



Home of the Cavaliers!

**2018-2019
Program of Studies**

King William High School
Fully accredited school by
The Virginia Department of Education

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

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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 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.

KING WILLIAM COUNTY SCHOOL BOARD

Mrs. Kathy H. Morrison

Chair

Ph: 769-4052

Mr. Steven M. Tupponce

Vice-Chair

Ph: 769-0447

Mr. Donald B. Longest, Jr.

Ph. 310-5191

Mr. Bryan K. Major

Ph: 241-5719

Mrs. Lindsay M. Robinson

Ph: 513-2422

ENROLLMENT IN HIGH SCHOOL

The school records of a middle school student who is presently attending King William County Public Schools will be transferred to King William High 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.

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.

SCHOOL INFORMATION AND PARENT COMMUNICATION

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

KWHS main phone number: **769-3434**

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!

Twitter: <https://twitter.com/kwcps>

Facebook: <https://www.facebook.com/kingwilliamhighschool>

KWHS Website: <http://www.kwcps.k12.va.us/1/Home>

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

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; and 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.

DIPLOMA SEALS

Governor's Seal – Awarded to students who complete the requirements for an Advanced Studies Diploma with an average grade of "B" or better, and successfully complete college-level coursework that will earn the student at least nine transferable college credits in Advanced Placement (AP), International Baccalaureate (IB), Cambridge, or dual enrollment courses.

Board of Education Seal – Awarded to students who complete the requirements for a Standard Diploma or Advanced Studies Diploma with an average grade of "A" beginning with the ninth-grade class of 2006-2007 and beyond.

Board of Education's Advanced Mathematics & Technology Seal – Awarded to students who earn either a Standard or Advanced Studies Diploma and satisfy all of the mathematics requirements for the Advanced Studies Diploma (four units of credit including Algebra II; two verified units of credit) with a "B" average or better; and either

- pass an examination in a career and technical education field that confers certification from a recognized industry, or trade or professional association
- OR acquire a professional license in a career and technical education field from the Commonwealth of Virginia
- OR pass an examination approved by the board that confers college-level credit in a technology or computer science area.

The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.

Board of Education's Career & Technical Education Seal – Awarded to students who:

- earn a Standard or Advanced Studies Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a "B" or better average in those courses
- OR pass an examination or an occupational competency assessment in a career and technical education concentration or specialization that confers certification or occupational competency credential from a recognized industry, trade or professional association
- OR acquire a professional license in that career and technical education field from the Commonwealth of Virginia.

The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.

Board of Education's Excellence in Civics Education Seal – Awarded to students who meet each of the following four criteria:

- Satisfy the requirement to earn a Applied Studies Diploma, a Standard Diploma or an Advanced Studies Diploma
- Complete Virginia & United States History and Virginia & United States Government courses with a grade of "B" or higher
- Complete 50 hours of voluntary participation in community service or extracurricular activities, such as volunteering for a charitable or religious organization that provides services to the poor, sick or less fortunate; participating in Boy Scouts, Girl Scouts or similar youth organizations; participating in Junior Reserve Officer Training Corps (JROTC); participating in political campaigns, government internships, Boys State, Girls State or Model General Assembly; and participating in school-sponsored extracurricular activities that have a civics focus. Any student who enlists in the United States military prior to graduation will be deemed to have met this community service requirement.
- Have good attendance and no disciplinary infractions as determined by local school board policies.

Local school divisions may award other diploma seals or awards for exceptional academic, CTE, citizenship or other exemplary performance in accordance with criteria defined by the local school board. The design, production and use of those seals is the responsibility of the local school boards awarding the seal.

Virginia Seal of Biliteracy Excellence in Foreign Language Seal - Awarded to students who:

- Students eligible for the Virginia Seal of Biliteracy are nominated by their foreign language teacher in the student's third or fourth year of the language.
- Complete a brief, basic application (required)
- Complete a state-approved assessment that measures speaking and listening proficiency in the target language. This assessment, the ACTFL Assessment of Performance Towards Proficiency in Languages (AAPPL), should be taken in the spring of the student's final year (third or fourth level) of foreign language, and will be administered and proctored at King William High School.

King William High school is an active participant in the Virginia Seal of Biliteracy award, available to Virginia's advanced high school students of foreign languages. This award not only encourages the study of multiple languages, but also honors the skills and demonstrate the value of the mastery of two or more languages. In our increasingly global society, bilingual skills will contribute significantly to future education and career goals.

SELECTING A DIPLOMA TYPE & COMPLETING THE HIGH SCHOOL PROGRAM

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

1. Standard Diploma
2. Advanced Studies Diploma
3. Other: Applied Studies Diploma, Individual Student Alternative Education Program (ISAEP), and Certificate of Program Completion

The requirements for a student to earn a diploma from a Virginia high school shall be those in effect when that student enters the ninth grade for the first time. Students may be awarded a diploma or certificate upon graduation from a Virginia high school. For courses completed before ninth grade to be counted toward meeting the standard credit required for graduation, they must meet SOL content requirements. These courses will not be used in computing students' grade point averages. To earn a verified unit of credit for these courses, the course must be based on a minimum of 140 clock hours of instruction, students must successfully complete the requirements of the course, and the student must make a passing score on the end-of-course SOL test for that course. A standard credit is earned when a minimum of 140 clock hours of instruction is provided, students successfully complete the requirements of the course, and an SOL test is not given in that class.

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. Students must also earn verified credits by passing end-of-course SOL tests or other assessments approved by the Board of Education.

Standard Diploma Course Requirements (8 VAC 20-131-50.B)	Through Class of 2021	Beginning With the Class of 2022
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Discipline Area	Standard Credits Required	Verified Credits Required	Standard Credits Required	Verified Credits Required
English	4	2	4	2
Mathematics (Note 1)	3	1	3	1
Science (Notes 2 & 6)	3	1	3	1
History and Social Sciences (Notes 3 & 6)	3	1	3	1
Health and Physical Education	2		2	
Foreign Language, Fine Arts or Career & Technical Education (Note 7)	2		2	
Economics & Personal Finance	1		1	
Electives (Note 4)	4		4	
Student Selected Test (Note 5)		1		
Total Units	22	6	22	5

Notes regarding the STANDARD Diploma:

NOTE 1

Through the Class of 2021: Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra I; Geometry; Algebra, Functions and Data Analysis; Algebra II or other mathematics courses above the level of Algebra II. The Board shall approve courses to satisfy this requirement.

For the Class of 2022 and beyond: Courses completed to satisfy this requirement shall include at least two different course selections from among: algebra I, geometry, algebra functions, and data analysis, algebra II, or other mathematics courses approved by the board to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit.

NOTE 2

Through the Class of 2021: Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry or physics. The Board shall approve courses to satisfy this requirement.

For the Class of 2022 and beyond: Courses completed to satisfy this requirement shall include course selection from at least two different science disciplines: earth sciences, biology, chemistry, or physics, shall include interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas. The board shall approve courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a science course credit.

NOTE 3

Courses completed to satisfy this requirement shall include Virginia and U.S. history, Virginia and U.S. government, and one course in either world history or geography or both. The board shall approve courses to satisfy this requirement.

NOTE 4

Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

NOTE 5

Through the Class of 2021: A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the Board in 8 VAC 20-131-110.

NOTE 6

Through the Class of 2021: Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential or license for (1) the student selected verified credit and (2) either a science or history and social science verified credit when the certification, license or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

For the Class of 2022 and beyond: Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for either a laboratory science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.

NOTE 7

Through the Class of 2021: Pursuant to Section 22.1-253.13:4, Code of Virginia, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. For the Class of 2022 and beyond: Per the Standards of Quality, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical course credit.

Additional Requirements

- **World Language, Fine Arts or Career and Technical Education** – Per the Standards of Quality, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical course credit.
- **Advanced Placement, Honors, or Career and Technical Education Credential** – In accordance with the Standards of Quality, students shall either (i) complete an Advanced Placement, honors, or International Baccalaureate course, or (ii) earn a career and technical education credential approved by the board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the standard diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.
- **Virtual Course** – Students shall successfully complete one virtual course, which may be a non-credit-bearing course or a required or elective credit bearing course that is offered online.

- **Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED)** –Students shall be trained in emergency first aid, CPR, and the use of AED, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in 8VAC20-131-420 B.
- **Demonstration of the five Cs** – Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate approved by the board.

Advanced Studies Diploma: Minimum Course & Credit Requirements

To graduate with an Advanced Studies Diploma, a student must earn at least 26 standard units of credit. Students must also earn verified credits by passing end-of-course SOL tests or other assessments approved by the Board of Education.)

	Through Class of 2021	Beginning With the Class of 2022		
Discipline Area	Standard Credits Required	Verified Credits Required	Standard Credits Required	Verified Credits Required
English	4	2	4	2
Mathematics (Note 1)	4	2	4	1
Science (2)	4	2	4	1
History and Social Sciences (3)	4	2	4	1
World Language (4)	3		3	
Health and Physical Education	2		2	
Fine Arts or Career & Technical Education (5)	1		1	
Economics & Personal Finance	1		1	
Electives (Note 4)	3		3	
Student Selected Test (Note 5)		1		
Total Units	26	9	26	5

Notes regarding the ADVANCED STUDIES Diploma:

NOTE 1

Through the Class of 2021: Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II or other mathematics courses above the level of Algebra II. The Board shall approve courses to satisfy this requirement.

For the Class of 2022 and beyond: Courses completed to satisfy this requirement shall include at least three different course selections from among: algebra I, geometry, algebra II, or other mathematics courses above the level of algebra II. The board shall approve courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit.

NOTE 2

Through the Class of 2021: Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics. The Board shall approve courses to satisfy this requirement.

For the Class of 2022 and beyond: Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics and shall include interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas. The board shall approve additional courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a science course credit.

NOTE 3

Courses completed to satisfy this requirement shall include U.S. and Virginia history, U.S. and Virginia government, and two courses in either world history or geography or both. The Board shall approve courses to satisfy this requirement.

NOTE 4

Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

NOTE 5

For the Class of 2022 and beyond: Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical credit.

NOTE 6

For the Class of 2022 and beyond: Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

NOTE 7

Through the Class of 2021: A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics or other areas as prescribed by the Board in 8 VAC 20-131-110.

Additional Requirements

- **World Language, Fine Arts or Career and Technical Education** – Per the Standards of Quality, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical course credit.
- **Advanced Placement, Honors, or Career and Technical Education Credential** – In accordance with the Standards of Quality, students shall either (i) complete an Advanced Placement, honors, or International Baccalaureate course, or (ii) earn a career and technical education credential approved by the board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the standard diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.
- **Virtual Course** – Students shall successfully complete one virtual course, which may be a non-credit-bearing course or a required or elective credit bearing course that is offered online.
- **Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED)** – Students shall be trained in emergency first aid, CPR, and the use of AED, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in 8VAC20-131-420 B.
- **Demonstration of the five Cs** – Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate approved by the board.

Credit Accommodations for Standard Diploma

Credit accommodations provide alternatives for students with disabilities in earning the standard and verified credits required to graduate with a Standard Diploma.

Credit accommodations for students with disabilities may include:

- Alternative courses to meet the standard credit requirements
- Modifications to the requirements for locally awarded verified credits
- Additional tests approved by the Board of Education for earning verified credits
- Adjusted cut scores on tests for earning verified credits
- Allowance of work-based learning experiences through career and technical education (CTE) courses

Decisions regarding appropriate credit accommodations are part of the student's Individualized Educational Plan (IEP).

For more information, contact the student's case manager or school counselor.

Applied Studies Diploma

This diploma is available to students with disabilities who complete the requirements of their Individualized Education Program (IEP) and meet certain requirements prescribed by the Virginia Board of Education pursuant to regulations, and who do not meet the requirements for any named diploma. Purpose

1. To provide statewide guidance to IEP teams to develop goals and objectives that will:
 - provide the student with instruction that directly address deficits leading to their post-secondary goals;
 - supplement instruction on state standards (Virginia Standards of Learning or Aligned Standards of Learning); and
 - provide a mechanism for linking skills back to state standards.
2. To improve communication of skills and provide a common planning resource
 - increase student participation, self-determination and motivation;
 - inform parents/ guardians/ advocates of critical skills; and
 - assist with long-term planning beginning as the student enters transition age.
3. To promote the incorporation of evidence based practices and predictors into student programs
 - support opportunities for instruction in real-life scenarios;
 - provide resources related to evidence based practices and data-based decision making; and
 - increase use of authentic assessment.

Individualized Student Alternative Education Program (ISAEP)

The ISAEP is an alternative program for students interested in pursuing a General Educational Development certificate (GED). The GED is awarded by the GED Testing Service of the American Council on Education and is not awarded by King William High School. The program contains career and technical education components. Students must be 16 years or older and meet other mandated requirements to participate. Students need to see an administrator and their counselor to qualify.

Certificate of Program Completion

If they do not qualify for a School Board Approved Diploma, students may earn a Certificate of Completion by completing the program requirements of an Alternative Education Program (A.E.P.) or by completing all course work but failing to complete the SOL requirements. Students need to see an administrator and their counselor to develop a plan for a completion program and document an A.E.P.

Summer School

Summer School is provided on a tuition* basis for King William County students. 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).

*Tuition is set and approved by the King William County School Board annually.

KING WILLIAM HIGH SCHOOL

MISSION STATEMENT

In a safe, student centered environment, King William High School students are learning the skills needed to become successful and productive citizens, leaders, and lifelong learners.

Vision Statement

King William High School is providing students with the tools they need to be successful in a constantly changing economic, political, and socio-cultural environment.

MOTTO

LET'S ALL BE THAT ONE!

We expect that everyone will treat each other with respect at all times.

BE THAT ONE WHO REPORTS BEHAVIORS OF DISRESPECT IMMEDIATELY

EXEMPLIFIES RESPECTFUL BEHAVIOR

THAT (TRUSTWORTHY, HONEST, ACCOUNTABLE, TEACHABLE)

ONE PERSON WHO MAKES A DIFFERENCE

NOT INVOLVED IN DRAMA!

EXCELS IN EVERYTHING THEY DO

EDUCATIONAL ASSESSMENT

The Armed Services Vocational Aptitude Battery (ASVAB) may be administered to 11th and 12th grade students. This integrated aptitude battery reveals a student's potential for achievement in specific areas. The ASVAB is a *free* career assessment instrument in which results are used in planning high school programs with students.

The PSAT/NMSQT The PSAT/NMSQT (Pre-SAT/National Merit Scholarship Qualifying Test) tests are required for all 9th, 10th, and 11th grade students. In 2018-2019, KWCPSS will pay student fees for the PSAT/NMSQT. The National Merit portion of the test is used in determining nationwide recipients of scholarships. The PSAT will be given on October 10th, 2018.

The SAT is a part of the admission selection process used by most colleges. Information is available through the school's guidance office. *There is a fee for this test.* Students must register for this test online at www.collegeboard.org. KWHS is a testing site for the SAT.

The ACT test assesses high school students' general educational development and their ability to complete college-level work through the use of multiple-choice tests which cover four skill areas: English, mathematics, reading, and science. The test also offers a writing portion which is optional; that measures skill in planning and writing a short essay. *There is a fee for this test.* Information is available through the school's guidance office. Students must register online for this test at www.actstudent.org. KWHS is a testing site for the ACT.

Virginia Placement Test (VPT) Students wishing to enroll in dual enrollment courses with RCC or JSRCC will take an English and Math placement test. Each course/program has minimum requirements in order for the student to earn college credit for the course. This test is usually given in the Spring once students have submitted their course selection forms for the coming school year. More information can be found on the RCC website (www.rappahannock.edu.)

Measurement of Academic Progress Test (MAP)- This English portion of this test is administered to all students in grades 9, 10, and 11 twice a year to assess student's reading levels and strengths and areas needing improvement. Students who have applied to the Chesapeake Bay Governor's School will also take the math portion of the test. Scores are used as a part of the student's CBGS application and are reviewed when the selection committee makes their decision.

Advanced Placement Exams – Students who are enrolled in advanced placement classes have the option of taking the advanced placement exams in the respective classes. The exams are developed by the College Board. Students receive a score from 1-5. Higher scores (3-5) could translate into students receiving college credit for the course. Students must pay a fee to take AP exams.

STUDENT ACADEMIC EXPECTATIONS

Virginia Standards of Learning

The Board of Education establishes objectives to develop skills that are necessary for success in school and for preparation for life in the years beyond. The State Board of Education has adopted revised Standards of Learning in four core subject areas: mathematics, science, English, and history and social science. The academic standards adopted by the Board of Education are part of Virginia's efforts to provide challenging educational programs in our schools.

The Standards of Learning for the core subject areas at the high school level are distributed at the beginning of the school year. For a more complete description of these standards, please contact the school principal. Students who are unsuccessful on Standards of Learning tests will be required to participate in a remediation program which may include summer school.

Standards of Learning - Students graduating from high school shall have achieved proficiency on the state Standards of Learning tests for the relevant subject matter related to courses taken to satisfy the requirements for a high school diploma.

Standards of Learning Tests take place in the following areas:

Language Arts - 2

English Reading
English Writing
(tested in 11th grade)

Science - 3

Chemistry
Biology
Earth Science

Social Studies - 3

World History to 1000 AD
World History 1000 AD to Present
VA/U.S. History

Math - 3

Algebra I
Geometry
Algebra II

Curriculum

The minimum requirements for high school completion are outlined by the State Board of Education and the King William County School Board. In order to meet these requirements, 8th grade students and their parents plan a tentative program of study for grades 9-12 in the spring before they enter high school. Since interests and goals change, this program can be amended based on input from parents, students, counselors, teachers, and administrators. The courses selected each year will be used to schedule classes. Course changes may only be made with prior approval of the parent, guidance counselor and the principal. Any school variations from the Program of Studies must be approved by the Superintendent.

Advanced Placement Program/Dual Enrollment/Virtual Virginia Courses

The Advanced Placement (AP) Program is a cooperative educational endeavor between secondary schools and colleges and universities. It exposes high school students to college-level material through involvement in an AP course. Colleges may grant credit, placement, or both to students who are successful on the AP Exam.

Students can benefit from taking AP courses by learning a subject in greater depth, developing skills that will be critically important to successful study in college, and demonstrating to colleges their willingness to undertake a challenging course. The school division offers AP courses in several curriculum areas. These include AP Biology, AP United States Government, and AP United States History.

Virtual Virginia- Various courses are offered through Virtual Virginia, all courses require application, school counselors have the necessary information.

To take a college class, a student must have prior written approval of the high school principal and must have been accepted by the college for admissions to the course. The guidance office has the necessary information.

Students may also receive college credit by successfully completing eligible classes through dual enrollment with Rappahannock Community College. Classes may include college English, history, pre-calculus, calculus, economics, and computer information systems development and business.

Family Life Education

Family Life Education is taught as part of the Health/PE curriculum. Instruction is supplemented with assistance and resources from the high school nurse and representatives from Project Hope. The objectives address community relationships and family living. The course is designed to help students with mechanisms of coping with peer pressure and the stresses of modern living. Instruction focuses on topics such as avoiding activities that are potentially harmful or dangerous, promotion of positive communication with family members, and the development of sound decision-making skills. The Family Life Standards of Learning, curriculum, and resources are available for review at the high school. Parents have the option of choosing for their student to “opt-out” of participation in any or all of the curriculum if they do not want their student to participate. “Opt-out” forms are available in the principal’s office.

INSTRUCTION

The King William County School Board supports the use of educational practices that research and experience have shown to be effective for high school students. Such practices include, but are not limited to, teacher-directed instruction, guided practice, group work, cooperative learning, peer tutoring, and independent student learning. The following pages describe King William High School course offerings. Course selection patterns may affect course offerings. **Please check with the principal or guidance counselor for a current list of course offerings.** A student registered for a class with an enrollment too small or too large is notified by the guidance counselor and given the opportunity to make another selection.

Some courses have prerequisite requirements or placement tests to ensure adequate student preparation to enhance the probability of success.

Weighted Courses

All Advanced Placement (AP), Dual Enrollment (DE), Bridging Communities Governor’s STEM Academy, and all Chesapeake Bay Governor’s School (CGS) courses are weighted. Weighted courses receive one additional quality point when computing the Grade Point Average (GPA).

King William High School Grading Guidelines

Best Practices for Student Assessment

- Be meaningful and authentic,
- be defined as either formative or summative, with the formative assessments scaffolding learning toward summative assessments,
- be aligned with a related learning objective,
- give feedback to teachers, students, and parents on the student’s areas of strength and weakness,
- be returned before the next similar assessment or assignment being given and be graded in a timely manner and provide meaningful feedback in the form of comments from the teacher to the student

Teachers will identify each assessment as either formative, summative, or long-term summative. Note: it is up to the teacher to determine whether an assessment is summative or long-term summative.

Summative assessments will carry a weight of **60% of the total grade**. **Formative assessments** will carry a weight of **40% of the total grade**.

Teachers should clearly communicate the weight of each assessment type and inform students of the assessment category when giving an assessment, understanding that the category may change based on a student’s level of mastery and the need for re-teaching the standard. However, a formative assessment cannot be changed to a summative assessment.

For each grading period, students will receive a minimum of ten (10) formative assessments and four to six (4-6) summative assessments.

Teachers will provide meaningful and timely feedback to students throughout the grading period so students have an opportunity to seek assistance as part of the formative learning process.

Late Work and Repeated Work

One of our core values at KWHS is to prepare students for their future careers. Part of that is teaching students that assignments (work) should be submitted on time.

The expectation and goal continues to be for all students to complete all assignments and assessments. The intent is to ensure learning by all students. Assessments are expected to be completed by the communicated deadline.

Formative assessments not turned in on the due date (when a student is present in class) can be turned in at the **beginning of the next class** for a maximum grade of 50%. After that, the grade on that assessment is a 0 or no credit.

Summative assessments are expected to be turned in on time. Summative assessments not turned in on the date due will be accepted at the beginning of the next class for a maximum grade of 50%. After that, the grade on the assessment is a 0 or no credit.

Long-term summative assessments (**as defined by the teacher**) are due on the date determined by the teacher. Students will receive a reduced grade of 10% for each day the assessment is turned in late. **After five (5) consecutive school days**, a student will receive a grade of 0 or no credit.

Work Missed Due to an Absence

Formative assessments given before an absence remain due on the day the student returns to school, or the assessment is late. Summative assessments remain due on the original due date, but in extenuating circumstances, it may be appropriate for a teacher or administrator to extend a deadline.

Formative assessments missed due to an absence must be completed in the same number of days that correlate with the absence. For example, if a student is absent one (1) day, he or she has one additional school day to turn in the assessment. If he or she is absent two (2) days, he or she has two school dates to turn in the assessment, and so on.

For summative assessments (for example, a major test) missed due to an absence, the assignment must be completed within a time limit not to exceed five (5) consecutive school days.

Zeros will be given for work not attempted or submitted.

10 Point Grading Scale

A-	90-100 (4.0)
B-	80-89 (3.0)
C-	70-79 (2.0)
D-	60-69 (1.0)
F-	0-59 (0.0)

COURSE OFFERINGS

Note: Because of staffing limitations and student interest, not all courses listed are offered each year.

****Dual enrollment course with Rappahannock Community College.**

^1 Semester Course = .5 credits

AGRICULTURE

8006	Agricultural Mechanics and Basic Plant Science I
8008	Agricultural Mechanics and Basic Animal Science II
8034	Horticultural Science and Practices III, or DE Forestry
8042	Agriculture IV/Forestry, Wildlife, and Soil Management
8050	Special Needs Agricultural Education

AIR FORCE JUNIOR RESERVE OFFICER TRAINING CORPS (AFJROTC)

7913	Military Science I	7918	Military Science III
7916	Military Science II	7919	Military Science IV
		7920	Military Science V (Drill & Ceremony)

ART

9129	Art I		
9130	Art II	9180	Graphics Design I
9140	Art III	9181	Graphics Design II
9145	Art IV	9182	Graphics Design III
	9183 Graphics Design IV	9191	Photography II
	9190 Photography I	9192	Photography III
9148	AP Studio Art 2D		

CTE/BUSINESS/MARKETING

6630	Design Multimedia and Web Tech.	8120	Marketing I
6612	Computer Information Systems	8120CO	Marketing I Co-Op
6613	Adv. Computer Information Systems	8130	Marketing II
6120	Personal Economics and Finance	8130CO	Marketing II Co-Op
6810	DE Computer Info. Systems Development**		
8110	Introduction to Business Marketing		
8175	Sports, Entertainment & Recreation		
6670	Information Technology Fundamentals		
8622	Computer Systems Technology I	8623	Computer Systems Technology II

TRADE AND INDUSTRIAL ARTS

8672	Welding I	8673	Welding II
8527	Cosmetology		
8607	Commercial Photography I	8608	Commercial Photography II

ENGLISH

1130	English 9	1177	DE College English**
1130H	English 9-Honors	1215	Photojournalism I
1140	English 10	1216	Photojournalism II
1140H	English 10-Honors	1217	Photojournalism III
1150	English 11	1218	Photojournalism IV
1150H	English 11-Honors	1220	Advanced Communications
1160	English 12	1410	Theatrical Production/Drama I
1160H	English 12-Honors	1420	Theatrical Production/Drama II
1171	Creative Writing^	1423	Theatrical Production/Drama III
1446	Studies in Film^	1426	Theatrical Production/Drama IV
1181	Reading Strategies		

FOREIGN LANGUAGE

5110	French I	5510	Spanish I
5120	French II	5520	Spanish II
5130	French III	5530	Spanish III
5140	French IV	5540	DE Spanish IV**

HEALTH AND PHYSICAL EDUCATION

7300	Health and Phys/Ed 9	7641	Strength Training and Conditioning^
7400	Health and Phys/Ed 10	7015	Driver ED/Classroom Instruction
7660	Sports Medicine I		

SUCCESS/STUDY SKILLS

0130	Success/Study Skills		
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HISTORY AND SOCIAL SCIENCES

2351	World Studies I	2319	AP United States History
2351H	World Studies I-Honors	2440	United States and Virginia Government
2352	World Studies II	2445	AP Government and Politics: U.S.
2352H	World Studies II-Honors	2360	United States and Virginia History
2380	AP World History	2387	20 th Century History
2801	DE Economics**	2500	Introduction to Sociology ^
2900	Introduction to Psychology ^	906200	Virginia Teach for Tomorrow

MATHEMATICS

3130	Algebra I	3136	Mathematics Capstone
3143	Geometry	3162	DE Pre-Calculus**
3135	Algebra II	3178	DE Calculus **
3155	Trigonometry/Algebra III	3134	Algebra, Functions & Data Analysis
3190	Probability and Statistics	3192	AP Statistics

MUSIC

9234	Advanced Band	9287	Chorus III
9285	Chorus I	9296	Madrigals (Select Chorus)
9286	Chorus II	9222	DE Music Appreciation**

SCIENCE

4210	Earth Science I	4210H	Earth Science I (Honors)
4250	Earth Science II: Oceanography	4410	Chemistry I
4260	Earth Science II: Astronomy	4410H	Honors Chemistry
4310	Biology I	4700	DE Chemistry
4310H	Biology I (Honors)	4370	AP Biology
4320	Biology II – Advanced Survey of Biology Topics	4510	Physics
4330	Biology II - Anatomy/Physiology	4340	Biology II – Ecology

**Dual enrollment course with Rappahannock Community College

CHESAPEAKE BAY GOVERNOR'S SCHOOL Math

3135GS	Advanced Algebra/Trigonometry**
3178GS	Calculus**
3162GS	Pre-Calculus**

CHESAPEAKE BAY GOVERNOR'S SCHOOL Science

4310GS	Biology**	4510GS	Physics**
4410GS	Chemistry**	4600GS	Environmental Seminars**
4610GS	Foundations of Science**		

BRIDGING COMMUNITIES GOVERNOR'S STEM ACADEMY

8702/8703	Criminal Justice (I & II)		
8450/8451	Pre-Engineering Technology (I & II)	6640/6641	Web & Game Design (I & II)
8275	Culinary Arts I	8357/8358	Nurse Aide (Seniors only)
8276	Culinary Arts II	8613/8614	Diesel Equipment Technology(I&II)
8503/8504	Heating/Ventilation/Air Conditioning/Refrigeration (I&II)	8725/8726	Small Engine Technology (I&II)

All of these courses are Dual Enrollment for those students who qualify.

RELATED PROGRAMS AND ACTIVITIES

Academic Letters

Students may be issued Academic Letters in a special recognition of achievement. These awards are organized and administered by the school. Students in their 10th-12th grade year may apply for an academic letter through the school counseling office by Friday, October 19, 2018. Applications are on file in the school counseling office. Academic letters will be awarded once per year at the end of the first grading period.

Chesapeake Bay Governor's School

Qualified sophomores, juniors, and seniors may enroll in the Chesapeake Bay Governor's School for a one-half day program. Course offerings that are available for dual enrollment are: biology, chemistry, physics, pre-calculus, calculus, and environmental seminars. Additional courses (high school credit only) for sophomores are Advanced Algebra/Trigonometry and Foundation Science. All courses are taught by Rappahannock Community College and the Virginia Institute of Marine Sciences of the College of William and Mary. Applications are available in guidance.

Eligibility requirements include a GPA of 3.0 and the student must have taken geometry and earth science.

Talented and Gifted Program

Talented and Gifted (TAG) services at the high school are provided by classroom teachers in cooperation with the TAG coordinator. Student schedules define the Gifted Education Plan (GEP). There is a three-fold approach to the program.

- Self-directed class choices (AP classes, dual enrollment, Advanced Studies Diploma and other options)
- Chesapeake Bay Governor's School (half-day / college credit classes)
- Summer Residential Governor's School (5-7 week programs – Humanities, Visual and Performing Arts, Medicine and Science, Engineering, Agriculture, and Mentorships)

Information can be obtained through the guidance department and the Gifted Resource Coordinator. The principal (or designee) supervises all aspects of TAG services offered at the high school.

Governor's Early College Scholars Program

The Early College Scholars Program allows eligible high school students to earn at least 15 hours of transferable college credit while completing the requirements for an Advanced Studies Diploma. The result is a more productive senior year and a substantial reduction in college tuition. Students earning a college degree in seven semesters instead of eight can save an average of \$5,000 in expenses.

In order to participate, the student must agree to earn an Advanced Studies Diploma with a Governor's Seal. To receive the seal, students must:

- Have a "B" average or better;
- Be pursuing an Advanced Studies Diploma or an Advanced Technical Diploma; and
- Take and complete college-level course work (i.e., Advanced Placement, International Baccalaureate, Cambridge, or dual enrollment) that will earn at least 15 transferable college credits.

Early College Scholars are supported by Virtual Virginia and the Commonwealth College Course Collaborative. Virtual Virginia provides statewide access to college-level courses while the Commonwealth College Course Collaborative defines the subjects high school students can complete and receive college degree credit from participating public and private colleges and universities.

In order for a student to be accepted into this program both the student and parent must sign the Governor's Early College Agreement contract. In addition, the document must be signed by the building principal and student's guidance counselor. The required contract may be obtained from a guidance counselor.

General Education Credit, Associate's Degree

Students who qualify by taking and passing enough college level courses while in high school could qualify to earn the General Education Credit or even an Associate's Degree. Those earning the GEC may be considered as having completed their freshmen year in college. The Associates Degree would be awarded through Rappahannock Community College and is the equivalent of two years of completed college coursework.

Health Services

School health services are a joint responsibility of the school and the local health department. Screening programs are conducted by school personnel to identify students who may need attention by a physician and/or dentist. These programs include vision and hearing tests as necessary, observation of postural defects, and screening of speech.

Interscholastic Sports and Activities

Interscholastic sports are sponsored and regulated by the King William County School Board and The Virginia High School League. Because a student who participates in interscholastic sports is voluntarily making a choice of self-discipline, self-denial, and potential risk, both agencies have assumed the responsibility for making policies to promote fair and safe training and play. Extracurricular activities are organized to limit the interruption of students' instructional program. All students must meet all VHSL guidelines plus maintain a 2.0 GPA each nine-week grading period to remain eligible for his/her athletic participation. Additional regulations are listed in the King William County *Participating in Athletics* brochure.

Library Media Services

The media center serves as the hub of the instructional program with its information retrieval services providing primary assistance in the development of the curriculum. The media center features traditional resources such as books, film, DVDs, videos, and magazines as well as more current technologies such as access to online databases. The media center is under constant improvement and upgrading as state of the art technology continues to enhance students' use of the facilities.

National Honor Society

Membership in the National Honor Society is based on four criteria: scholarship, leadership, service, and character. To fulfill the scholarship requirement, students must have a cumulative scholarship average of 3.3. Qualified students are selected by a faculty council that reviews the qualifications indicated above and makes nomination recommendations.

Student Teacher Assistance Team (STAT)

This team reviews records and other performance data for referred children. The principal of each school has designated the Student Teacher Assistance Team Coordinator to receive referrals and act on his/her behalf in the implementation of the referral process. The purpose of the team is to meet when students are referred and share information that helps each student develop to his/her highest potential. It is the responsibility of this team to help examine the educational needs of specific students and develop strategies or activities that can be done in the classroom to maximize a student's educational experience. If a student is suspected of being disabled and in need of special education, he/she is referred by this team for a comprehensive evaluation.

COURSE DESCRIPTIONS

Agricultural Mechanics and Basic Plant Science I

Grade Level(s): 9-12

Prerequisite: none

Credit: 1 unit

Agricultural Mechanics and Basic Plant Science I, is a one-year, occupational preparation course usually offered at the ninth grade level. Approximately one-half of the course, is devoted to agricultural mechanics with emphasis placed on skill development in basic metals, tool filing, and cold metal. An introduction to arc welding, sheet metal, soldering and brazing, plan reading and sketching, and hand woodworking is included. The remainder of the course emphasizes the development of competencies in plant sciences, rural and urban living, leadership, and resource conservation.

Agricultural Mechanics and Basic Animal Science II

Grade Level(s): 10-12

Prerequisite: Agricultural Mechanics and Basic Plant Science I

Credit: 1 unit

Agricultural Mechanics and Basic Animal Science II is a one-year, occupational preparation course usually offered at the tenth grade level. Approximately one-half of the course, is devoted to agricultural mechanics with emphasis placed on skill development in fundamentals of electricity, arc welding, glass cutting and welding, small engines, power woodworking, and wood metal preservatives. Instruction is also provided in animal science and further development of competencies in rural and urban living, leadership, and resource conservation.

Horticultural Sciences and Practices III, or DE Forestry

Grade Level(s): 11-12

Prerequisite: Agricultural Mechanics and Basic Animal Science II

Credit: 1 unit or 2 units

Students develop the necessary knowledge, skills, habits, and attitudes for entry-level employment and advancement in areas such as floriculture, landscape design, greenhouse operation, nursery plant production, and turf management. They receive instruction in using soil and other plant-growing media and in identifying, propagating, and growing horticultural plants in the greenhouse and land laboratory. Instruction is provided in safety practices and leadership development. The DE Forestry credit is given through Rappahannock Community College and requires an application and passing entrance test scores.

Agricultural IV/Forestry, Wildlife and Soil Management

Grade Level(s): 12

Prerequisite: Agricultural III

Credit: 1 unit or 2 units

This course includes instruction in forest protection and harvesting, fishpond ecology and management, planning and operation of a hunting and fishing preserve, wildlife ecology and management, soil and water management systems, service and operation of large power equipment, and leadership training.

Special Needs Agricultural Education

Grade Level(s): 9-10

Prerequisite: None

Credit: 1 unit

Special Needs Agricultural Education provides an intense individualized setting for students identified with special needs. Approximately one-half of the course, is devoted to agricultural mechanics with emphasis placed on skill development in basic metals, tool filing, and cold metal. An introduction to arc welding, sheet metal, soldering and brazing, plan reading and sketching, and hand woodworking is included. The remainder of the course emphasizes the development of competencies in plant sciences, rural and urban living, leadership, and resource conservation.

AIR FORCE JUNIOR RESERVE OFFICER TRAINING CORPS (AFJROTC)

Military Science I

Grade Level(s): 9-12

Prerequisite: None

Credit: 1 unit

This course is designed to acquaint the student with the historical development of flight and the role of the military in history. The overriding goal is to provide an introduction to the scientific and technical aspects of aerospace while instilling in cadets a sense of discipline, responsibility, and citizenship. Operable weapons are not a part of the curriculum, although demilitarized or replica weapons are sometimes used for drill teams. Study habits, time management, wear of the uniform, Air Force Customs and Courtesies, and basic drill skills are introduced.

Military Science II

Grade Level(s): 10-12

Prerequisite: Military Science I

Credit: 1 unit

This course is designed to acquaint the student with the aerospace environment, the human requirements of flight, principles of aircraft flight, and principles of navigation. The course begins with a discussion of the atmosphere and weather. Discussions include the forces of lift, drag, thrust, and weight. The portion on the human requirements of flights is a survey course on human physiology. The human circulatory system, the effects of acceleration and deceleration, and protective equipment are discussed.

Leadership hours stress communications skills and cadet corps activities. Written reports and speeches complement academic materials. Cadet corps activities include holding positions of greater responsibility in the planning and execution of corps projects.

Military Science III

Grade Level(s): 11-12

Prerequisite: Military Science I & II

Credit: 1 unit

The third year of Junior ROTC is a science course that examines our Earth, the Moon and the planets, and continuing challenges of space and manned space flight; issues critical to travel in the upper atmosphere such as orbits and trajectories, unmanned satellites, space probes, and guidance and control systems are explained. Additional topics include: global economic systems, magnetic and electronic theory and applications, and drug and alcohol abuse prevention.

Leadership hours stress the importance of obtaining a degree or skill after high school, the requirement that a proper job search is needed to obtain employment, the importance of financial planning, and career opportunities available through the federal government, NASA, FAA, and the military.

Military Science IV

Grade Level(s): 12

Prerequisite: Military Science I, II, & III

Credit: 1 unit

The fourth year of Junior ROTC is unique from the others in that it offers two options. The Aerospace Science Instructors (ASI) may choose which option they would like to incorporate for the given year. Option 1: Management of the Cadet Corps offers the opportunity for the cadets to run the entire Corps. This hands-on experience affords the cadets the experience of planning, organizing, coordinating, directing, controlling, and decision making.

Option 2: Laboratory Manual, Geography, and Survival is designed to help students apply scientific concepts and principles. The geography portion adds to the basic knowledge of the earth's surface and the processes that shape it; of places and their connections to other places, and of the relationship between people and environments. Survival instruction will provide training in skills, knowledge, and attitudes necessary to successfully perform fundamental tasks needed for survival.

Military Science V (Drill and Ceremony)

Grade levels: 9-12

Prerequisite: Currently in Military Science (I-IV)

Credit: 1 unit

Students enrolled in this course must currently be enrolled in Military Science, I, II, III, or IV. As the title suggests, students will learn to participate in military drill and ceremonies through practical application of the necessary skills and procedures. Students enrolling in this class should be prepared to participate in ceremonies associated both in and out of school and both during and after regular school hours.

ART

Art I

Grade Level(s): 9-12

Prerequisite: none

Credit: 1 unit

Art I emphasizes the development of attitudes and appreciation concerning art. Basic skill and understanding of techniques with various media are stressed. Students develop concepts of design which are demonstrated through class assignments. Art I students will develop skills in drawing, sculpture, painting, printmaking, and crafts--both two and three-dimensional. Students will also develop an awareness of their own capabilities and limitations. A responsibility toward materials, equipment, and works of art is stressed as a by-product of the various art activities. Art I is a foundation course. **Students taking this class are assessed a fee (established by the school board) to cover the cost of consumable items.**

Art II

Grade Level(s): 10-12

Prerequisite: Art I

Credit: 1 unit

Art II further emphasizes the application of techniques and skills necessary for the completion of finished works of art. The students further develop and apply concepts of design and color which are exercised through class projects. Art II students administer and refine skills in drawing, painting, printmaking, crafts, ceramics, sculptures, and lettering. Students are individually made aware of career possibilities in art-related fields in conjunction with their abilities in art.

Students taking this class are assessed a fee of \$15.00 to cover the cost of consumable items.

Art III

Grade Level(s): 11-12 Prerequisite: Art II Credit: 1 unit

Students will build on skills learned in Art II. An emphasis will be placed on aesthetic knowledge, visual problem solving and creative growth. Students will also study crafts as an art form. Students will also improve and refine their drawing and painting techniques. **Students taking this class are assessed a fee of \$15.00 to cover the cost of consumable items.**

Art IV

Grade Level(s): 11-12 Prerequisite: Art III Credit: 1 unit

The advanced art student is required to work independently in many phases of art—drawing, ceramics, printmaking, sculpture, crafts, architectural design, and lettering. Great emphasis is placed on careers in art. The students will explore college requirements for art school. **Students taking this class are assessed a fee of \$15.00 to cover the cost of consumable items.**

Graphics Design I

Grade Level(s): 9-12 Prerequisite: none Credit: 1 unit

This elective course is introduction to artist design on a computer. Students will learn about the purposes, values and meanings of computer art design. They will learn how graphic design is being used in the world today and how it will be used in the future. They will become familiar with the Adobe Creative Suite to create their artwork. They also will use computers to create graphic art projects and explore methods of incorporating traditional art with computer technology. **Students taking this class are assessed a fee of \$15.00 to cover the cost of consumable items.**

Graphics Design II

Grade Level(s): 10-12 Prerequisite: CA Graphics I Credit: 1 unit

Students will expand their knowledge in the graphic design field by studying conceptual design and by creating graphic design projects. Students will explore the creative side of technology and will develop unique and interesting works of art. The students will focus on the development of their creative process and will learn to critique their artwork to enhance it further. Students will utilize the leading graphic design software and will be exposed to professional graphic designers. **Students taking this class are assessed a fee of \$15.00 to cover the cost of consumable items.**

Graphics Design III

Grade level(s): 11-12 Prerequisite: CA Graphics II Credit: 1 unit

Students enrolled in this course will go in-depth about the finer aspects of graphic design including typography, web design, printed media, along with working and communicating with potential clients. The focus of the class will be on the creative process of the students work and learning how to properly communicate in a visual manner and will be able to create production-ready design work. Graphic Design III is a very hands-on class and the students will be using both traditional artistic mediums and technology to create their artwork. Students will be expected to improve their creative mindset and think outside the box. Students must have passed Graphic Design I and II with a C or above average. **Students taking this class are assessed a fee of \$15.00 to cover the cost of consumable items.**

Graphics Design IV

Grade levels (12) Prerequisite: Graphics Design III, Recommendation from GD II teacher Credit: 1 unit

Students choosing this course should have a high interest in pursuing a career in the field of graphic design, and should demonstrate initiative and the ability to work independently. Students will create products that could be used in a college or professional portfolio. Students will be expected to create professional looking designs and will produce a wide array of works by the end of the course. Students will learn how to appropriately communicate in a visual manner and will be able to create production-ready design work. **Students taking this class are assessed a fee of \$15.00 to cover the cost of consumable items.**

Photography I

(Grades 9-12) Prerequisite: None

In this course, students will learn industry-relevant technical skills and have the opportunity to work with a variety of technology including digital cameras, design software, and editing tools to stage, shoot, process, print and present professional-grade images. In addition, students will evaluate and critique photographic work and investigate the history of photography. **Students taking this course are assessed a fee of \$15 to cover the cost of consumable items.**

Photography II (Grades 10-12)

Prerequisite: Commercial Photography I Credit: 1 unit

In this course, students will learn industry-relevant technical skills and have the opportunity to work with a variety of technology including digital cameras, design software, and editing tools to stage, shoot, process, print and present professional-grade images while developing a portfolio for a related career. **Students taking this course are assessed a fee of \$15 to cover the cost of consumable items.**

Advanced Photography (Grades 11 & 12)

Prerequisite: Commercial Photography I & II Credit: 1 unit

This is a one-year course to advance student skills in the areas of learning the functions of Digital SLR cameras, studio lighting equipment, advancing post-processing skills, developing a concentration of work, and creating a web folio to showcase their works. Students are provided with opportunities to analyze their own work and their peers' work. **Students taking this course are assessed a fee of \$15 to cover the cost of consumable items.**

**AP Digital Photography
(Grades 11-12)**

Prerequisite: Commercial Photography I & II and teacher recommendation

Credit: 1 unit

Digital Photography students are expected to become independent thinkers and to apply their knowledge of the Elements and Principles to their photographs in order to demonstrate mastery of two-dimensional design skills and concepts. All AP students submit portfolios (20 or more pieces) to the College Board for evaluation at the end of the school year (first week of May). **Students taking this course are assessed a fee of \$15 to cover the cost of consumable items.**

BUSINESS

Economics and Personal Finance

Grade Level(s): 9-12

Prerequisite: 10th grade and above recommended

Credit: 1 unit

Economics and Personal Finance will provide students with information and skills needed to function effectively as consumers, workers, savers, investors, entrepreneurs, and active citizens. The Standards of Learning for Economics and Personal Finance present economic concepts that will help students interpret the daily news, understand how interdependent the world's economies are, and anticipate how events will impact their lives. The understanding of how economies and markets operate and how the United States' economy is interconnected with the global economy, will prepare student to be more effective participants in the workplace. On a personal level, students learn that their own human capital (knowledge and skills) is their most valuable resource and that investing in education and training improves the likelihood of their future economic success. The Standards of Learning for Economics and Personal Finance also help students develop thinking skills that include analyzing real-world situations, economic reasoning, decision making, and problem solving. **This course is required for graduation beginning with the class of 2010.**

Introduction to Business Marketing

Grade Levels(s): 9-10

Prerequisite: none

Credit: 1 unit

Students gain an understanding of the importance of marketing in today's society. They develop skills related to interpersonal communication, self-presentation, economics, marketing, sales, employability, career discovery, and ethical decision-making. This course reinforces mathematics, science, English, and history/social science Standards of Learning (SOL). Computer/technology applications and DECA activities support this course. DECA, the co-curricular student organization, offers opportunities in leadership, community, and competitive events.

Marketing I – Co-Op

Grade Level: 12

Prerequisite: None

Credit: 2 units

Students enrolled in this course will fulfill the requirements for **Marketing I** during the regular classroom instruction time. This course will include a cooperative education experience affording the student work experience in a related business setting outside of the school. Classroom and work experience is evaluated to assign an appropriate grade and to award credit. **Students are required to provide their own transportation to their training station.**

Marketing II _ Co-Op

Grade Level(s): 12

Prerequisite: Marketing I

Credit: 2 units

Students enrolled in this course will fulfill the requirements for **Marketing II** during the regular classroom instruction time. This course will include a cooperative education experience affording the student work experience in a **related business setting outside of the school**. Classroom and work experience is evaluated to assign an appropriate grade and to award credit. **Students are required to provide their own transportation to their training station.**

Sports, Entertainment, and Recreation Marketing

Grade Level(s): 11-12

Prerequisite: none

Credit: 1 unit

In this course students will develop a thorough understanding of fundamental marketing concepts and theories as they relate to the sports, entertainment, and recreation industries. Students will investigate the components of branding, sponsorships and endorsements, as well as promotion plans needed for sports, entertainment, and recreation events. An integral part of the program is participation in the school's co-curricular DECA Chapter activities. DECA offers marketing students opportunities in leadership, community, and competitive events. The cooperative education method is available for this course. Students combine classroom instruction and supervised on-the-job training in an approved sports, entertainment, or recreation position with continuing supervision throughout the school year.

Information Technology Fundamentals

Grade Level(s): 9-12

Prerequisite: Basic keyboarding skills

Credit: 1 unit

Students taking this course will be introduced to the essential technical and professional skills required for students to pursue programs leading to professional careers in information technology. Students will investigate career opportunities and technology associated with information technology. Students will learn skills associated with information services and support, interactive media, network systems, and programming and software development.

Computer Information Systems

Grade Level(s): 9-12

Prerequisite: Keyboarding Skills

Credit: 1 unit

Students will master the skills required to meet core industry certification in MOS and to understand the components of a computer system and various operating systems. In addition, students will gain a thorough knowledge of: ethics related to computers, word processing documents and electronic spreadsheets, development and management of databases, development of multimedia presentations to include web pages and basic programming. Students will explore communications, technology and developing employability skills. **NOTE:** Students may request to complete a placement test for consideration to enroll in

Advanced Computer Information Systems in lieu of this course. To qualify for the test, students must have completed equivalent course content and can demonstrate adequate background in subject content. If student places out of this course, credit will **not** be awarded.

Advanced Computer Information Systems

Grade Level(s): 10-12 Prerequisite: Computer Information Systems Credit: 1 or 2 units
Students will master the skills required to meet core industry certification in MOS and to understand and apply advanced computer concepts through advanced software applications using word processing, spreadsheets, databases, and multimedia presentations to include web pages. Students will explore telecommunications, programming, and networking and developing employability skills. This course also provides the opportunity for students to obtain "Industry Certification" in MOS (provided at no cost to students enrolled in this course.)

Computer Information System Development**

Grade Level(s): 11-12 Prerequisite: Adv. Computer Info. Systems Credit: 1 unit
This course provides a technical approach to concepts and terminology of computer information systems. Hardware, software, functions, capabilities, and limitations of computer systems will be studied in this course. Students are exposed to techniques used in programming and system development. This is a dual enrollment course with Rappahannock Community College. This course also provides the opportunity for students to obtain "Industry Certification" in MOS (provided at no cost to students enrolled in this course.)

Design Multimedia and Web Technology

Grade Level(s): 11-12 Prerequisite: Computer Information Systems or Word Processing Credit: 1 unit
Students develop proficiency in using desktop publishing software and in using software in developing web pages. Students apply principles of layout and design, planning, composing and producing desktop publishing documents for print and electronic distribution. Students will also use multimedia presentations/authorizing software for business presentations.

TRADE AND INDUSTRIAL ARTS

Welding (I & II)

Grade Level(s): 11-12 Prerequisite: None Credit: 1 unit

Students taking this one year hands-on course will learn the skills needed to permanently join metals with the application of heat. Students will learn to safely use such equipment as acetylene torches, bench grinders, stick welders, mig welders, and arc welders. Students will work with wire and sheet metal. Students will work with horizontal and vertical cutting and welding. Students will learn to run a correct bead while creating butt welds, lap welds, edge welds, and inside and outside corner welds. The students will learn to stick weld, mig weld, cut steel, grind steel, and learn the simple layout of materials, and will also fabricate items made of metal. Students taking the course will also have the opportunity to earn the OSHA safety certification, and also certifications based on the type of materials they will use in the course.

Cosmetology (I, II & III)

Grade Level(s): 10-12 Prerequisite: Cosmetology I required for Cosmetology II Credit: I = 2 units; II = 2 units; III = 2 units
This elective is a three year course which is aligned with the rules of the Virginia State Board of Licensing. Students taking this course will be provided with the skills and training along with the required hours of study needed to pass the Virginia Cosmetology State Board exam. Students will learn technical skills, along with business and job related skills needed to be successful in the field of cosmetology. Students successfully completing both the first, second, and third year level courses will have earned 6 elective CTE credits, and will have successfully completed the CTE completer course requirement for a high school diploma. The course is taught off campus within King William County. Students taking the course will travel every other day for a 2 block

Commercial Photography I

(Grades 9-12) Prerequisite: None Credit 1 Unit
In this course, students will learn industry-relevant technical skills and have the opportunity to work with a variety of technology including digital cameras, design software, and editing tools to stage, shoot, process, print and present professional-grade images. In addition, students will evaluate and critique photographic work and investigate the history of photography. **Students taking this course are assessed a fee of \$30 to cover the cost of consumable items.**

Commercial Photography II

(Grades 10-12) Prerequisite: Commercial Photography I Credit: 1 unit
In this course, students will learn industry-relevant technical skills and have the opportunity to work with a variety of technology including digital cameras, design software, and editing tools to stage, shoot, process, print and present professional-grade images while developing a portfolio for a related career. **Students taking this course are assessed a fee of \$30 to cover the cost of consumable items.**

SUCCESS/STUDY SKILLS

Success/Study Skills

Grade Level(s): 9-12 Prerequisite: None Credit: 1 unit

The goal of this course is to help students to be successful in all content areas. Students will learn in a classroom with a small teacher to student ratio to develop organizational techniques and study skills needed to meet high school course requirements. Students will develop the ability to self-regulate their attention and behavior, effectively manage time and materials, recognize their individual strengths and areas in need of improvement, and to set and meet goals that reflect high expectations. They will also learn to monitor their classroom and academic performance and to develop problem-solving skills.

SAT/ACT Preparation

Grade Level(s): 11-12 Prerequisite: None Credit: 0 unit

Students taking this one semester self-improvement course will develop test taking skills specifically designed to help students achieve success on the math and verbal sections of the SAT/ACT college entrance exams. Students will rotate in 3 week intervals of time during the semester between the math and English instructors to learn math and verbal skills need to be successful on ACT/SAT tests.

ENGLISH

English 9 Prerequisite: None Credit: 1 unit

English 9 Honors

Grade Level(s): 9 Prerequisite: C or better in Eng. 8+, or B or better in Eng. 8, Passing Eng. Reading 8 and Writing SOL Scores, Meets all requirements on Honors rating form
The ninth-grade student will present and critique dramatic readings of literary selections and will continue to develop proficiency in making planned oral presentations. Knowledge of literary terms and forms will be applied in the student's own writing and in the analysis of literature. Students will be introduced to significant literary works from a variety of cultures and eras, from 1000 A.D. to present. Increased requirements for research and reporting in all subjects are supported by the use of electronic databases and a standard style sheet method to cite reference sources. Writing will encompass narrative, literary, expository, and technical forms, with particular attention to analysis.

English 10 Prerequisite: English 9 Credit: 1 unit

English 10 Honors

Grade Level(s): 10 Prerequisite: C or Higher in Eng. 9 H, or B or higher in Standard English 9, Meets all requirements on honors English rating form
The tenth-grade student will become a skilled communicator in small-group learning activities. The student will read and critique works from a variety of eras and cultures. Attention will be given to the analysis of printed consumer information, such as labels, owner's manuals, warranties, and contracts. The student will critique the writing of peers and professionals, using analysis to improve his/her writing skills.

English 11 Prerequisite: English 10 Credit: 1 unit

English 11 Honors

Grade Level(s): 11 Prerequisite: C or Higher in Eng. 10 H, or B or higher in Standard English 10, all requirements on honors English rating form

The eleventh-grade student's appreciation for literature will be enhanced by the study of American literature, both classic and contemporary. The student will be able to identify the prevalent themes and characterizations present in American literature, which are reflective of the history and culture. The student will be able to write clear and accurate business and technical correspondence and reports for research and other applications in all subjects. The student will develop expository and persuasive compositions by locating, evaluating, synthesizing, and citing applicable information with careful attention to organization and accuracy.

English 12 Prerequisite: English 11 Credit: 1 unit

English 12 Honors Prerequisite: C or Higher in Eng. 11 H, or B or higher in Standard English 11, Meets all requirements on honors English rating form

Grade Level(s): 12

Students will analyze literary works from Britain and other cultures, with special attention to classic literature. Writing will include the production of technical and expository papers. The student will also produce a well-documented major research paper and deliver an effective oral presentation.

College Dual Enrollment English **

Grade Level(s): 12 Prerequisite: English 11 Honors, C or better or English 11, B or better, Qualifying score on Virginia Placement Test (VPT) Credit: 1 unit

Students are expected to approach this class with college-level responsibilities. The course will strengthen writing and thinking skills through a review of grammar and various approaches to writing. A wide range of assignments based on reading and class discussions, gives students practice in expository and persuasive writing, critical analysis, and creative writing. The two separate semester courses from Rappahannock Community College will be graded for one high school credit in addition to college credit, providing the student earns a minimum of "C" in each semester course. Students must have access to computers outside of the classroom.

Note: Any student enrolled in DE English who does not achieve a minimum grade of "D" for the first semester will not be allowed to continue in DE English and will be moved to English 12 Honors or Standard English in the second semester to complete the Grade 12 English requirement.

Photojournalism I, II, III, and IV

Grade Level(s): 9-12 Prerequisite: Minimum of "B" average in English and teacher recommendation Credit: 1 unit each

Photojournalism is an elective course for students interested in yearbook production. Extensive writing and revision, as well as commitment to after-school time for events and layout work is required. The student must have a sincere interest in the craft of journalistic creation. Class activities involve advertising sales and design, interviewing, budget and finance, writing various types of copy, desktop publishing skills and fundamentals of photography.

Advanced Communications

Grade Level(s): 10-12 Prerequisite: one year of journalism "A-B" avg. in English Credit: 1 unit each

Advanced Communications is an elective course for advanced journalism students. Students must have completed at least one year of journalism or photojournalism (or demonstrate previous experience per instructor approval) and have an A-B average in English to be accepted. This is a fast-paced, demanding course that uses advanced desktop publishing techniques, videography, basic website design and public speaking situations in order to professionally publish student work in various areas of communications. Students will be responsible for ongoing assignments such as the morning news show and submissions to local newspapers, as well as specialized assignments like documentaries and research reports.

Theatrical Arts I: Acting

Grade Level(s): 9-12 Prerequisite: none Credit: 1 unit each

This introductory course places emphasis upon basic acting skills. The objective of this course is to give the student a well-rounded theatre education. The student will learn to analyze character, script, and direction through performance of scenes. Theatre history, set construction, dialects, and other techniques in relation to acting will be included in the syllabus. In addition to attending the class, the Theatre Arts I student is encouraged to take an active part in school productions.

Theatre Arts II: Production

Grade Level(s): 10-12 Prerequisite: Theatre Arts I Credit: 1 unit each

This course continues the activities of Theatre Arts I. Emphasis is placed upon monologues, performance of scenes, directing, production design, in-depth analysis of scripts, and scriptwriting. Students will enhance their skills by participating in a variety of theatre productions. Students are required to audition for at least one school production and work with at least one school production during the year.

Theatre Arts III: Intermediate Acting and Playwriting

Grade Level(s): 11-12 Prerequisite: Theatre Arts I & II Credit: 1 unit each

This course continues the activities of Theatre Arts II. Students will enhance their skills by participating in a variety of theatre productions. Students are required to audition for at least one school production and work with at least one school production during the year.

Theatre Arts IV: Advanced Acting and Directing

Grade Level(s): 11-12 Prerequisite: Theatre Arts I, II, & III Credit: 1 unit each

This course continues the activities of Theatre Arts III. Students will enhance their skills by participating in a variety of theatre productions. Students are required to audition for at least one school production and work with at least one school production during the year.

Creative Writing

Grade Level(s): 10-12 Prerequisite: English 9, C or better Credit: .5 unit

In this one semester course, students will learn to identify and use the elements that characterize creative writing. Through a series of creative assignments and projects, students will enhance their writing skills and become more proficient writers. Any student taking this course should like to write. Students will be expected to produce a minimum of 1 ½ pages of text during most class periods and will be required to write outside of class, as well.

Studies in Film

Grade levels: 10-12 Prerequisite: English 9, C or better, Recommended Credit: .5 unit

In this one semester course, students will gain an understanding of the art of film through an historical approach to the subject. Beginning with early experiments in photography, the students will document the age of silent movies, the rise of talking pictures, the Golden Age of Hollywood to the present time. Students will have an opportunity to view various film artifacts and will learn to critically analyze film as an art. Films viewed are taken from the list of top films from the American Film Institute.

Reading Strategies

Grade levels: 9-11 Prerequisite: None

Students selected for this course will receive instruction in reading proficiency. Utilizing strategies shown through research to be effective in increasing reading skills, students will work in a small group environment with a reading specialist to improve their comprehension and fluency skills to not only improve success on SOL tests, but also to be more successful in all classes and out of school.

FOREIGN LANGUAGE

French I

Grade Level(s): 8-12 Prerequisite: Recommend "C" or better in English Credit: 1 unit

This course is an introduction to the French Language. Basic skills in listening, speaking, reading, and writing are introduced. Vocabulary and grammar are stressed. The cultural aspects of France and French life are presented, using available materials.

French II

Grade Level(s): 9-12 Prerequisite: French I, grade C or better recommended Credit: 1 unit

French II is a continuation of French I. More complicated grammar is introduced, along with vocabulary. Skills in reading, speaking, and structured writing are stressed. Upon completion of the class, students should be capable of basic comprehension and conversation skills.

French III

Grade Level(s): 9-12 Prerequisite: French II, grade of "C or better recommended Credit: 1 unit

French III, taught primarily in the target language, provides an intensive review of basic grammar and vocabulary. Reading selections, oral presentations and critical writing assignments promote the students' ability to communicate their ideas in French.

French IV

Grade Level(s): 10-12 Prerequisite: French III, with grade of "C or better, or teacher recommendation Credit: 1 unit

French IV provides an extension of listening, speaking, reading, and writing skills. Students will use the target language for all activities. Reading selections provide the foundation for grammar, discussions and written analysis.

Spanish I

Grade Level(s): 9-12 Prerequisite: C or better in English recommended Credit: 1 unit

This course is an introduction to the Spanish language and introduces the basic skills of listening, speaking, reading, and writing. Vocabulary and basic grammar are stressed, and emphasis is placed on enabling students to communicate in daily life situations. Students also incorporate geographical, historical, and cultural map skills in their studies of the locations where Spanish is spoken.

Spanish II

Grade Level(s): 9-12 Prerequisite: Spanish I, grade C or better recommended Credit: 1 unit

Spanish II provides students with a solid foundation of grammar and vocabulary. Students should also gain a heightened awareness and understanding of the Hispanic world. Upon successful completion of the class, students should be capable of basic comprehension and conversation skills.

Spanish III

Grade Level(s): 10-12 Prerequisite: Spanish II, grade C or better recommended Credit: 1 unit

Spanish III provides an intensive review of basic grammar and vocabulary taught primarily in the target language. Reading selections, oral presentations, and critical writing assignments promote the students' ability to communicate their ideas in Spanish.

Spanish IV/DE

Grade Level(s): 11-12 Prerequisite: Spanish III with "B" or better or teacher approval Credit: 1 unit

Spanish IV provides an extension of listening, speaking, reading, and writing skills. Students will use the target language for all activities. Current topics and events provide the foundation for grammar, discussions and written analysis. This is a conversational class. Students should be prepared to participate in class and group discussions. Students must earn a "C" or better in both semesters to receive college credit at Rappahannock Community College.

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education 9

Grade Level(s): 9 Prerequisite: none Credit: 1 unit

Ninth grade Health and Physical Education is a requirement for graduation. Dressing for and participating in physical education is a requirement for successful completion of the class. Emphasis is placed on physical fitness through flexibility, muscular strength and endurance, and cardio-respiratory conditioning. Activities include team and lifetime sports. Health education class will include instruction in health and wellness, physical fitness, healthy relationships, and CPR and first aid. To receive credit for ninth grade Health and Physical Education, students must satisfy requirements for both Health Education and Physical Education. Students are required to pay a uniform fee of \$15.00.

Health and Physical Education 10

Grade Level(s): 10 Prerequisite: Health & Physical Education 9 Credit: 1 unit

Tenth grade Health and Physical Education is a requirement for graduation. Dressing for and participating in physical education is a requirement for successful completion of the class. Emphasis is placed on physical fitness through flexibility and cardio-respiratory conditioning. Activities include team and lifetime sports.

To receive credit for tenth grade Health and Physical Education, students must satisfy requirements for both Health Education and Physical Education. **Students are required to pay a uniform fee of \$20.00.**

Driver Education

Grade Level(s): 10 Prerequisite: Health & Physical Education 9 Credit: 0 unit

The classroom portion of Driver Education is taught in Health and Physical Education 10. A total of 36 hours of classroom instruction must be provided. The course is intended to provide students with proper attitudes, as well as proper information regarding the automobile and the highway system. **Students are encouraged to purchase a workbook at a cost of \$2.50.**

Sports Medicine

Grade Level(s): 10 Prerequisite: Health & Physical Education 9 & 10 Credit: 1 unit

This course of studies provides students with the basic concepts and skill set required for an entry-level position as a sports medicine assistant. It introduces students to topics such as injury prevention, nutrition, first aid/CPR/ AED, exercise physiology, and biomechanics. Students study basic human anatomy and physiology, medical terminology, legal and ethical issues in sports medicine, and career preparation. Course competencies have been constructed so as not to go beyond the professional scope of aide/assistant level. Mastery of the material in this course would provide students with a strong background should they wish to pursue certification in areas such as first aid, CPR, AED and/or personal trainer.

Strength Training and Conditioning

Grade Level(s): 11-12 Prerequisite: Health & Physical Education 9 & 10 Credit: .5 or 1 unit

Strength Training and Conditioning is an elective class which requires students to dress for activity daily. Strength and Conditioning will enable students to better develop their cardiovascular system, muscular structure, and overall agility through weight training and plyometric. This class may be repeated for elective credit.

HISTORY AND SOCIAL SCIENCES

World Studies I

Grade Level(s): 9 Prerequisite: none Credit: 1 unit

This course covers World History and World Geography to 1500 AD. This is the first year of a two year program that incorporates ancient civilizations of the world and compares them in terms of chronology, location, geography, social structures, culture, forms of government, economy, religion and other contributions.

World Studies I (Honors)

Grade Level(s): 9 Prerequisite: Teacher Recommendation Credit: 1 unit

This course is a survey course which focuses on a chronological study of the world to 1500 A.D. An understanding of the relationships among history, geography, economics, and civics in the development of the world will be emphasized. Spatial concepts of geography will be connected to the chronological development of nations and peoples. Analysis and evaluation of issues, people, and the environment are emphasized for their connection to historical events. Research and analysis of data are significant requirements of the course.

World Studies II

Grade Levels (10 and up) Prerequisite: None Credit: 1 unit

This course provides an advanced study of history from the late Middle Ages (1500 A.D.) to the present with emphasis on Western Europe. Included will be geographic influences for the same time period. Emphasis will be on major world events, people, places and environment.

World Studies II (Honors)

Grade Levels (10 and up) Prerequisite: World Studies I (Preferably Honors) teacher recommendation Credit: 1 unit

This course is a study of the modern world since the 16th century. An understanding of the relationships among history, geography, economics, and civics in the development of the modern world will be emphasized. Spatial concepts of geography will be connected to the chronological development of nations and peoples. Analysis and evaluation of issues, people, and the environment are emphasized for their connection to historical events. Research and analysis of data are significant requirements of the course.

Advanced Placement World History

Grade Level(s): 10-12 Prerequisite: World Studies I (Preferably Honors) teacher recommendation Credit: 1 unit

This course is designed to prepare the student for the Advanced Placement Examination in World History. This course has the same course content as regular World Studies I and World Studies II, but requires extensive reading, writing and research in the subject matter. Students are responsible for the test fee and the cost of supplemental course materials.

20th Century History (and beyond)

Grade Level(s): 10-12 Prerequisite: World Studies I Credit: 1 unit

This course provides for an in depth study of world events beginning with the 20th century. Students will study modern world events that have influenced American culture, politics, and economics.

United States and Virginia History

Grade Level(s): 11

Prerequisite: None

Credit: 1 unit

This course covers the historical development of American ideas and institutions from the Age of Exploration to the present. While focusing on political and economic history, the course provides students with a basic knowledge of American culture through a chronological survey of major issues, movements, people, and events in United States and Virginia history. **This is a required course.**

Advanced Placement United States History_

Grade Level(s): 11

Prerequisite: World Studies I & II and teacher recommendation

Credit: 1 unit

This course is designed to prepare the student for the Advanced Placement Examination in United States History. This course has the same course content as regular Virginia and U.S. History, but requires extensive reading, writing and research in the subject matter. Students are responsible for the test fee and the cost of supplemental course materials.

United States and Virginia Government

Grade Level(s): 12

Prerequisite: None

Credit: 1 unit

The course requires that students have knowledge of the United States and Virginia Constitutions; the structure and operation of United States and Virginia governments; the process of policy-making, with emphasis on economics, foreign affairs, and civil rights issues; and the impact of the general public, political parties and interest groups, and the media on policy decisions. United States political and economic systems are compared to those of other nations, with emphasis on the relationships between economic and political freedoms. Economic content covers the United States market system, supply and demand, and the role of the government in the economy. **This is a required course.**

Advanced Placement Government and Politics: U.S.

Grade Level(s): 12

Prerequisite: United States & Virginia History and teacher recommendation

Credit: 1 unit

This course prepares the student for the Advanced Placement examination in United States government by providing an analytical perspective on government and politics in the United States. The content includes the Constitutional underpinnings of American government, political theory, parties and interest groups, institutions and policy process of government, and civil rights. The course requires extensive reading, writing, and research in the subject area. It is expected that the student will take the AP exam for this course. Students are responsible for the test fee and the cost of supplemental course materials.

Introduction to Sociology (First Semester only)

Grade Levels: 9-12

Prerequisite: None

Credit: .5 unit

Students taking this one semester course will be introduced to basic concepts of sociology and methods of studying sociology. They will explore social institutions, culture, socialization, group dynamics, sociological deviance, and the role gender plays in society.

Introduction to Psychology (Second Semester only)

Grade levels 9-12

Prerequisite: none

Credit: .5

Students taking this course will study basic human behavior. Using case studies as well as basic concepts of psychology, factors that affect individual and group behavior and the social, intellectual, and psychological development of people will be considered.

Virginia Teachers for Tomorrow

Grade Level(s): 11-12

Prerequisite: Minimum 2.7 GPA

Credit: 1 unit

Virginia Teachers for Tomorrow (VTFT) fosters student interest in, understanding of, and appreciation for the teaching profession, and allows students to explore careers in education. Students build a foundation for teaching; learn the history, structure, and governance of the profession; apply professional techniques in the VTFT classroom; and reflect on their teaching. A highlight of the program is that students participate in an externship in which they assist in an actual classroom setting (elementary, middle school, or high school) of their choice. Opportunities for dual enrollment are available.

MATHEMATICS**Algebra I**

Grade Level(s): 9-12

Prerequisite: Math 8

Credit: 1 unit

This course is designed to teach students to use algebra as a tool for representing and solving a variety of practical problems. Tables and graphs will be used to interpret algebraic expressions, equations, and inequalities and to analyze functions. Graphing calculators, computers, and other appropriate technology tools will be used to assist in teaching and learning. Graphing utilities enhance the understanding of functions; they provide a powerful tool for solving and verifying solutions to equations and inequalities.

Geometry

Grade Level(s): 9-12

Prerequisite: Algebra I

Credit: 1 unit

This course is designed for students who have successfully completed the standards for Algebra I. The course includes properties of geometric figures, trigonometric relationships, and reasoning to justify conclusions. Methods of justification will include paragraph proofs, two-column proofs, indirect proofs, coordinate proofs, and verbal arguments. There will be emphasis on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. A variety of applications and some general problem-solving techniques including algebraic skills will be used. Graphing calculators, computers, and dynamic geometry software will be used to assist in teaching and learning geometric concepts.

Algebra, Functions, and Data Analysis

Grade Level(s): 9-12

Prerequisite: Algebra I & Geometry

Credit: 1 unit

This course is designed for students who have successfully completed the standards for Algebra I and Geometry and who may not yet be ready for the rigor of Algebra II. Students study mathematical modeling and data analysis, functions and their behaviors, systems of inequalities, probability, experimental design and implementation, and analysis of data.

Algebra II

Grade Level(s): 9-12

Prerequisite: Algebra I, and Geometry (Minimum of C) or completion of AFDA

Credit: 1 unit

This course will provide a thorough treatment of advanced algebraic concepts through the study of functions, equations, inequalities, systems of equations and inequalities, polynomials, rational expressions, complex numbers, sequences and series and statistics. Emphasis will be placed on practical applications and modeling throughout the course of study. Oral and written communication concerning the language of algebra, logic of procedures, and interpretation of results will also permeate the course. Graphing utilities, computers, spreadsheets, and other technology tools will be used to assist in teaching and learning.

Trigonometry/Algebra III

Grade Level(s): 10-12

Prerequisite: Geometry and Algebra II

Credit: 1 unit

This course provides students with the firm foundation in algebra and trigonometry that is necessary for success in college-level mathematics courses. Students are provided with an extensive review of Algebra II topics. In addition to trigonometry, students are exposed to more advanced topics, such as: complex numbers, exponential and logarithmic functions and topics from analytic geometry.

Dual Enrollment Pre-Calculus

Grade Level(s): 10-12

Prerequisite: Algebra II or Trig/Alg. III, & Passing score on RCC placement test

Credit: 1 unit

This rigorous course explores polynomial, rational, exponential and logarithmic functions and their graphs. Trigonometric functions and equations are analytically studied. Polar coordinates, and systems of equations and inequalities are included. Sequences, limits, and conics are covered in depth. A placement test will be administered by Rappahannock Community College. Successful completion of the placement test is required for enrollment in this course. Students will receive college credit providing they earn a minimum grade of "C" in the course. This is a dual enrollment course with Rappahannock Community College.

Dual Enrollment Calculus

Grade Level(s): 12

Prerequisite: College Pre-calculus

Credit: 1 unit

This course is designed for those students who will be taking calculus or courses that require a background in calculus at a college or university. Students study differential calculus during the first semester and integral calculus during the second semester. Throughout the year, students are presented with a variety of real life applications of the derivative and the integral. A placement test will be administered by Rappahannock Community College. Those students, who do well on the placement test, will receive college credit for the course, providing they earn a minimum of "C" in the course. This is a dual enrollment course with Rappahannock Community College.

Probability and Statistics

Grade Level(s) 11-12

Prerequisite: Algebra II, C or better

Credit: 1 unit

Probability and Statistics is a year-long course designed to introduce the methods used in the field of applied statistics. Emphasis is given to basic concepts and techniques for collecting and analyzing data, drawing conclusions, and making predictions. The major focus of this course is to provide students with experience in using the computer to solve problems which can be set up as mathematical models.

Advanced Placement Statistics

Grade Level(s) 11-12

Prerequisite: Algebra II with B and teacher recommendation

Credit: 1 unit

**Recommended Completion of Pre-calculus

This course is for the college-bound students who desire in-depth study in statistics before entering college. This course is designed specifically for those that wish to take the AP Test to earn college credit. Students are expected to be able to work independently and to have strong problem-solving skills as the course requires a consistent level of abstract thinking and application of concepts. The course is aligned with College Board's Advanced Placement curriculum for AP Statistics and covers the topics of Data Analysis, Probability, Experimental Design, and Statistical Inference.

Capstone

Grade Level(s): 12

Prerequisite: Alg. 2 or Algebra, Functions and Data Analysis

Credit: 1 Unit

The Mathematics Capstone course contains high-interest contextualized content designed to give students an additional boost for competent and successful entry into college and careers. The course will add to students' preparation for college and the workplace by enhancing students' ability to apply knowledge and skills in number and quantity, functions and algebra, geometry, and statistics and probability; and simultaneously reinforcing readiness skills and dispositions in adaptability and flexibility, creativity and innovation, leadership, team work, collaboration, and work ethic. Graphing calculators, computers, and other appropriate technology tools will be used to assist in teaching and learning.

MUSIC

Advanced Band

Grade Level(s): 9-12 Prerequisite: Beginning and Intermediate Band Credit: 1 unit

The main goal of this class will be the in-depth use and development of those skills and techniques necessary for ensemble study and limited public performance. Ensemble participation includes marching band, concert band and jazz band. Jazz band students are selected from the class by the band director. Other solo and ensemble opportunities are available as well. Due to the fact that performance is an integral part of the class, students will be expected to participate in all scheduled performances during the school year. **Students are required to pay a band fee of \$65.00.**

Chorus I

Grade Level(s): 9-12 Prerequisite: none Credit: 1 unit

This ensemble is open to any student interested in choral music, without audition. The course will focus on beginning level choral music techniques such as: singing in tune, breath support, diction, musical notation and vocabulary, rehearsal techniques and performance decorum. Appropriate choral music will be studied. Performances are a requirement of the course. All of the SOLs for beginning level choral music, set forth by the Virginia Department of Education, will be addressed. *Performances are required. These performances include, but are not limited to, concerts, assemblies, festivals, and other programs scheduled by the instructor. Black dress pants or skirt, black dress shoes and a white dress shirt are required for concerts.*

Chorus II and III

Grade Level(s): 10-12 Prerequisite: Chorus I, (Chorus II sequenced, or audition) Credit: 1 unit

Students will study music theory, ear training, music history and the study of foreign languages as it applies to the understanding of music and correct vocal production. Major emphasis will be placed on the anatomy and physiology of the human instrument, analyzing music and its elements, demonstration of music genres from medieval to present and execution of diction, posture, intonation, breath control and tone control throughout the singing range. Components for this elective will derive from the National Standards of Learning for choral music criteria in conjunction with the Virginia Standards of Learning (SOL). **Performances are a requirement. These performances include, but are not limited to concerts, assemblies, festivals, and other programs scheduled by the instructor. Black dress pants or skirt, black dress shoes and a white dress shirt are required for concerts.**

Madrigals

Grade Level(s): 9-12 Prerequisite: Audition Credit: 1 unit

Students are admitted to this class by audition only. Transfer students previously enrolled in an audition performance ensemble may be admitted with permission of the choral director. While performance is emphasized, this class is designed to promote the musical education of the students including extensive music theory instruction and music history. Studies are formulated using the Virginia Department of Education Vocal/Choral Standards of Learning; Intermediate and Advanced. Participation in the Winter and Spring Concerts, All-District Auditions, and KWHS Graduation Ceremony are mandatory course requirements. Uniform performance attire is also **required. There is a \$20.00 course fee.**

DE Music Appreciation

Grade 11, 12 Prerequisite: Must pass the Virginia Placement Test Credit: 1 unit

This dual enrollment course is designed to increase the variety and depth of the student's interest, knowledge, and involvement in music and the relationship of music to culture. The student will become acquainted with traditional and twentieth century music literature, emphasizing the relationship of music with society. The course will increase the students' awareness and appreciation of the composers and performers throughout history.

SCIENCE

Earth Science I / Earth Science I (Honors)

Grade Level(s): 9 Prerequisite: Physical Science(Honors level "A" in Physical Science, or teacher recommendation)

Credit: 1 unit

This course deals with the earth and all factors, which affect the earth. It is divided into four broad areas: meteorology, geology, astronomy, and oceanography. The main emphasis is on understanding how different factors can influence the earth and what we can do as people to preserve and protect the earth for future generations.

Earth Science II: Oceanography

Grade Level(s): 11-12 Prerequisite: Earth Science & Biology

Credit: 1 unit

This upper level course will explore various aspects of the world's oceans including physical features of the ocean, marine life, and how humans impact the ocean. The ocean is a variable resource for all and this course will focus on its importance.

Earth Science II: Astronomy

Grade Level(s): 11-12 Prerequisite: Earth Science & Biology Credit: 1 unit

This course will explore everything beyond the Earth's atmosphere. Students will explore and discover information relating to the sun, moon, and planets in our solar system as well as everything beyond our solar system. This hands-on course will involve student-centered projects that allow students to reflect their personal interests in astronomy.

Biology I

Grade Level(s): 10

Prerequisite: None

Credit: 1 unit

Biology I is designed to provide students with a detailed understanding of living systems. Emphasis continues to be placed on the skills necessary to examine alternative scientific explanations, actively conduct controlled experiments, analyze and communicate information, and acquire and use scientific literature. The history of biological thought and the evidence that supports it will be explored and will provide the foundation for investigating biochemical life processes, cellular organization, mechanisms of inheritance, and dynamic relationships among organisms through time. The importance of scientific research that validates or challenges ideas is emphasized at this level.

**Freshmen who want to enroll in biology must enroll in Honors Biology I. They must be concurrently enrolled in Geometry (Accelerated), and preferably enrolled in Earth Science (Honors).*

Biology I (Honors)

Grade Level(s): 9-10

Prerequisite: Teacher Recommendation

Credit: 1 unit

Honors Biology I is a fast paced course that explores, in depth, biological concepts and the scientific process. Areas of study include experimental design, environmental adaptations, biochemistry, cell theory, genetics, natural selection, classification, and human systems. This course includes the use of additional technology, mathematical applications, rigorous research, and additional investigations.

Biology II: Anatomy/Physiology

Grade Level(s): 11-12

Prerequisite: Biology I, "C" or better

Credit: 1 unit

This rigorous course will focus on the structure and function of the human body. Each organ system is approached from simple to increasingly complex levels. In this course, building an understanding of the concepts, rather than rote memorization, is emphasized. Dissections and numerous projects will be required.

Biology II: Ecology

Grade Level(s): 11-12

Prerequisite: Biology I

Credit: 1 unit

This course will study how organisms interact with their environment with an emphasis on human impact on the environment. Topics will include ecosystems, community interactions, population dynamics, major environmental laws, natural resources, biodiversity, species and habitat protection, and technology in environmental issues. . A goal of the course is the development of thinking and decision-making skills.

Biology II: Advanced Survey of Biology Topics

Grade Levels: 11-12

Prerequisite: Biology I

Credit: 1 unit

The goal of this course is for students to learn important facts about the natural world. The course will emphasize the diversity of life forms including such topics as plant and animal diversity, plant and animal morphology and physiology, and behavior of organisms.

Advanced Placement Biology

Grade Level(s): 11, 12

Prerequisite: Biology I and Chemistry

Credit: 1 unit

This rigorous biology course will develop a complex understanding of biological concepts. Students will have the opportunity to take the Advanced Placement test for college credit. **Students are responsible for the test fee and the cost of supplemental course materials.**

Chemistry I

Grade Level(s): 11-12

Prerequisite: Biology I and Algebra II (may be enrolled in Alg. II)

Credit 1 unit

Chemistry will investigate a variety of topics including the classification of matter and changes undergone by matter. Development of an understanding of the meanings and use of chemical symbols is required. Other areas of study include knowledge and understanding of atomic theory, the periodic table, chemical reactions, problem solving, and the properties of solids, liquids, and gases.

Chemistry (Honors)

Grade Level(s): 11-12

Prerequisite: Honors Biology and Algebra II Co-requisite: Trigonometry/Algebra III or higher

Credit: 1 unit

The honors course stresses critical thinking and problem solving and includes more difficult mathematical material than Chemistry I. Areas of study include properties of matter, the periodic table, atomic structure, bonding, nomenclature, chemical reactions, stoichiometry, gas laws, acid-base chemistry, solutions, redox reactions, thermochemistry and equilibrium. Students choosing this course should be prepared to work at a higher level than those taking Chemistry I.

Dual Enrollment Chemistry **

Grade level: 11-12

Prerequisite: Biology I and Chemistry I, Trigonometry/Algebra II or higher

Credit: 1 unit

This course is designed to give students a more detailed study of chemistry and is taught at the college level. A great deal of time will be spent in laboratory exercises. Students will study matter, the periodic table, atomic structure and theory, bonding, nomenclature, reactions, stoichiometry, gas laws, thermochemistry, acid-base chemistry, organic and nuclear chemistry. Students who earn a grade of "C" or better in the course will receive 8 college credits for CHM 101-102.

Physics I

Grade level: 11-12

Prerequisite Chemistry I and Trigonometry/Algebra III (may be enrolled in trig)

Credit: 1 unit

After completing the course, students will be able to discuss topics and solve word problems dealing with mechanics, heat, electricity, magnetism, wave motions, sound, light, and atomic physics. They should be able to perform labs independently and to express their findings concisely in the form of written reports.

CHESAPEAKE BAY GOVERNOR'S SCHOOL

Chesapeake Bay Governor's School

Grade Level(s): 10-12 Prerequisite: Geometry, Earth Science, and GPA of 3.0

Qualified sophomores, juniors and seniors may enroll in the Chesapeake Bay Governor's School for a one-half day program. Course offerings, which are available for dual enrollment are: Biology, Foundation Science, Environmental Chemistry, Environmental Physics, Advanced Algebra/Trigonometry, Precalculus, Calculus, and Environmental Seminars. Courses are taught by Rappahannock Community College and the Virginia Institute of Marine Sciences of the College of William and Mary. Applications are available in guidance.

SUPPLEMENTAL PROGRAMS RAPPAHANNOCK COMMUNITY COLLEGE PROGRAM

(The following are reprinted from the online catalog from Rappahannock Community College.)

General Education Certificate (Length: 2 Semesters)

Purpose

The General Education Certificate is designed to provide students in the AA&S transfer degree with an academic credential, upon completion of a specific course of study, that represents a milestone on the path to the AA&S degree. Students in other [degree programs](#) can also complete the general education certificate. The program provides a strong foundation in the core competency areas and provides students with an advantage in transferring to a four-year institution over others who have not completed a college program of study. Students completing the General Education Certificate are strongly encouraged to continue their studies and complete the associate degree prior to transferring.

Admission Requirements

In addition to the [admission requirements](#) established for the college, entry into this program requires proficiency in English, mathematics, and reading. Students who do not meet entry requirements, or whose placement test scores indicate a need for further preparation, will be placed in the appropriate developmental studies courses in English, mathematics, and/or reading. These developmental course credits do not apply toward degrees or certificates. Students required to take two or more developmental courses will need additional semesters to complete any program.

Program Requirements

This curriculum should provide sufficient flexibility to meet first year requirements for a variety of majors at most [colleges and universities](#). **VIRTUAL VIRGINIA**

COURSE DESCRIPTIONS

Descriptions of all Virtual Virginia Courses can be found by visiting the following site: www.virtualvirginia.org/courseinfo/catalog.shtml

BRIDGING COMMUNITIES GOVERNOR'S STEM ACADEMY

Criminal Justice (CJ I 8702; CJ II 8703)

Grade Level(s): 11 - 12 Prerequisite: Enrollment in RCC and passing VCCS test Credits: 6 high school credits/ 24 college credits from RCC

This program provides an overview of criminal justice and basic police procedures. Topics include crime prevention, collecting evidence, criminal investigations, and the juvenile justice system, maintaining law and order and the police-citizen conflicts. With additional training, occupations include police officer, correction officer, security positions, dispatcher, airport security, national level law enforcement agencies. *Certificate program can be completed at Rappahannock Community College. Two year program with six credits, dual credit options have not been determined.*

Culinary Arts (CA I 8275, CA II 8276)

Grade Level(s): 11-12 Prerequisite: Enrollment in RCC and passing VCCS test Credit: 6 high school credits, 16 college credits

Students prepare for career opportunities in the field of food preparation and service by gaining knowledge and skills necessary for entry level employment and continued education and training for technical and professional positions. Students focus on ensuring sanitation and safety standards; performing side work; servicing food, using a variety of service styles; using kitchen equipment; developing menus; preparing, processing, and producing foods; providing catering and banquet services; receiving and storing food and supplies; and managing the food service operation.

Diesel Equipment Technology (DET I 8613 & DET II 8614)

Grade Level(s): 11 - 12 Prerequisite: Any Agricultural/technology or mechanical class Credit: 6 high school credits, 30 college credits/dual enrollment

Students receive instruction in general maintenance and overhaul of diesel equipment. Major units of instruction include shop procedures, diesel truck electrical systems, power trains, hydraulics and pneumatics, suspensions, air brake systems, fuel systems, and diesel engine reconditioning. *Students can transfer to J. Sargeant Reynolds Community College and complete the program. Occupational opportunity is available working on any size equipment from commercial lawn mowers to heavy equipment; Two year program with six high school credits and thirty-five college credits.*

Heating, Ventilation, Air Conditioning and Refrigeration (HVAC) – HVAC I 8503 HVAC II 8504

Grade Level(s): 11 - 12 Prerequisite: Any Agricultural/technology or other mechanical class Credit: 6 high school credits and 19 college credits

This two year program prepares students to install, repair, and maintain the operating conditions of heating, air conditioning, and refrigeration systems. Students study heat, heat transfer, electricity and electronics related to HVAC, duct systems and tubing. EPA regulations and essential certifications will be emphasized. Employment opportunity is available in residential and commercial settings, and specialty settings. *Two year program with six high school credits, dual credit options have not been determined. Additional training is available at local community colleges and many employers offer on-the-job training and/or apprenticeship.*

Web Design WGI 6640

Grade Level(s): 11 Prerequisite: Complete English and Math VCCS placement tests, computer information systems or a similar Business/IT class recommended

The junior year students will learn to use software such as Adobe Photoshop, Illustrator, Dreamweaver, Fireworks and Flash to create advanced web pages and design for numerous digital applications. Students will also be trained as Microsoft Specialists through the Microsoft IT Academy in programs such as Word, Excel, PowerPoint and more. Upon successfully completing year 1, students will earn 3 high school credits, 18 college credits, and a college career studies certificate in Web Design.

Coding and Game Design WG II 6641

Grade Level(s): 12 Prerequisite: Successful completion of Web Design I

In the second year, students will use architectural based 3D software such as 3D Studio Max for modeling, adding motion to scenes, and participating the basics of game design. A school based Service Learning activity is a part of the second year of this program. Students will take industry certification tests in Game Design and Development. Students will earn 3 high school credits, 15 college credits, and two college certificates in Game Design and Development and Introduction to Networking and Cybersecurity upon successful completion.

Health Science Senior Year Class (Nurse Aide) 8831

Grade Level(s): 12 Prerequisite: Enrollment in RCC and passing VCCS placement test; drug testing and criminal background test.
(3 high school credits and 12 college credits)

Students will learn nursing care of patients of all ages, in various stages of sickness or wellness. Topics include human anatomy, body function, nutrition, disease conditions, pharmacology, nursing procedures and other topics. Clinical experience in a community adult care facility and/or hospital is required. Program focus is to provide the foundation knowledge and skills required to become a Licensed Practical Nurse. Students will be eligible to take the CAN licensure test for Nurse Aide.

Pre-Engineering Technology (PET I, 8450; PET II, 8491)

Grade Level(s): 11-12 Prerequisite/Co-requisite: Algebra 2 Credit 6 high school credits and 16 college credits

This two year program is recommended for students interested in college engineering or technology degree, as well as students interested in pursuing engineering in community college or in technology programs. Students who earn a certification may continue their education and career pursuits in construction, manufacturing, product design, testing, or technical services and sales.

Post High School 8359

Grade Level(s): 12 Prerequisite: Grade of C or higher in the senior yr. nursing class (6 high school credits and 16 college credits)

This year will be full time on the Rappahannock Community College Glens Campus to complete the LPN program. Students complete classes required in the program, acquire nursing theory and complete the required clinical experience practicing skills in area hospitals and other medical facilities. Students are now eligible to take the licensure test for LPN Nurse. Students are responsible for all college costs, transportation, uniforms, and the licensure test cost.

Small Engine Technology I

Grade Level(s): 11 Prerequisite: Recommendation of school counselor

The junior year program introduces students to basic shop operation and safety procedures, workplace readiness skills for small engine industry, small engine theory, mechanics, and diagnosis and repair of the fuel system, general electrical system, manual starting system, ignition system, governor system and exhaust system. Students will earn three high school credits upon successful completion.

Small Engine Technology II

Grade Level(s): 11 Prerequisite: Successful Completion of Small Engine Technology I with a minimum grade of "C".

The senior year program prepares student in the area of two and four cycle engine and diesel engine reconditioning, tune-up, fuel injection systems, liquid cooling systems, electrical systems and engine failure analysis. Students will learn diagnosis and repair of power equipment (2 and 4 cycle engine, lawn mower, chain saw, etc.) as well as a motorcycle, small marine engine, and Jet Ski equipment. Students will perform all aspects of operating a power equipment shop. Students will earn three high school credits upon successful completion of the course. Students may earn EETC 2 and 4 cycle engine industry certification and an EETC Power Equipment industry certification.

GE First Semester Curriculum

Course #	Course Title	Lectures	Labs	Credits
ENG 111	College Composition I	3	0	3
MTH	Approved Transfer Math ¹	3	0	3
HIS	Approved Transfer History ²	3	0	3
	Approved Transfer Lab Science ³	3	3	4
SDV 100	College Success Skills	1	0	1
	Approved Transfer Humanities ⁴	3	0	3
	Semester Total	16	3	17

GE Second Semester Curriculum

Course #	Course Title	Lectures	Labs	Credits
ENG 112	College Composition II	3	0	3
HIS	Approved Transfer History ²	3	0	3
	Approved Transfer Lab Science ³	3	3	4
	Approved Transfer Humanities ⁴	3	0	3
	Approved Transfer Social Science ⁵	3	0	3
	Semester Total	15	3	16

Total Minimum Credits: 33

In selecting courses, students should seek the advice of their academic advisor in order to assure courses taken are consistent with transfer or career goals.

¹ Math courses numbered 150 or above

² HIS 121, 122, 111, 112, 101, 102

³ BIO 101, 102, CHM 101, 102, CHM 111, 112, PHY 201, 202, GOL 105

⁴ ART 101 and 102, HUM, MUS, PHI, REL, SPA 201 and 202

⁵ ECO 201, HIS, PLS, PSY, SOC

Associate of Arts and Sciences Transfer Degree

Effective Fall 2012

Purpose

The Associate of Arts and Sciences Transfer [Degree Program](#) is designed for persons who plan to transfer to a four-year college or university to complete a baccalaureate degree. By selecting appropriate electives, students should be able to complete the lower division requirements for a variety of baccalaureate majors. Examples of majors to which this program may prepare students for transferring are:

- Liberal Arts
- Science
- Social or Behavioral Sciences
- Teacher Prep/Education

In order to be assured that courses transfer to meet lower division requirements at the specific institution the student plans to transfer to and the major anticipated, students should consult their academic advisor to schedule their courses. Students are also encouraged to investigate guaranteed admission agreements (GAA), available for many [colleges and universities](#) in Virginia, contact their selected college's admissions office, and consult their selected college's transfer guide if one is available. Counselors and academic advisors can assist with locating these resources.

Admission Requirements

In addition to the admission requirements established for the college, entry into this program requires proficiency in English and mathematics. Students whose placement test scores indicate a need for further preparation, will be placed in the appropriate developmental courses in English and mathematics. Although developmental course credits do not apply toward the degree, these courses prepare students for collegiate level work. Students required to take two or more developmental courses will need additional semesters to complete the degree.

Program Requirement

This curriculum should provide sufficient flexibility to meet lower division requirements for a variety of majors at many colleges and universities, and should allow students to succeed in transferring to obtain a baccalaureate degree. It is extremely important for students to work closely with their academic advisors to assure a successful transfer.

AA&S TRANSFER FIRST SEMESTER CURRICULUM

#	Title	Lecture	Lab	Credit
ENG 111	College Composition I	3	0	3
HIS	Approved Transfer History	3	0	3
MTH	Approved Transfer Mathematics	3	0	3
	Approved Transfer Science ¹	3	3	4
SDV 100	College Success Skills	1	0	1
	Approved Transfer Social Science ³	3	0	3
	Semester Total	16	3	17

AA&S TRANSFER SECOND SEMESTER CURRICULUM

#	Title	Lecture	La b	Credit
ENG 112	College Composition II	3	0	3
HIS	Approved Transfer History	3	0	3
MTH	Approved Transfer Mathematics	3	0	3
	Approved Transfer Science ¹	3	3	4
	Approved Transfer Humanities / Fine Arts ²	3	0	3
	Semester Total	15	3	16

#	Title	Lecture	La b	Credit
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AA&S TRANSFER THIRD SEMESTER CURRICULUM

#	Title	Lecture	L a b	Cr ed it
ITE 119	Information Literacy	3	0	3
ENG	Approved 200 level American or English Literature or Advanced Composition Course ⁵	3	0	3
	Approved Transfer Elective ⁴	3	0	3
	Approved Transfer Elective ⁴	3	0	3
	Approved Transfer Elective ⁴	3	0	3
	Semester Total	15	0	15

AA&S TRANSFER FOURTH SEMESTER CURRICULUM

#	Title	Lecture	Lab	Credit
	Approved Transfer Humanities / Fine Arts ²	3	0	3
	Approved Transfer Social Science ³	3	0	3
	Approved Transfer Elective ⁴	3	0	3
	Approved Transfer Elective ⁴	3	0	3
HLT/PED	Health / Physical Education Elective	0	2	1
	Semester Total	12	2	13

Total Minimum Credits: 61

¹ Typical courses include BIO, CHM, PHY, GOL

² Typical courses include HUM, MUS, ART, PHI, REL, ENG (Lit)

³ Typical courses include ECO, GEO, HIS, PLS, PSY, SOC

⁴ In selecting courses, students should seek the advice of a counselor or academic advisor in order to assure that courses taken are consistent with transfer or career goals.

⁵ Courses typically courses used to fulfill this requirement: ENG 241, ENG 242, ENG 210, or other courses approved by an academic advisor.

This page was last modified on July 21, 2014.

RCC Equivalentents for AP Exams

Rappahannock Community College awards credit for the successful completion of the following AP exams. This program allows students to pursue college-level studies while still in secondary schools. An AP score of "3 or higher" is required for transfer. Students must be pursuing a degree or certificate at RCC in order to receive transfer credit.

Credit will be awarded after an official copy of the AP score report has been received by the admissions and records office and the score report has been evaluated. It takes approximately 2 weeks for the evaluation process once the score report is received at RCC.

Information about AP examinations, including how to order an official copy of your AP score report can be found at www.collegeboard.com/ap.

AP Examination Title	RCC Course Equivalent	Minimum Score for Credit	Semester Hours Awarded
Art History	ART 101/102	3	6
Biology	BIO 101/102	3	8
Calculus AB *	MTH 173	3	4
Calculus BC *	MTH 173/174	3	8
Chemistry	CHM 111/112	3	8
Macroeconomics	ECO 201	3	3
Microeconomics	ECO 202	3	3
English Language and Composition	ENG 111/112	3	6
English Literature and Composition	ENG 125/255	3	6
French Language and Culture	FRE 101/102	3	8
German Language and Culture	GER 101/102	3	8
U.S. Government and Politics	PLS 211	3	3
European History	HIS 225/226	3	6
U.S. History	HIS 121/122	3	6
World History	HIS 111/112	3	6
Human Geography	GEO 210	3	3
Music Theory	MUS 111/112	3	8
Physics B	PHY 201/202	3	8
Psychology	PSY 200	3	3
Spanish Language	SPA 101/102	3	8
Statistics	MTH 240	3	3

Dear Parents/Guardians:

A copy of the Virginia Standards of Learning is available on the King William County Public Schools website. In addition, copies of the Standards can be obtained in the offices at King William High School. If you would like a printed copy of the Virginia Standards of Learning, please complete the form below and submit it to your child's school.

.....

Virginia SOL Request Form

Parent/Guardian Name: _____

Student's Name: _____

Date: _____

Email address: _____

.....

File: JB

I. Policy Statement

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

No student, on the basis of sex or 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 and other written 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.

File: JB (Page 2)

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 school 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 will consider witnesses and evidence from both the complainant and the person or persons for the alleged discrimination. 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 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 (2) what action, if any, should be taken. This decision must be provided in writing to the complainant.

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File: JB (Page 3)

If the superintendent or designee 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 or 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 school 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. Written notice of the School Board's decision will be given to both the complainant and the person or persons responsible for the alleged discrimination.

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, Lead Director of Human Resources, P.O. Box 185 King William, Virginia 23086, tryland@kwcps.k12.va.us, (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, reball@kwcps.k12.va.us, (804) 769-3434.

The Compliance Officer shall:

- (1) receive reports or complaints of discrimination;
- (2) conduct or 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) ensure 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. The Compliance Officer will inform persons who make complaints, who are the subject of complaints, and who participate in investigations of how to report any subsequent problems.

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IV. Right to Alternative Complaint Procedure

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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 knowingly make false charges of discrimination shall be subject to disciplinary action.

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

Revised: May 17, 2004

November 20, 2012

April 18, 2017

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 106.9.

Cross Refs: AC	Non-discrimination
AD	Educational Philosophy
GB	Equal Employment Opportunity/Nondiscrimination
JB-F	Report of Discrimination
JBA	Section 504 Nondiscrimination Policy and Grievance Procedures
JFHA/GBA	Prohibition Against Harassment and Retaliation

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File: JB-F

REPORT OF DISCRIMINATION

Name of Complainant:

Student's School and Class:

Address, Phone Number and Email Address:

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. Please include a description of any past incidents that may be related to this complaint. Attach additional pages if necessary.

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 _____