopted: July 11, 2000 Revised: July 19, 2011 Legal Ref.: 29 U.S.C. § 794 34 CFR Part 104.7(b) Cross Ref.: JB Equal Educational Opportunities/Nondiscrimination JO Student Records