MEETING AGENDA

Prince George County School Board

For further information call 733-2700

TYPE OF MEETING: Regular

DATE: November 2, 2020

LOCATION: Prince George High School - Commons

TIME: 6:30 P.M.
      5:30 P.M. (closed session)

I. CALL TO ORDER

II. ROLL CALL

III. MOTION TO GO INTO A CLOSED MEETING FOR THE PURPOSE TO DISCUSS OR CONSIDER SPECIFIC LEGAL MATTER RELATING TO COURT PETITION AND DISCUSS OR CONSIDER THE PERFORMANCE EVALUATION OF SPECIFIC DISTRICT EMPLOYEES (pursuant to Section 2.2-3711 of the Code of Virginia)

   A. Legal Matter – Section 2.2-3711.A.7
      1. L03/20-21
   B. Personnel Matter – Section 2.2-3711.A.1
      1. P33/20-21
      2. P34/20-21

IV. CERTIFICATION OF CLOSED MEETING AND ACTIONS

V. PLEDGE OF ALLEGIANCE
VI. SCHOOL BOARD INVOCATION

VII. APPROVAL OF AGENDA

VIII. SPECIAL RECOGNITIONS

A. Retirees (years of service in parenthesis)
   - Carmen Dejesus – Food Service, Moore (30)

B. New Faces in New Places
   - Scott Girolmo – PGHS Head Football Coach/Health/PE Teacher
   - Marc Stefaniak – Coordinator of Transportation
   - Nicole Christopher – Associate Director of Technology

C. School Psychologist Awareness Week – November 9-13, 2020
   - Michelle Bryant
   - Katelin Curd
   - Amy Otey
   - Jackie Jones

D. Purple Star Designation – Robin Germanos, Director of Elementary Education
   and Dan Dunham, Military Student and Family Specialist, VDOE
   - David A. Harrison Elementary School – Chris Scruggs, Principal
   - William A. Walton Elementary School – Chrystal Barnwell, Principal

IX. APPROVAL OF MINUTES

A. October 5, 2020 Regular School Board Meeting
B. October 15, 2020 Special School Board Meeting

X. PRESENTATIONS

A. Report from Prince George High School – Mike Nelson, Principal
B. Return to Learn Update – Lisa Pennycuff
XI. PUBLIC COMMENT – GENERAL

XII. SCHOOL BOARD MEMBER COMMENT

XIII. CONSENT AGENDA

A. Personnel Report
B. Board Requests
C. Warrants
   1. General
   2. Title I
   3. Food and Nutrition Services
D. Projects
   1. Support Services
   2. Technology

XIV. ACTION ITEMS

A. VSBA Policy Revisions – May, July, August 2020 (Part 3) – Lisa Pennycuff
B. Policy INDE Revision – Exam Exemption Policy – William Barnes
C. Virginia Studies – Robin Germanos, Jason Chandler
D. Implement Resolution to Promote Healthier, More Sustainable Schools and Teach Environmental Leadership – Dustin Menhart
E. VSBA Legislative Positions and Bylaw Revisions – Lisa Pennycuff

XV. DISCUSSION ITEMS

A. Fiscal Year 2019-20 School Activity Fund Audit Reports – Monique Barnes
B. Fiscal Year 2019-20 PTO & Booster Club Audits – Monique Barnes
C. Financial Report for October 2020 – Monique Barnes
D. VSBA Policy Revisions – May, July, August 2020 (Part 4) – Lisa Pennycuff

XVI. INFORMATION ITEMS/SUPERINTENDENT’S REPORT

A. Current enrollment as of October 27, 2020
B. Facility Use Requests for 2020
C. 2019-20 Charity Contributions
D. J.E.J. Moore’s Nature Trail Update (email of October 5, 2020 from Tonya Humphrey)
F. November – “VSBA Take Your Legislator to School” Month
G. American Education Week – November 16-20, 2020
H. VSBA Education Foundation Workshop (Virtual) – November 5, 2020
I. 2020 VSBA Annual Convention and Clerk’s (Virtual) Conference – November 19-20, 2020
J. VSBA Webinar – Beyond Meet and Confer: Public Employee Collective Bargaining Comes to Virginia – December 15, 2020 (Virtual)
K. PGCPS News Releases
   3. Prince George County Public Schools to Receive $1 Million in CARES Act Funding from State

XVII. ADJOURNMENT
CLOSED SESSION

Legal Matter - Section 2.2-3711.A.7
LO3/20-21

Personnel Matters - Section 2.2-3711.A.1
P33/20-21
P34/20-21
SPECIAL RECOGNITIONS

A. Retirees (years of service in parenthesis)
   • Carmen Dejesus – Food Service, Moore (30)

B. New Faces in New Places
   • Scott Girolmo – PGHS Head Football Coach/Health/PE Teacher
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   • Nicole Christopher – Associate Director of Technology

C. School Psychologist Awareness Week – November 9-13, 2020
   • Michelle Bryant
   • Katelin Curd
   • Amy Otey
   • Jackie Jones

D. Purple Star Designation
   • David A. Harrison Elementary School – Chris Scruggs, Principal
   • William A. Walton Elementary School – Chrystal Barnwell, Principal
The regular meeting of the Prince George County School Board was held at the Prince George High School Commons on Monday, October 5, 2020 at 6:30 p.m.

A closed meeting was held at 5:30 p.m.

Board Members and staff present:
Mrs. Jill A. Andrews, Board Member
Mr. Robert E. L. Eley, III, Vice Chairman
Mr. Christopher A. Johnson, Chairman [absent]
Mr. Cecil M. Smith, Board Member
Ms. Sherry D. Taylor, Board Member
Dr. Lisa Penncuff, Superintendent
Mr. William Barnes, Assistant Superintendent
Mr. Dustin Menhart, Assistant Superintendent
Mrs. Rebecca Kirk, Clerk of the Board

I. CALL TO ORDER

Mr. Eley, Vice Chairman, called the regular meeting to order at 5:30 P.M.

II. ROLL CALL

Roll call indicated the following School Board members present:

Present: Andrews, Eley, Smith, Taylor
Absent: Johnson

III. MOTION TO GO INTO A CLOSED MEETING TO DISCUSS OR CONSIDER THE EMPLOYMENT, ASSIGNMENT, APPOINTMENT, PROMOTION, DEMOTION, PERFORMANCE, SALARIES, OR RESIGNATION OF DISTRICT EMPLOYEES AND DISCUSSION OF SPECIFIC PUBLIC SAFETY MATTERS PERTAINING TO EVENTS (pursuant to Section 2.2-3711 of the Code of Virginia)

A. Personnel Matter - Section 2.2-3711.A.1 [added per revised agenda]
   1. Personnel Matter P25/20-21

B. Public Safety Matter – Section 2.2-3711.A.19 [added per revised agenda]
   1. Public Safety Matter PS05/20-21
   2. Public Safety Matter PS07/20-21
3. Public Safety Matter PS08/20-21

Mrs. Andrews made a motion to go into a closed meeting to discuss or consider the employment, assignment, appointment, promotion, demotion, performance, salaries or resignation of district employees and discuss a specific public safety matter pertaining to school events pursuant to the personnel and public safety exemptions of the VA Code §§2.2-3711.A.1 and 2.2-3711.A.19. Ms. Taylor seconded the motion.

VOTE: Ayes: Andrews, Eley, Smith, Taylor
      Absent: Johnson

IV. CERTIFICATION OF CLOSED MEETING AND ACTIONS

Mr. Eley welcomed guests present and via social media.

Mrs. Andrews made a motion to reconvene in open session and stated:

The Prince George County School Board has convened a closed meeting on this date pursuant to an affirmative recorded vote and in accordance with the provisions of the Virginia Freedom of Information Act; and

Pursuant to Section 2.2-3712 of the Code of Virginia requires a certification by this school board that such closed meeting was conducted in conformity with Virginia law;

The Prince George County School Board hereby certifies that to the best of each member’s knowledge (i) only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the closed meeting to which this certification applies, and (ii) only such public business matters as were identified in the motion convening the closed meeting were heard, discussed or considered.

Ms. Taylor seconded the motion.

VOTE: Ayes: Andrews, Eley, Smith, Taylor
      Absent: Johnson

Mr. Smith made a motion that in Personnel Matter P25/20-21, to approve the recommendation as presented. Ms. Taylor seconded the motion.

VOTE: Ayes: Andrews, Eley, Smith, Taylor
      Absent: Johnson

[For the record, Nicole Christopher was appointed Associate Director of Technology]

Mr. Smith made a motion that in Personnel Matter P26/20-21, to convert the two Co-Director positions of Student Services to one Director of Student Services and one Associate Director of Student Services. Ms. Taylor seconded the motion.
VOTE: Ayes: Andrews, Eley, Smith, Taylor
    Absent: Johnson

No action was taken on Personnel Matter P27/20-21; information only.

No action was taken on Public Safety Matter PS05/20-21; information only.

Mr. Smith made a motion that in Public Safety Matter PS07/20-21, to approve with recommended adjustment on mitigation plan to move the Tinsel Town event to the gym area and lobby with one entrance in and one entrance out. Ms. Andrews seconded the motion.

VOTE: Ayes: Andrews, Eley, Smith, Taylor
    Absent: Johnson

Ms. Taylor made a motion that in Public Safety Matter PS08/20-21, to approve the Gotta Dance recital pending submission of a mitigation plan. Mr. Smith seconded the motion.

VOTE: Ayes: Andrews, Eley, Smith, Taylor
    Absent: Johnson

V. PLEDGE OF ALLEGIANCE

Mr. Eley led the audience in the Pledge of Allegiance.

VI. INVOCATION BY SCHOOL BOARD

The invocation was led by Mr. Smith.

VII. APPROVAL OF AGENDA

Mr. Smith made a motion to approve the revised meeting agenda with additional items as amended. Mrs. Andrews seconded the motion.

VOTE: Ayes: Andrews, Eley, Smith, Taylor
    Absent: Johnson

VIII. SPECIAL RECOGNITIONS

A. Retiree (years of service in parenthesis)
• Lana Pearce – Coordinator, Food Service (15)

Mr. Menhart recognized Mrs. Pearce for her 15 years of service with Prince George County Public Schools and overall 31 years of service in education. He spoke about her leading the charge to safely provide nutritionally sound meals to all children in our county and how she implemented safe procedures and acquired products, supplies and resources to provide meals for every child. Mrs. Pearce’s commitment, passion, and work ethic inspired her team to be successful and considered one of the premiere nutrition service programs in our area.

B. Eagle Scout Award, Boy Scouts Troop 900 – Joe Polemeni, Scout Master
• Bennett Stoke

Mr. Smith stated he has been an Eagle Scout for 55 years and that Troop 900 from Gregory Memorial Church has attained eight Eagle Scouts this year alone. He recognized Bennett Stoke for attaining Eagle Scout rank. This is the highest honor one can achieve in the Boy Scouts of America. Mr. Smith read a Commendation that had been prepared for Bennett. He outlined Bennett’s accomplishments and expressed appreciation for his service to his community by volunteering for many projects within and outside of the county. The Prince George County School Board congratulated Bennett for his continued dedication to volunteer in his community. They wished him continued success as a valuable member of our society.

C Corporate Partners
• Food Lion – Robbie Birchett

Mr. Robbie Birchett, Food Lion Manager, was recognized for donating cases of bottled water to our schools while we waited for the fillable water coolers. A plaque was presented to Food Lion for their continued support of our school division.

• Lowe’s – Charles Streat (not present)

• Loyalty Automotive – Mr. Perino

Mr. Perino and Loyalty Automotive generously donated $50,000 for interactive panels to support technology at North Elementary School. They also donated 25 five-star football helmets. Dr. Marshall/Principal, Ms. Jones, Ms. Rhoades, (assistant Principals) and Mr. Carroll (Athletic Director) were present to thank Mr. Perino and Loyalty Automotive for their generous donation to help with our technology program at North Elementary and our football program. We welcome Loyalty Automotive back as a corporate partner with our school division.

• Community Foundation for a Greater Richmond - Charles Chase (not present)
School Board members thanked all of our corporate partners for their continued support of our school division. We are grateful for their generosity to help our students and to keep them safe.

D  New Faces in New Places
   • Miko Chan, Coordinator of Human Resources

Dr. Pennycuff introduced Mrs. Chan as the division’s new Coordinator of Human Resources. She provided her educational background, work experiences in Human Resources to include policy review and revisions, employee handbook management, production of resource guides for teachers and staff, and database management to name a few of the many talents she possesses in alignment with the HR team.

   • Brian Sorrell, Assistant Principal – N.B. Clements Junior High School

Dr. Pennycuff also welcomed Brian Sorrell as the new Assistant Principal at N.B. Clements Junior High School. She spoke about his comprehensive teaching career in the role of Assistant Principal, educational background, contributions, leadership skills, and coaching and work experiences over the last two decades. We welcome Mr. Sorrell to the Clements leadership team where he will add to the total team configuration with a focus on team building, academic rigor and support, student-centered learning, and an enthusiastic approach to engagement with students, families, community members, faculty and staff.

E  VSBA Academy Awards
   • Rob Eley – Award of Recognition
   • Stephanie Estep – Award of Recognition
   • Rebecca Kirk – Award of Recognition
   • Cecil Smith – Award of Recognition
   • Chris Johnson – Award of Achievement
   • Lisa Pennycuff – Award of Honor

Dr. Pennycuff presented Certificates of Recognition to Mr. Eley, Mrs. Kirk, and Mr. Smith for VSBA Academy awards earned from July 1, 2019 through June 30, 2020. Mr. Eley stated that Dr. Pennycuff earned the Award of Honor and a gold pin for her hours of credit. Mrs. Estep was unable to attend the meeting, but a Certificate of Recognition would be presented to her. Mr. Johnson was not in attendance, but he was recognized with the VSBA Award of Achievement for his number of hours through the VSBA Academy and will be presented with a certificate and a bronze pin.

IX.  APPROVAL OF MINUTES
   A.  September 14, 2020 Regular School Board Meeting
   B.  September 24, 2020 Special Meeting – Work Session
Mr. Smith made a motion to collectively approve the minutes as presented. Ms. Taylor seconded the motion.

VOTE: Ayes: Unanimous

X. PRESENTATIONS

A. Report from Rowanty Technical School – by Cheryl Simmers

Ms. Simmers was present to give a recap on Rowanty Technical School over the last year. There have been many challenges since March 2020 when schools closed due to the Coronavirus. As in most school districts, Rowanty was not prepared for the virtual world. However, she spoke of how her staff rallied and identified resources and opportunities to keep their students engaged as long as they could. Students were offered opportunities to complete some of their certifications and most of the students were successful with welding and auto tech certifications. Rowanty teachers continued to work with the cosmetology and nurse aide students over the summer by providing them with hands-on remediation. The nurse aide students were able to complete their clinicals soon after school started and are now prepared to test with the help of the instructors. They continue working with the cosmetology students that still wish to test. She spoke of how the technical school has spent the summer securing equipment, PPE, cleaning equipment and developing policies and procedures to secure the safety and wellbeing of staff and students. Staff has worked hard to create safe and secure classroom set ups and shop layouts to ensure the safety of all in-person students. Virtual students were provided with tablets and are able to access all course materials, including videos. Ms. Simmers spoke on the school’s cleaning regimen to keep all staff and students safe. Prince Georg Electric Co-op is in the process of completing the connection of the wi-fi hotspots for use by the public. She expressed her appreciation to her staff for embracing the requirement of different times requiring different teaching methods and she thanked the parents for entrusting her staff enough to allow them to return to Rowanty this fall. She thanked the School Board for allowing the Rowanty students to return to school.

B. 2016-21 Comprehensive Plan Review of Progress – William Barnes

The Commonwealth of Virginia requires that a school division’s Comprehensive Plan be reviewed annually and that an assessment of the progress made be conducted. A report of the extent to which the objectives of the plan are being achieved must be made annually to the School Board. Mr. Barnes stated that staff would be providing an update on what the division has accomplished this past year and in alignment with our goals.

- Technology to Support Instruction – Scott Brubaker

Mr. Brubaker reported on the evaluation and accomplishments for each of its objectives for Technology to Support Instruction by providing 5 laptops in each classroom to
facilitate digital learning, provide technology training to staff sustainable to the budget, build a sustainable budget to support increased technology staff as additional equipment is added and support increased bandwidth to state recommendations, and allow for technology growth. He specifically spoke about replacing our entire wireless network to improve security and reliability and receiving E-Rate federal funding for a complete network infrastructure replacement. We currently have 1,645 Chromebooks with an additional 4,900 on the way to make us a 1:1 school district. We have an increase for technology support to maintain DOE ratio of 1 technician per 1000 machines, so we will require another technician. The division has applied for additional E-Rate funding to increase the bandwidth at each school. We must continue to increase the hardware replacement budget as we will have more than 6,000 Chromebooks. As we strengthen our infrastructure and bandwidth, we will be able to support more Chromebooks to drastically reduce ongoing student device costs. Chromebooks have a life expectancy of about 4-5 years.

- **Title I Gifted MYP-IB – Willie Elliott**

Willie Elliott provided an overview of the Title I, Gifted, and MYP-IB evaluations and accomplishments for each of its objectives to explore possible transition from targeted assistance Title 1 to a school-wide Title 1 program for grades K-5, improve instructional opportunities for future success in independent study, explore other models of gifted education instructional delivery and future MYB-IB services. He specifically spoke about supporting our students having our Title 1 Reading Specialists continue to collaborate with Reading Interventionists. They will collaboratively support the continued implementation of the Balance Literacy Program at the elementary level, provide staff development to support reading, review and maintain reading curriculum, and refine the assessment process to monitor student reading achievement. To improve instructional opportunities for Gifted students, Clements provided an increase of time from 30 to 45 minutes. Professional development and instructional support were provided to teachers working with the identified gifted at the elementary and secondary levels. The 2020-21 school year will introduce GT-Ignite. This program will provide year-round professional immediate support for new teachers and ongoing professional development for veteran teachers. He explained the levels of service delivery and provided information on accomplishment of our students who were accepted or attended the Summer Regional Governor’s School, Math Science Innovation Center, and Summer Camp Launch at William and Mary. We have seven MYP-IB teachers remaining to teach the final cohort for 2020-21. For the 2019-20 MYB/IB students who missed their certificate ceremony, a virtual program in late Fall 2020 is planned. He gave Board members a PowerPoint presentation to highlight the division’s gifted experiences (see attached). He emphasized that Mr. Storm Burke is working with his Chamber Choir to participate in the Virginia Music Education Conference. They will be performing and recording their music to provide to the conference. They are one of three choirs selected in the State of Virginia.

- **Safe and Secure Learning Environment/Facilities – Dustin Menhart**
Mr. Menhart shared objectives, evaluations and accomplishments for a safe and secure environment by monitoring access control system and adding/improving camera usage. Included in his report was future needs based on identified priorities in the Capital Improvement Plan and recommendations/assessments by Faithful & Gould (roofs, infrastructure and maintenance projects). Moseley Architects is working with the division to prioritize the most critical roof work to be addressed and prioritize a list of our most deferred maintenance to begin our updates and improvements. We will continue to repair and replace network cabling and address the electrical issues with each network distribution closet.

- Human Resources – Laura Estes

Dr. Estes provided objectives, evaluations and accomplishments for the Human Resources department. She shared the need for continued recruitment, to hire and retain highly qualified teachers and support staff, provide compensation packages to attract and retain highly qualified employees, and to maintain class sizes at the required (or below) SOQ requirements. The division participated in 10 Teacher Recruitment Fairs, one of which was transitioned into a virtual platform due to the pandemic. From the 9 in-person job fairs we were able to accumulate 103 contacts/possible applications and the virtual fair we accumulated 787 contacts. The division is partnering with the Fort Lee Soldier for Life/Transition Assistance Program (SFL/TAP) showcasing our veteran friendly commitment for employment opportunities. A review of non-instructional salaries was completed for support staff and a three-year plan will be created to bring support staff from the lower quartile to at least the top 1/3 range. Teacher salaries were reviewed and had been approved for a raise. However, this was delayed due to Covid. When funding is available, our goal is to move our division to a minimum of 6th out of 15 in Region 1 ranking, and ultimately into the top 5 of 15.

- Finance – Monique Barnes

Monique Barnes shared financial objectives, evaluations, and accomplishments to support recruitment, hiring and retention of teachers and support staff, ensure appropriate, conservative use of monetary resources, to support the school division’s mission in the most efficient manner, and improve the budget to be more closely aligned with the educational goals of the district. Paperless timesheets were set up through Munis ESS to provide time keeping and other tracking alternatives and electronic timesheets are now in full use. The Finance Department went through training and shifted responsibilities and created a position to focus on employee benefits, explaining and enrolling employees, provided budget holders to view account lines and budgets and they can enter their budget requests directly into Munis. P-cards were also distributed to departments for improved tracking of expenditures and savings as rebates. Purchase orders are now electronic and process through Munis. Lastly, budgets are instructionally focused, performance based, data informed, and transparent. Financial reports presented to the School Board are posted for the public. The division received the ASBO’s Meritorious Budget Award for the continued development of a professional, informative budget book.
C. Branding Committee Update – Stephanie Bishop, Betsy Overkamp-Smith

A Branding Committee, representing all schools and the School Board Office, was formed in October 2019 to capture the spirit of Prince George County Public Schools (PGCPS) through a new logo and brand values tag line. The tag line is to describe the purpose, values and focus of PGCPS. Each school is encouraged to keep their current school brand, but the new logo/mark will be used at the division level to make PGCPS unique. The committee was asked what Prince George represented and the new brand values was created: Lead. Innovate. Inspire. There were a number of elements reviewed that showed these three brand values and the committee chose a compass to navigate, lead, and inspire students towards their future. The legacy green and gold colors will remain school colors. The new logo/mark will be used at the division level for business cards and pins, including digital platforms (division website and social media) and a tag line will be integrated into the Comprehensive Plan. Ms. Overkamp-Smith gave a huge thank you to the Ms. Bishop and the committee for a great end product. Dr. Pennycuff indicated that a committee was being formed to establish an official mascot for Prince George High School Royals. (See attached Powerpoint Presentation)


Dr. Pennycuff stated we are in the final stages of our current five-year Comprehensive Plan. The Comprehensive Planning process for FY2022-27 will take place from November 2020 through June 2021. This process will include a review of division performance outcomes as well as information obtained through school-based focus groups, three Town Hall meetings, and a stakeholder survey. The work plan and timeline for this process is presented by a PowerPoint presentation for information (see attached). The FY2022-27 Comprehensive Plan will be presented to the School Board for review on June 7, 2021 and final approval from the School Board is expected on July 12, 2021.

XI. PUBLIC COMMENT – GENERAL

There were no public comments.

XII. SCHOOL BOARD MEMBER COMMENT

Ms. Taylor thanked all in attendance for the meeting tonight. She congratulated Bennett Stoke for attaining Eagle Scout rank. This is a great accomplishment and speaks of his character and leadership and she appreciates his community service and efforts since he was 7 years old. She added this is something exceptional to add to his college applications. She also thanked all of the corporate community sponsors for their support with the school division. She also thanked Ms. Simmers for all of her efforts and accomplishments at Rowanty.
Mr. Smith spoke on the virus and how the school division is handling it. He congratulated the students, teachers, and parents on their virtual successes. He appreciates the efforts from the teachers to help the students learn and be successful in the classroom and online. He also stated that students continue to learn virtually even if they are quarantined.

Mrs. Andrews congratulated Mrs. Pearce on her retirement. She also thanked our corporate sponsors for continuing to support the school division. She appreciates all they have done for our schools. She also spoke about anticipating the new comprehensive plan.

Mr. Eley was appreciative of all the presentations presented by staff tonight. He thanked Mrs. Pearce on her retirement and wished her well. He also thanked our corporate sponsors for partnering with the school division. He thanked staff, educators, administrators, parents, grandparents, bus drivers, and others for their continued support in helping the kids during this different school year. To the teachers and school staff he said, “It’s not easy, but I appreciate each second you fight for our kid’s education. It does not go unnoticed.”

XIII. CONSENT AGENDA

A. Personnel Report
B. Board Requests
C. Warrants
   1. General
   2. Title I
   3. Food and Nutrition Services
D. Projects
   1. Support Services
   2. Technology

Mrs. Andrews made a motion to approve the Consent Agenda as amended. Mr. Smith seconded the motion.

Resignation
Wanda Winslow – Highly Qualified Paraprofessional, Clements – September 29, 2020
Other
Laura Hart – Aide, Transportation – September 18, 2020

Board Requests
Facility Use
Johnny Nugent/Fire & EMS request permission for use of school facilities (PGHS Driving Range) on October 18, 2020 to conduct EVOC Class Emergency Vehicle Operator Course.

Religious Exemptions  - Section 22.1-254.B.1 of the Code of Virginia
Crystal Fitzpatrick requests permission for her child, Fianna Stamm, to be exempt from compulsory attendance.

Other
CaraLynn Felton requests permission to complete her senior year at Prince George High School for the 2020-21 school year. She has relocated to Hopewell.
Kevin Bass requests permission for his child, Zachary Bass, to be released from compulsory attendance to pursue getting his GED.

**Bold indicates amendments**

**VOTE:** Ayes: Andrews, Eley, Smith, Taylor
Absent: Johnson

**XIV. ACTION ITEMS**

A. Request for Final Budget Adjustment - Categorical Transfer FY2019-20
Regular Fund Balance – Monique Barnes

Mrs. Barnes presented the final 2019-20 budget transfer adjustments (Categorical Transfer FY2019-20 Regular Fund Balance). Accounting standards do not permit divisions to end the year with overall deficits in a budget category. These deficits were caused by certain expenditures being higher than anticipated during the year in 2 categories (Maintenance & Operations ($194,811) and Technology ($260,910)). Budget transfers will be made from line items where we ended with a surplus (unspent amounts) to line items that had the largest deficits (overspent amounts), contributing most to create the categorical deficit. Transfers do cross adopted budget categories, but do not require approval by County Board of Supervisors because we are funded on a lump-sum basis.

Mrs. Andrews made a motion to approve the budget transfers as presented. Ms. Smith seconded the motion.

**VOTE:** Ayes: Andrews, Eley, Smith, Taylor
Absent: Johnson

B. Request for Approval and Appropriation of the Title IV, Student Support and Academic Enrichment Program,” Grant Funds for Use in FY21 - Monique Barnes

Prince George County Schools has been allocated $48,740.47 in Title IV Funds. These funds offer an ability to transfer to Title 1, Part A and Title II, Part A. Prince George will transfer $48,740.47 into Title II, Part A to support coursework for teachers and paraprofessionals to become properly licensed and endorsed. In addition, Prince
George County Schools has not spent the FY20 allocation of $47,415.11 for the College of William and Mary Cohort Program.

Mrs. Andrews made a motion to approve and refer to the Board of Supervisors the appropriation of $96,155.58 of these funds to be included into the FY21 Federal Grant Fund for the division. Ms. Taylor seconded the motion.

VOTE: Ayes: Andrews, Eley, Smith, Taylor
Absent: Johnson

C. Request for Supplemental Appropriation of the 2021 Allocations for Title I, Title VI-B 611 and 619 Grants into the Federal Grant Fund for Use in FY21 – Monique Barnes

As Federal Grant Award amounts are not made available to school divisions until late summer/early fall each year, Prince George County Schools builds its budget based on the previous year's budget. The allocations for Title 1, VI-B 611 and 619 have been released.

Mrs. Andrews made a motion to approve and refer to the Board of Supervisors for the total appropriation of $124,605.16 for these funds to be included into the FY21 Federal Grand Fund for the division. Ms. Taylor seconded the motion.

VOTE: Ayes: Andrews, Eley, Smith, Taylor
Absent: Johnson

D. Copier Lease – State Contract Lease – Monique Barnes/Scott Brubaker

Our current lease with Ricoh Copier expired June 30, 2020, and we have been operating on a month-to-month basis. We are requesting renewal with Ricoh for a 48-month term lease for 24 months. The new contract will replace all 24-existing multifunction/copiers and will add some additional features. The monthly lease renewal cost is $12,804.66 ($153,655.92 annually).

Mr. Smith made a motion to approve the copier contract renewal lease with Ricoh based on the state contract pricing for a 48-month term. Ms. Taylor seconded the motion.

VOTE: Ayes: Andrews, Eley, Smith, Taylor
Absent: Johnson
E. Supplemental Appropriation 2019-2020 into the Countywide CIP FY21 Budget – Lisa Pennycuff/Monique Barnes

The School Division is requesting supplemental appropriation or $1,877,866.32 into the Countywide FY21 CIP for deferred maintenance items and offsite improvements for the new elementary school. Last month the School Board identified deferred maintenance projects that are deemed critical needs in accordance with the facility index study completed by Faithful and Gould (i.e. Bleachers at PGHS (~$310,000); HVAC: Chiller and Cooling Tower at PGHS (~$500,000); Fire Alarm: Retrofit replacement of the obsolete fire alarm panel (~$50,000); Elimination of Water Intrusion at Moore (~$17,886.32).

Mr. Smith made a motion to approve and refer to the Board of Supervisors for Supplemental Appropriation of $1,877,866.32 into the Countywide FY21CIP for deferred maintenance items and offsite improvements for the new elementary school. Ms. Taylor seconded the motion.

VOTE: Ayes: Andrews, Eley, Smith, Taylor
Absent: Johnson

XV. DISCUSSION ITEMS

A. Policy DJ-R – Small Purchasing Procedure – Monique Barnes

To be compliant with the Federal Program procurement requirements and the Virginia Procurement Act, the school division reviewed its regulations for Small Purchasing Procedure, DJ-R. The revised regulation provides for fair competition among vendors, as well as requiring that efforts are made to obtain the best pricing available, insuring the conscientious stewardship of taxpayer dollars.

Mr. Smith made a motion to move this to an action item and approve as presented. Mrs. Andrews seconded the motion.

VOTE: Ayes: Andrews, Eley, Smith, Taylor
Absent: Johnson


The regular fund had 84.9% of the FY21 expenditure budget remaining at the end of September 2020 and this compares with 82.3% of the FY2020 expenditure budget remaining at the same time last year. As of September 30, 2020, we had received 15.6% of our budgeted revenue for FY2021, at the same time in 2019, the revenue receipts were 20% of the FY2020 budgeted revenue.
C. SEAC Slate of Officers – William Barnes

On September 23, 2020, the approved members of the SEAC Committee met via Zoom. New officers were selected for a two-year cycle: Michelle Crist (Chair); Kim Lee (Vice Chair); Jenae Briggs (Secretary).

D. VSBA Policy Revisions May, July, August 2020 (Part 3) – Lisa Pennycuff

Policy revisions from the VSBA were presented to the School Board for their review. These policies will be returned to the November 2, 2020 meeting for action.

XVI. INFORMATION ITEMS/SUPERINTENDENT’S REPORT

A. Active Enrollment Summary September 30, 2020
B. PTA/PTO/PTSO Meetings and other After Hour Events for 2020-21
C. CASCOM Article - Town Hall Meeting August 27, 2020
D. 8 News Article – “Waitlists Grow as Families Request Switch to in-person learning in Prince George” – September 14, 2020
E. Virginia Farm to School Week – October 5-9, 2020
F. National School Lunch Week – October 12-16, 2020
H. VSBA Top 10 Things Every Board Member Should Know about Parliamentary – Webinar (Virtual) – October 6, 2020
I. VSBA Superintendent Evaluation Workshop (Virtual) – October 7, 2020
J. November – “VSBA Take Your Legislator to School” Month
K. VSBA Education Foundation Workshop (Virtual) – November 5, 2020
L. 2020 VSBA Annual Convention and Clerk’s (Virtual) Conference – November 19-20, 2020
M. Help Desk at Moore Middle School – email dated September 28, 2020
N. VSBA Newsletter

Dr. Pennycuff stated that the Prince George School division enrollment numbers remain strong while other school divisions have an enrollment loss. She also specifically referenced several events over the next few weeks: Virginia Farm to School Week, National School Lunch Week, National School Bus Safety Week and VSBA Annual Convention November 19-20 to be conducted virtually.

On October 29, 2020, the school division, in partnership with the James River Woman’s Club, is hosting a Storybook Character Day and Drive-Thru Parade. The school division is inviting Pre-K students – 5th grade to dress as their favorite storybook character that day. More details are to follow, but she wanted to thank Mr. Eley’s wife for giving us the idea.
She wanted to thank the wonderful team at the Prince George School Division for all they do virtually and in person for the quality of instruction for all students. We have a dedicated staff that supports our vision and the education of our students. She also thanked the School Board for their continued support and for the many nights and weekends and time they give of themselves for our mission.

XVI. ADJOURNMENT

Mr. Eley stated there being no additional business, it was the consensus of the Board to adjourn the meeting.

The meeting adjourned at 8:42 p.m.

IN WITNESS WHEREOF, we set our signatures this ___ day of November, 2020.

Approved:

__________________________________________
Christopher A. Johnson - Chairman of the Board

Attest:

__________________________________________
Rebecca B. Kirk, Clerk of the Board
A special meeting of the Prince George School Board came to order at 5:30 p.m. on Thursday, October 15, 2020, at the School Board Office.

Board Members and staff present:
Mrs. Jill A. Andrews, Board Member
Mr. Robert E. L. Eley, III, Vice Chairman
Mr. Christopher A. Johnson, Chairman
Mr. Cecil M. Smith, Board Member
Ms. Sherry D. Taylor, Board Member
Dr. Lisa Pennycuff, Superintendent
Mr. William Barnes, Assistant Superintendent
Mr. Dustin Menhart, Assistant Superintendent
Mrs. Stephanie Estep, Deputy Clerk

I. CALL TO ORDER

Mr. Johnson, Chairman, called the special meeting to order at 5:33 P.M.

II. ROLL CALL

Roll call indicated all School Board members present:

Present: Andrews, Eley, Johnson, Smith, Taylor

III. PLEDGE OF ALLEGIANCE – Led by Rob Eley

IV. SCHOOL BOARD INVOCATION - Led by Cecil Smith

V. APPROVAL OF AGENDA

Mr. Smith made a motion to approve the agenda as revised. Mrs. Andrews seconded the motion.

VOTE: Ayes: Unanimous
VI. **MOTION TO GO INTO A CLOSED MEETING FOR THE PURPOSE TO DISCUSS SPECIFIC STUDENT DISCIPLINE MATTERS AND TO DISCUSS OR CONSIDER THE EMPLOYMENT, ASSIGNMENT, APPOINTMENT, PROMOTION, DEMOTION, PERFORMANCE, SALARIES, OR RESIGNATION OF DISTRICT EMPLOYEES AND PUBLIC SAFETY MATTERS** (pursuant to Section 2.2-3711 of the Code of Virginia)

A. Student Discipline Matters – Section 2.2-3711.A.2
   1. Student Matter 02/20-21 at 5:30 p.m.
   2. Student Matter 03/20-21 at 6:00 p.m.
   3. Student Matter 04/20-21 at 6:30 p.m.
   4. Student Matter 05/20-21 at 7:00 p.m. [removed from agenda]

B. Employee Matters – Section 2.2-3711.A.1
   1. Personnel Matter P28/20-21
   2. Personnel Matter P29/20-21
   3. **Personnel Matter P30/20-21** [added per revised agenda]
   4. **Personnel Matter P31/20-21** [added per revised agenda]

C. Public Safety Matters- Section 2.2-3711.A.19 [added per revised agenda]
   1. **Public Safety Matter 09/20-21**

Mrs. Andrews made a motion to go into a closed meeting to discuss specific student discipline matters and to discuss or consider the employment, assignment, promotion, demotion, performance, salaries, or resignation of district employees and public safety matters pursuant to the student, employee and public safety exemptions of the VA Code §§2.2-3711.A.2, 2.2-3711.A.1, and 2.2-3711.A.19. Mr. Smith seconded the motion.

**VOTE:** Ayes: Unanimous

VII. **CERTIFICATION OF CLOSED MEETING AND ACTIONS**

Mrs. Andrews made a motion to reconvene in open session and stated:

The Prince George County School Board has convened a closed meeting on this date pursuant to an affirmative recorded vote and in accordance with the provisions of the Virginia Freedom of Information Act; and

Pursuant to Section 2.2-3712 of the Code of Virginia requires a certification by this school board that such closed meeting was conducted in conformity with Virginia law;

The Prince George County School Board hereby certifies that to the best of each member’s knowledge (i) only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the closed meeting to which this certification applies, and (ii) only such public business matters as were identified in
the motion convening the closed meeting were heard, discussed or considered. Mr. Smith seconded the motion.

VOTE: Ayes: Unanimous

Mr. Smith made a motion that in Student Discipline Matter 02/20-21 to allow student to return to school. Time served will remain due to discipline action. Student is also required to complete 25 hours of community service at the direction of Mr. Dustin Menhart. Mr. Eley seconded the motion.

VOTE: Ayes: Unanimous

Mr. Smith made a motion that in Student Discipline Matter 03/20-21 to allow student to return to school. Time served will remain due to discipline action. Student is also required to complete 25 hours of community service at the direction of Mr. Dustin Menhart. Mrs. Andrews seconded the motion.

VOTE: Ayes: Unanimous

Mr. Smith made a motion that in Student Discipline Matter 04/20-21 to allow student to return to school and refer student to the IEP team for consideration of Social Skills and Conflict Resolution. Time served will remain due to discipline action. Ms. Taylor seconded the motion.

VOTE: Ayes: Unanimous

Student Discipline matter 05/20-21 was removed from the agenda and will be rescheduled at a later date.

Mr. Smith made a motion that in Personnel Matter P28/20-21 to approve the recommendation for Health/PE Teacher/Head Football Coach as presented. Mr. Eley seconded the motion.

VOTE: Ayes: Eley, Johnson, Smith, Taylor
Abstain: Andrews

[For the record, Scott Girolmo was approved as Health/PE Teacher/Head Football Coach for Prince George High School].

Mr. Smith made a motion that in Personnel Matter P29/20-21 to approve the recommendation as presented. Mr. Eley seconded the motion.

VOTE: Ayes: Unanimous

[For the record, Marc Stefaniak was approved as Coordinator of Transportation].
Mr. Smith made a motion that in Personnel Matter P30/20-21 to suspend the Technology Specialist Position temporarily and utilize the Network Technician. Ms. Taylor seconded the motion.

VOTE: Ayes: Unanimous

No action was taken on Personnel Matters P31/20-21 or P32/20-21; information only.

No action was taken on Public Safety Matter PS09/20-21; information only.

VIII. ACTION ITEMS [added per revised agenda]

A. Request for Approval and Appropriation of the Federal CARES Act Coronavirus Relief Funds (CRF) Allocation into the Regular/Operating Fund for Use in FY21 – Monique Barnes

Coronavirus Relief Funds (CRF) were provided to states under CARES Act, and a portion is being made available directly to school divisions to help cover costs in preparing, responding to, and mitigating the impacts of the COVID-19 pandemic. These CRF awards are intended for costs incurred related to COVID-19 in reopening and operating public schools during the first months of the 2020-21 school year, but can be used for qualifying costs back to March 1, 2020. The CARES Act requires that payments from CRF are used to cover specific expenses outlined by the program. VDOE will disburse the full CRF allocation to each division upon receiving the division’s initial certification before October 22, 2020. A second certification is required before November 15, 2020, in which the superintendent will certify CRF funds are fully spent or will be spent by December 30, 2020. CRF funds not spent by December 30, 2020 will be returned to VDOE.

Mr. Eley made a motion to approve and refer to Board of Supervisors for the supplemental appropriation of $1,081,955 into the Regular/Opening Fund as part of the FY 21 budget for the division. Mrs. Andrews seconded the motion.

VOTE: Ayes: Unanimous

B. Request for Approval and Appropriation of the CARES Act State Governor’s Emergency Education Relief (GEER) Set-Aside Award into the Grant and Child Nutrition Services Funds for Use in FY21 – Monique Barnes

The School Division has been awarded $190,886.20 in CARES Act State GEER Set-Aside Grants to assist the school division with needs resulting from the COVID-19 Pandemic and providing instruction to all the county’s students in the areas of Vision Technology, School Nutrition, SPED services and supports, and facility upgrades.
Mr. Smith made a motion to approve and refer to Board of Supervisors for the appropriation of $37,283.92 into the Child Nutrition Services Fund and $153,602.28 into the Federal Grand Fund as presented. Mr. Eley seconded the motion.

VOTE: Ayes: Unanimous

**C. Facility Use for DECA Drive-In Fundraiser – Lisa Pennycuff**

Mrs. Kimberly Beales, DECA Advisor, is requesting use of the Prince George High School (PGHS) Driving Range to host a Drive-In Movie. A risk mitigation has been completed.

Mr. Eley made a motion to approve the DECA drive-in movie at the PGHS driving range on October 22, 2020 as requested. Mrs. Andrews seconded the motion.

VOTE: Ayes: Unanimous

**IX. ADJOURNMENT**

Mr. Smith made a motion to adjourn the meeting at 10:28 p.m. Mr. Eley seconded the motion.

VOTE: Ayes: Unanimous

The meeting adjourned at 10:28 p.m.

IN WITNESS WHEREOF, we set our signatures this ___ day of November, 2020.

Approved:

________________________
Christopher A. Johnson - Chairman of the Board

Attest:

________________________
Rebecca B. Kirk, Clerk of the Board
TOPIC: PERSONNEL REPORT

A. Appointments - 8
B. Resignations - 4
C. Revised Contracts - 3
D. Retirement - 1

RECOMMENDATION: Approval
TOPIC: BOARD REQUESTS

A. Facility Use - 1

RECOMMENDATION: Approve
Date: November 2, 2020

Presenter: Lisa Pennycuff

TOPIC: VSBA May, July, and August 2020 Policy Manual Revisions (Part 3)

RATIONALE: The school division has a contract for policy manual services with the Virginia School Boards Association. The staff attorney for VSBA reviews legislation adopted each year by the General Assembly as well as changes to federal law, and then makes changes to policy accordingly. An explanation of revisions is attached. Changes to the policies are designated by underlining new language and striking through deleted language.

VSBA encourages the School Board to review the attached revised policies. The policies were provided to the School Board at its October 5, 2020 meeting.

RECOMMENDATION: Approve the VSBA policy manual revisions as presented.
<table>
<thead>
<tr>
<th>Policy Code</th>
<th>Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>GBA/JFHA</td>
<td><strong>Prohibition Against Harassment and Retaliation</strong>&lt;br&gt;Policy updated to reflect enactment of Va. Code §22.1-295.2 by HB 1049 and SB 868 and amendment of Va. Code §22.1-306 by SB 868.&lt;br&gt;Legal references and cross references updated.&lt;br&gt;(VSBA w/ PG changes administratively)</td>
</tr>
<tr>
<td>JFHA/GBA</td>
<td><strong>Prohibition Against Harassment and Retaliation</strong>&lt;br&gt;Policy updated to reflect enactment of Va. Code §22.1-295.2 by HB 1049 and SB 868 and amendment of Va. Code §22.1-306 by SB 868.&lt;br&gt;Legal references and cross references updated.&lt;br&gt;(VSBA w/ PG changes administratively)</td>
</tr>
<tr>
<td>KBE</td>
<td><strong>Internet Privacy</strong>&lt;br&gt;Policy updated.&lt;br&gt;(VSBA w/ PG changes administratively)</td>
</tr>
<tr>
<td>KQ</td>
<td><strong>Commercial, Promotional and Corporate Sponsorships and Partnerships</strong>&lt;br&gt;Policy updated to reflect Amendment of Va. Code §22.1-296.1 by HB 392.</td>
</tr>
</tbody>
</table>
PROHIBITION AGAINST HARASSMENT AND RETALIATION

The BLANK School Board is committed to maintaining an educational environment and workplace that is free from harassment. In accordance with law, the Board prohibits harassment against students, employees, or others on the basis of sex, sexual orientation, gender, gender identity, race, color, national origin, disability, religion, ancestry, age, marital status, pregnancy, childbirth or related medical conditions, status as a veteran, genetic information or any other characteristic protected by law or based on a belief that such characteristic exists, hereinafter referred to as protected group status, at school or any school sponsored activity. The BLANK School Board is an equal opportunity employer.

It is a violation of this policy for any student or school personnel to harass a student or school personnel based on sex, gender, race, color, national origin, disability, religion, ancestry, age, marital status, genetic information or any other characteristic protected by law or based on a belief that such characteristic exists protected group status at school or any school sponsored activity. Further, it is a violation of this policy for any school personnel to tolerate harassment based on a student’s or employee’s sex, gender, race, color, national origin, disability, religion, ancestry, age, marital status or genetic information or any other characteristic protected by law or based on a belief that such characteristic exists protected group status at school or any school sponsored activity, by students, school personnel or third parties participating in, observing or otherwise engaged in school sponsored activities.

For the purpose of this policy, school personnel includes School Board members, school employees, agents, volunteers, contractors or other persons subject to the supervision and control of the school division.

The school division
- promptly investigates all complaints, written or verbal, of harassment based on sex, gender, race, color, national origin, disability, religion, ancestry, age, marital status, genetic information or any other characteristic protected by law or based on a belief that such characteristic exists protected group status at school or any school sponsored activity;
- promptly takes appropriate action to stop any harassment;
- takes appropriate action against any student or school personnel who violates this policy; and
- takes any other action reasonably calculated to end and prevent further harassment of school personnel or students.

II. Definitions
The Compliance Officer\(^1\) is the person designated by the School Board to receive complaints of harassment referred by the Title IX Coordinator and oversee investigation of those complaints as described below.

"Consent" is clear, unambiguous, and voluntary agreement between the participants to engage in specific sexual activity.

Prohibited Conduct

Harassment Based on Sex

Harassment based on sex consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication, which may include use of cell phones or the internet, of a sexual nature when submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment or education; submission to or rejection of the conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or that conduct or communication substantially or unreasonably interferes with an individual's employment or education, or creates an intimidating, hostile or offensive employment or educational environment (i.e. the conduct is sufficiently serious to limit a student's or employee's ability to participate in or benefit from the educational program or work environment).

Examples of conduct which may constitute harassment based on sex if it meets the immediately preceding definition include:
- unwelcome sexual physical contact
- unwelcome ongoing or repeated sexual flirtation or propositions, or remarks
- sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- graphic comments about an individual's body
- sexual jokes, notes, stories, drawings, gestures or pictures
- spreading sexual rumors
- touching an individual's body or clothes in a sexual way
- displaying sexual objects, pictures, cartoons or posters
- impeding or blocking movement in a sexually intimidating manner
- sexual violence
- display of written materials, pictures, or electronic images
- unwelcome acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex stereotyping

\(^{1}\) A school board may have more than one Compliance Officer.

FOOTNOTES ARE FOR REFERENCE ONLY AND SHOULD BE REMOVED FROM FINAL POLICY.
“Sexual harassment prohibited by Title IX” means conduct on the basis of sex that satisfies one or more or the following:

- an employee of the School Board conditioning the provision of an aid, benefit, or service of the School Board on an individual’s participation in unwelcome sexual conduct;
- unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School Board’s education program or activity; or

Harassment Based on Race, National Origin, Disability or Religion

Harassment based on race, national origin, disability or religion consists of physical or verbal conduct, which may include use of cell phones or the internet, relating to an individual’s race, national origin, disability or religion when the conduct

- creates an intimidating, hostile or offensive working or educational environment;
- substantially or unreasonably interferes with an individual’s work or education; or
- otherwise is sufficiently serious to limit an individual’s employment opportunities or to limit a student’s ability to participate in or benefit from the education program.

Examples of conduct which may constitute harassment based on race, national origin, disability or religion if it meets the immediately preceding definition include:

- graffiti containing racially offensive language
- name calling, jokes or rumors
- physical acts of aggression against a person or his property because of that person’s race, national origin, disability or religion
- hostile acts which are based on another’s race, national origin, religion or disability
- written or graphic material which is posted or circulated and which intimidates or threatens individuals based on their race, national origin, disability or religion

Additional Prohibited Behavior

Behavior that is not unlawful may nevertheless be unacceptable for the educational environment or the workplace. Demeaning or otherwise harmful actions are prohibited, particularly if directed at personal characteristics including, but not limited to, socioeconomic level, sexual orientation, perceived sexual orientation or gender identity.
including socioeconomic level regardless of whether the personal characteristic is protected by law.

"Title IX" means 20 U.S.C. §§ 1681-1688 and the implementing regulations.

"Title IX Coordinator" means the person designated by the School Board to coordinate its efforts to comply with its responsibilities under this policy and Title IX. The Title IX Coordinator may be contacted at [INSERT GENERIC EMAIL ADDRESS WHICH WILL AUTOMATICALLY BE FORWARDED TO THE TITLE IX COORDINATOR].

III. Complaint Procedure Procedures

A. Formal Procedure

1. File Report

Any student or school personnel who believes he or she has been the victim of harassment prohibited by law or by this policy by a student, school personnel or a third party should report the alleged harassment to one of the Compliance Officers designated in this policy the Title IX Coordinator or to any school personnel. The alleged harassment 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 harassment should report such conduct to one of the Compliance Officers designated in this policy the Title IX Coordinator or to any school personnel. Any school personnel who has notice that a student or other school personnel may have been a victim of prohibited harassment shall immediately report the alleged harassment to one of the Compliance Officers designated in this policy the Title IX Coordinator. Any complaint that involves the Title IX Coordinator should be reported to the superintendent.

The reporting party should use the form, Report of Harassment, GBA-F/JFHA-F, to make complaints of harassment. However, oral reports and other written reports are also 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

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2 This person must be called the Title IX Coordinator.
3 A school board may have more than one Title IX Coordinator.

FOOTNOTES ARE FOR REFERENCE ONLY AND SHOULD BE REMOVED FROM FINAL POLICY.

4 To avoid changing the policy any time the Title IX Coordinator changes, a school board may provide an email address established for the position. However, the division website MUST reflect the current, complete name and contact information for the Title IX Coordinator.
forward any report of alleged prohibited harassment to the Compliance Officer. Any complaint that involves the Compliance Officer or principal shall be reported to the superintendent.

The complaint, and identity of the complainant person allegedly harassed and alleged harasser, will be disclosed only to the extent necessary to fully investigate the complaint and only when such disclosure is required or permitted by law. Additionally, a complainant person allegedly harassed who wishes to remain anonymous shall be advised that such confidentiality may limit the School Division’s ability to fully respond to the complaint.

After receiving a complaint, the Title IX Coordinator makes an initial determination whether the allegations may be sexual harassment prohibited by Title IX. If they may be, the Title IX Grievance Process below is followed. If they cannot be sexual harassment prohibited by Title IX, then the complaint is referred to the Compliance Officer who follows the procedures below.

The Title IX Coordinator also determines whether the alleged harassment may also constitute criminal conduct and ensures that law enforcement officials are notified if necessary.

If the alleged harassment may also constitute child abuse, then it must be reported to the Department of Social Services in accordance with Policy GAE Child Abuse and Neglect Reporting.

2. Investigation by Compliance Officer

1. Generally

The Compliance Officer
- receives complaints of harassment referred by the Title IX Coordinator;
- conducts or oversees the investigation of any alleged harassment referred by the Title IX Coordinator;
- assesses the training needs of the school division in connection with complaints referred by the Title IX Coordinator;
- arranges necessary training; and
- ensures that any harassment investigation is conducted by an impartial investigator who is trained in the requirements of equal employment/education opportunity and has the authority to protect the alleged victim and others during the investigation.

2. Compliance Officer Formal Procedure

Upon receipt of a report receiving a referral of a complaint of alleged prohibited harassment, harassment from the Title IX Coordinator, 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, which generally should be not later than 14 school days after receipt of the report by referral of the complaint to 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 harassment and the person accused of harassment. Also upon receiving the complaint, the Compliance Officer shall determine whether interim measures should be taken pending the outcome of the investigation. Such interim measures may include, but are not limited to, separating the alleged harasser and the complainant and, in cases involving potential criminal conduct, determining whether law enforcement officials should be notified. The person alleged
harassed. If the Compliance Officer determines that more than 14 school days will be required to investigate the complaint, the complainant and the accused person alleged
harassed and the alleged harasser shall be notified of the reason for the extended investigation and of the date by which the investigation will be concluded. If the alleged harassment may also constitute child abuse, then it must be reported to the Department of Social Service in accordance with Policy GAE Child Abuse and Neglect Reporting.

The investigation may consist of personal interviews with the complainant, the person alleged harassed, the alleged harasser and any others who may have knowledge of the alleged harassment or the circumstances giving rise to the complaint. The investigation will consider witnesses and evidence from both the alleged harasser and the person allegedly harassed. The investigation may also consist of the inspection of any other documents or information deemed relevant by the investigator. The school division shall take necessary steps to protect the complainant person alleged
harassed and others pending the completion of the investigation.

In determining whether alleged conduct constitutes a violation of this policy, the division shall consider, at a minimum: (1) the surrounding circumstances; (2) the nature of the behavior; (3) past incidents or past or continuing patterns of behavior; (4) the relationship between the parties; (5) how often the conduct occurred; (6) the identity of the alleged perpetrator in relation to the alleged victim (i.e. whether the alleged perpetrator was in a position of power over the alleged victim); (7) the location of the alleged harassment; (8) the ages of the parties and (9) the context in which the alleged incidents occurred. 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 after 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 harassment conducted under this policy or by an appropriate state or federal agency.
3. Action by Superintendent

Within 5 school days of receiving the Compliance Officer’s report, the superintendent or superintendent’s designee shall issue a decision regarding whether this policy was violated. This decision must be provided in writing to the complainant person allegedly harassed and the alleged perpetrator harasser. If the superintendent or superintendent’s designee determines that it is more likely than not that prohibited harassment occurred, the BLANK 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. Whether or not the superintendent or superintendent’s designee determines that prohibited harassment occurred, the superintendent or superintendent’s designee may determine that school-wide or division-wide training be conducted or that the complainant person allegedly harassed receives counseling.

4. Appeal

If the superintendent or superintendent’s designee determines that no prohibited harassment occurred, the employee or student who was allegedly subjected to harassment 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, the superintendent and any other individual the

FOOTNOTES ARE FOR REFERENCE ONLY AND SHOULD BE REMOVED FROM FINAL POLICY.

5. The Office for Civil Rights has stated “[d]ue to the intersection of Title IX and FERPA requirements, OCR recognizes that there may be confusion regarding what information a school may disclose to the complainant. FERPA generally prohibits the noneconsensual disclosure of personally identifiable information from a student’s ‘education record.’ However, as stated in the 2001 Guidance, FERPA permits a school to disclose to the harassed student information about the sanction imposed upon a student who was found to have engaged in harassment when the sanction directly relates to the harassed student. This includes an order that the harasser stay away from the harassed student, or that the harasser is prohibited from attending school for a period of time, or transferred to other classes or another residence hall. Disclosure of other information in the student’s ‘education record,’ including information about sanctions that do not relate to the harassed student, may result in a violation of FERPA.” Russlynn Ali, Assistant Secretary for Civil Rights, U.S. Department of Education, Office for Civil Rights, Dear Colleague Letter, April 4, 2011 p. 13 (footnotes omitted).
School Board deems relevant. Written notice of the School Board's decision will be given to both the alleged harasser and the person allegedly harassed.

If the superintendent or superintendent's designee determines that prohibited harassment 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.

Employees may choose to pursue their complaints under this policy through the relevant employee grievance procedure instead of the complaint procedure in this policy.

5. Compliance Officer and Alternate Compliance Officer

The School Board designates a Compliance Officer responsible for identifying, preventing and remedying discrimination as well as receiving complaints under this Policy. The name and contact information for the Compliance Officer is posted on the Division's website at all times. The Compliance Officer may be contacted at [INSERT GENERIC EMAIL ADDRESS WHICH WILL AUTOMATICALLY BE FORWARDED TO THE EMPLOYEE DESIGNATED AS COMPLIANCE OFFICER]. Complainants of harassment may also be made to the Alternate Compliance Officer at [INSERT GENERIC EMAIL ADDRESS WHICH WILL AUTOMATICALLY BE FORWARDED TO THE EMPLOYEE DESIGNATED AS THE ALTERNATE COMPLIANCE OFFICER].

The Compliance Officer shall
- receive reports or complaints of harassment;
- conduct or oversee the investigation of any alleged harassment;
- assess the training needs of the school division in connection with this policy;
- arrange necessary training to achieve compliance with this policy; and
- ensure that any harassment investigation is conducted by an impartial investigator who is trained in the requirements of equal employment/education opportunity and has the authority to protect the alleged victim and others during the investigation.

FOOTNOTES ARE FOR REFERENCE ONLY AND SHOULD BE REMOVED FROM FINAL POLICY.

6. To avoid changing the policy any time the Compliance Officer or Alternate Compliance Officer changes, a school board may designate the positions by title and provide an email address established for those position. However, the division website MUST reflect the current, complete name and contact information for the Compliance Officer and Alternate Compliance Officer.

7. The Alternate Compliance Officer must be of the opposite gender than the Compliance Officer.
B. Compliance Officer Informal Procedure

If the complainant person allegedly harassed and the person accused of harassment agree, the student's person allegedly harassed's principal or principal's designee or supervisor may arrange for them to resolve the complaint informally with the help of a counselor, teacher or administrator.

If the complainant person allegedly harassed and the person accused of harassment agree to resolve the complaint informally, they shall each be informed that they have the right to abandon the informal procedure at any time in favor of the initiation of the Compliance Officer Formal Procedures set forth herein. The principal or principal's designee or supervisor shall notify the complainant person allegedly harassed and the person accused of harassment in writing when the complaint has been resolved. The written notice shall state whether prohibited harassment occurred.

C. Sexual Harassment Prohibited by Title IX

Definitions

"Actual knowledge" means notice of sexual harassment prohibited by Title IX or allegations of sexual harassment prohibited by Title IX to the Title IX Coordinator or any official of the school division who has authority to institute corrective measures or to any employee of an elementary or secondary school.

"Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment prohibited by Title IX.

"Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment prohibited by Title IX against a respondent and requesting that the allegation be investigated. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail. When the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party. The allegations in a formal complaint must be investigated. In response to a formal complaint, the Title IX Grievance Process below is followed.

"Program or activity" includes locations, events or circumstances over which the School Board exercises substantial control over both the respondent and the context in which the sexual harassment occurs.

"Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment prohibited by Title IX.

FOOTNOTES ARE FOR REFERENCE ONLY AND SHOULD BE REMOVED FROM FINAL POLICY.

8 A school board may designate additional methods by which complaints may be filed.
"Supportive measures" means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the School Board’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security or monitoring of parts of campus, and other similar measures. Any supportive measures provided to the complainant or respondent are maintained as confidential, to the extent that maintaining such confidentiality does not impair the ability to provide supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

Title IX Grievance Process\(^9\)

Generally

Any person may report sex discrimination prohibited by Title IX, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. The reporting party may use the form, Report of Harassment, GBA-F/J FHA-F, to make a complaint. Such a report may be made at any time, including non-business hours, by using the telephone number or electronic mail address, or by mail to the office address listed for the Title IX Coordinator.

Complainants and respondents are treated equitably by offering supportive measures to a complainant and by following this grievance process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent.

The Title IX Coordinator promptly contacts the complainant to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures

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\(^9\) The Title IX regulations do not require live hearings to be part of the Title IX grievance process in K12 schools. If a school board chooses to provide such hearings, it should amend the policy accordingly.
with or without the filing of a formal complaint, and explain the process for filing a formal complaint.

Applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the School Board are notified:

- of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator; and
- that the School Board does not discriminate on the basis of sex in its education program or activity and that it is required by Title IX not to discriminate in such a manner. The notification states that the requirement not to discriminate extends to admission and employment and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

The School Board prominently displays the contact information for the Title IX Coordinator and this policy on its website and in each handbook or catalog it makes available to persons listed above who are entitled to notifications.

Nothing herein precludes a respondent from being removed from the School Board’s education program or activity on an emergency basis, provided that an individualized safety and risk analysis determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and that the respondent is provided with notice and an opportunity to challenge the decision immediately following the removal.

Nothing herein precludes a non-student employee respondent from being placed on administrative leave during the pendency of a grievance process.

This grievance process treats complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following this process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies are designed to restore or preserve equal access to the School Board’s education program or activity.

The respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

All relevant evidence is evaluated objectively, including both inculpatory and exculpatory evidence. Credibility determinations are not based on a person’s status as a complainant, respondent, or witness.
Any Title IX Coordinator, investigator, decision-maker, or any person who facilitates an informal resolution process may not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process receives training on the definition of sexual harassment prohibited by Title IX, the scope of the School Board's education program or activity, how to conduct an investigation and grievance process including appeals, and informal resolution processes, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. Decision-makers receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant. Investigators receive training on issues of relevance in order to create investigative reports that fairly summarize relevant evidence.

A finding of responsibility may result in disciplinary action up to and including expulsion for students or dismissal of employees.

The standard of evidence used to determine responsibility is preponderance of the evidence.¹⁰

This grievance process does not allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege unless the person holding such privilege has waived the privilege.

Notice of allegations

On receipt of a formal complaint, the Title IX coordinator gives the following written notice to the parties who are known:

- notice of the grievance process, including any informal resolution process, and
- notice of the allegations of sexual harassment potentially constituting sexual harassment prohibited by Title IX, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment prohibited by Title IX, and the date and location of the alleged incident, if known.

¹⁰ The Title IX regulations state that school boards may use either a preponderance of the evidence standard or a clear and convincing standard as long as the same standard is used for all formal complaints. If a school board chooses to use the clear and convincing standard, it should amend the policy accordingly.
The written notice

- includes a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- informs the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- informs the parties of any provisions in the School Board’s code of conduct or the superintendent’s Standards of Student Conduct that prohibit knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of an investigation, the investigator decides to investigate allegations about the complainant or respondent that are not included in the notice previously provided, notice of the additional allegations is provided to the parties whose identities are known.

Dismissal of formal complaints

A formal complaint or any allegations therein must be dismissed if the conduct alleged in the complaint

- would not constitute sexual harassment prohibited by Title IX even if proved,
- did not occur in the School Board’s education program or activity, or
- did not occur against a person in the United States.

Such a dismissal does not preclude action under another provision of the School Board’s code of conduct or the superintendent’s Standards of Student Conduct.

A formal complaint or any allegations therein may be dismissed if at any time during the investigation:

- a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
- the respondent is no longer enrolled or employed by the School Board; or
- specific circumstances prevent the School Board from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Investigation of formal complaint

When investigating a formal complaint and throughout the grievance process, the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the School Board and not on the parties provided that a party’s records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional acting in the professional’s or paraprofessional’s capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party are not accessed, considered, disclosed or otherwise used without the voluntary, written
consent of the party’s parent, or the party if the party is an eligible student, to do so for this grievance procedure.

The parties have an equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.

The ability of the parties to discuss the allegations under investigation or to gather and present relevant evidence is not restricted.

The parties have the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney. The choice or presence of advisor for either the complainant for respondent is not limited in any meeting or grievance proceeding.¹¹

Any party whose participation is invited or expected is provided written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings with sufficient time for the party to prepare to participate.

The investigator provides both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence which will not be relied upon in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to the completion of the investigative report, the investigator must send to each party and the party’s advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report.

The investigator creates an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the time a determination regarding responsibility is made, sends to each party and the party’s advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

After the investigator has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision-maker must afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional,

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¹¹ A school board may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties.
limited follow-up questions from each party. Questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant’s prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the question any decision to exclude a question as not relevant.

Determination regarding responsibility

The decision-maker, who cannot be the same person as the Title IX Coordinator or the investigator, must issue a written determination regarding responsibility.

The written determination must include

- identification of the allegations potentially constituting sexual harassment prohibited by Title IX;
- a description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- findings of fact supporting the determination;
- conclusions regarding the application of the School Board’s code of conduct or the superintendent’s Standard of Student Conduct to the facts;
- a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the School Board imposes on the respondent, and whether remedies designed to restore or preserve equal access to the School Board’s education program or activity will be provided to the complainant; and
- the procedures and permissible bases for the complainant and respondent to appeal.

The decision-maker must provide the written determination regarding responsibility to the parties simultaneously.

The determination regarding responsibility becomes final either on the date that the parties are provided with the written determination of the result of the appeal, if an appeal is filed, or, if an appeal is not filed, the date on which an appeal would no longer be considered timely.

The Title IX Coordinator is responsible for effective implementation of any remedies.

Appeals
Either party may appeal from a determination regarding responsibility or from a dismissal of a formal complaint or any allegations therein, on the following bases:

- procedural irregularity that affected the outcome of the matter;
- new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- the Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

Notification of appeal must be given in writing to the Title IX Coordinator.

As to all appeals, the Title IX Coordinator

- notifies the other party in writing when an appeal is filed and implements appeal procedures equally for both parties;
- ensures that the decision-maker for the appeal is not the same person as the decision-maker that reached the determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator; and
- ensures that the decision-maker for the appeal complies with the standards set forth in Title IX and this policy.

The appeal decision-maker

- gives both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
- reviews the evidence gathered by the investigator, the investigator’s report, and the decision-maker’s written decision;
- issues a written decision describing the result of the appeal and the rationale for the result; and
- provides the written decision simultaneously to both parties and the Title IX Coordinator.

Timelines

The investigative report will be provided to the parties within 35 days from the date the formal complaint is filed.

A decision will be issued within 10 working days from the date the investigative report is submitted to the decision-maker.

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12 A school board may add other bases for appeal.
13 The Title IX regulations require the Title IX grievance process to include reasonably prompt time frames; the regulations do not require the specific timelines contained in this policy. If a school board elects to provide different timeframes, it should amend the policy accordingly.
Either party may appeal within 5 working days from the date the written determination regarding responsibility is given to the parties.

Any appeal will be resolved with 15 calendar days from the filing of the appeal.

If the parties agree to an informal resolution process, these deadlines are tolled from the time one party requests an informal resolution process until either the time the other party responds, if that party does not agree to the informal resolution process, or until either party withdraws from the informal resolution process.

Temporary delays of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action are permitted. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; disciplinary processes required by law or School Board policy; or the need for language assistance or accommodation of disabilities.

Informal Resolution Process

At any time during the formal complaint process and prior to reaching a determination regarding responsibility, the parties may participate in an informal resolution process, such as mediation, that does not involve a full investigation and determination of responsibility. When one party requests an informal resolution process, the other party must respond to the request within 3 days. The informal resolution process must be completed within 10 days of the agreement to participate in the process.

The informal resolution process may be facilitated by a trained educational professional, consultant, or other individual selected by the Title IX Coordinator under the following conditions:

- the parties are provided a written notice disclosing the allegations, the requirements of the informal resolution process, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations; provided, however that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process, resume the grievance process with respect to the formal complaint, and be informed of any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
- the parties, voluntarily and in writing, consent to the informal resolution process; and
- the informal resolution process cannot be used to resolve allegations that an employee sexually harassed a student.
If the matter is resolved to the satisfaction of the parties, the facilitator shall document the nature of the complaint and the resolution, have both parties sign the documentation and receive a copy, and forward it to the Title IX Coordinator. If the matter is not resolved, the formal complaint process is resumed.

Parties cannot be required to participate in an informal resolution process.

An informal resolution process is not offered unless a formal complaint is filed.

Recordkeeping

The School Board will maintain for a period of seven years records of:

- each investigation of allegations of sexual harassment prohibited by Title IX including any determination regarding responsibility and any audio or audiovisual recording or transcript, if any, required under the Title IX regulations, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to School Board’s education program or activity;
- any appeal and the result therefrom;
- any informal resolution and the result therefrom; and
- all materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. These materials will also be made available on the School Board’s website.

For each response required under 34 C.F.R. § 106.44, the School Board must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment prohibited by Title IX. In each instance, the School Board will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to its education program or activity. If the School Board does not provide a complainant with supportive measures, then it will document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

IV. Retaliation

Retaliation against students or school personnel who report harassment or participate in any related proceedings is prohibited. The school division shall take appropriate action against students or school personnel who retaliate against any student or school personnel who reports alleged harassment or participates in related proceedings. The Compliance Officer Title IX Coordinator will inform persons who make complaints, who are the subject of complaints, and who participate in investigations of how to report any subsequent problems.

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

VI. Prevention and Notice of Policy

Training to prevent harassment prohibited by law or by this policy is included in employee and student orientations as well as employee in-service training.

This policy is (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. Further, all students, and their parents/guardians, and employees are notified annually of the names and contact information of the Compliance Officers.

VII. False Charges

Students or school personnel who knowingly make false charges of harassment shall be subject to disciplinary action as well as any civil or criminal legal proceedings.

Adopted:


34 C.F.R. 106.9, 106.2, 106.8, 106.9, 106.30, 106.44, 106.45, 106.71.

Code of Virginia, 1950 as amended, §§ 2.2-3900, 2.2-3901, 2.2.3902, 22.1-295.2.

Cross Refs: AC Nondiscrimination
AD Educational Philosophy
GAB/IIBEA Acceptable Computer System Use
GB Equal Employment Opportunity/Nondiscrimination
GBA-F/JFHA-F Report of Harassment
GBM Professional Staff Grievances
GBMA Support Staff Grievances
JB Equal Educational Opportunities/Nondiscrimination
JFC Student Conduct
GCPD Professional Staff Discipline
GAE  Child Abuse and Neglect Reporting
KKA  Service Animals in Public Schools
PROHIBITION AGAINST HARASSMENT AND RETALIATION

The BLANK School Board is committed to maintaining an educational environment and workplace that is free from harassment. In accordance with law, the Board prohibits harassment against students, employees, or others on the basis of sex, sexual orientation, gender, gender identity, race, color, national origin, disability, religion, ancestry, age, marital status, pregnancy, childbirth or related medical conditions, status as a veteran, genetic information or any other characteristic protected by law or based on a belief that such characteristic exists, hereinafter referred to as protected group status, at school or any school sponsored activity. The BLANK School Board is an equal opportunity employer.

It is a violation of this policy for any student or school personnel to harass a student or school personnel based on sex, gender, race, color, national origin, disability, religion, ancestry, age, marital status, genetic information or any other characteristic protected by law or based on a belief that such characteristic exists protected group status at school or any school sponsored activity. Further, it is a violation of this policy for any school personnel to tolerate harassment based on a student’s or employee’s sex, gender, race, color, national origin, disability, religion, ancestry, age, marital status or genetic information or any other characteristic protected by law or based on a belief that such characteristic exists protected group status at school or any school sponsored activity, by students, school personnel or third parties participating in, observing or otherwise engaged in school sponsored activities.

For the purpose of this policy, school personnel includes School Board members, school employees, agents, volunteers, contractors or other persons subject to the supervision and control of the school division.

The school division
- promptly investigates all complaints, written or verbal, of harassment based on sex, gender, race, color, national origin, disability, religion, ancestry, age, marital status, genetic information or any other characteristic protected by law or based on a belief that such characteristic exists protected group status at school or any school sponsored activity;
- promptly takes appropriate action to stop any harassment;
- takes appropriate action against any student or school personnel who violates this policy; and
- takes any other action reasonably calculated to end and prevent further harassment of school personnel or students.

II. Definitions
The Compliance Officer\(^1\) is the person designated by the School Board to receive complaints of harassment referred by the Title IX Coordinator and oversee investigation of those complaints as described below.

"Consent" is clear, unambiguous, and voluntary agreement between the participants to engage in specific sexual activity.

Prohibited Conduct

Harassment Based on Sex

Harassment based on sex consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication, which may include use of cell phones or the internet, of a sexual nature when submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment or education; submission to or rejection of the conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or that conduct or communication substantially or unreasonably interferes with an individual's employment or education, or creates an intimidating, hostile or offensive employment or educational environment (i.e. the conduct is sufficiently serious to limit a student's or employee's ability to participate in or benefit from the educational program or work environment).

Examples of conduct which may constitute harassment based on sex if it meets the immediately preceding definition include:
- unwelcome sexual physical contact
- unwelcome ongoing or repeated sexual flirtation or propositions, or remarks
- sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- graphic comments about an individual's body
- sexual jokes, notes, stories, drawings, gestures or pictures
- spreading sexual rumors
- touching an individual's body or clothes in a sexual way
- displaying sexual objects, pictures, cartoons or posters
- impeding or blocking movement in a sexually intimidating manner
- sexual violence
- display of written materials, pictures, or electronic images
- unwelcome acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex stereotyping

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\(^1\) A school board may have more than one Compliance Officer.
“Sexual harassment prohibited by Title IX” means conduct on the basis of sex that satisfies one or more or the following:

- an employee of the School Board conditioning the provision of an aid, benefit, or service of the School Board on an individual's participation in unwelcome sexual conduct;
- unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School Board’s education program or activity; or

Harassment Based on Race, National Origin, Disability or Religion

Harassment based on race, national origin, disability or religion consists of physical or verbal conduct, which may include use of cell phones or the internet, relating to an individual's race, national origin, disability or religion when the conduct

- creates an intimidating, hostile or offensive working or educational environment;
- substantially or unreasonably interferes with an individual's work or education; or
- otherwise is sufficiently serious to limit an individual's employment opportunities or to limit a student's ability to participate in or benefit from the education program.

Examples of conduct which may constitute harassment based on race, national origin, disability or religion if it meets the immediately preceding definition include:

- graffiti containing racially offensive language
- name calling, jokes or rumors
- physical acts of aggression against a person or his property because of that person's race, national origin, disability or religion
- hostile acts which are based on another's race, national origin, religion or disability
- written or graphic material which is posted or circulated and which intimidates or threatens individuals based on their race, national origin, disability or religion

Additional Prohibited Behavior

Behavior that is not unlawful may nevertheless be unacceptable for the educational environment or the workplace. Demeaning or otherwise harmful actions are prohibited, particularly if directed at personal characteristics including, but not limited to, socioeconomic level, sexual orientation, perceived sexual orientation or gender identity.
including socioeconomic level regardless of whether the personal characteristic is protected by law.

"Title IX" means 20 U.S.C. §§ 1681-1688 and the implementing regulations.

"Title IX Coordinator" means the person designated by the School Board to coordinate its efforts to comply with its responsibilities under this policy and Title IX. The Title IX Coordinator may be contacted at [INSERT GENERIC EMAIL ADDRESS WHICH WILL AUTOMATICALLY BE FORWARDED TO THE TITLE IX COORDINATOR].

III. Complaint Procedure-Procedure

A. Formal Procedure

1. File Report

Any student or school personnel who believes he or she has been the victim of harassment prohibited by law or by this policy by a student, school personnel or a third party should report the alleged harassment to one of the Compliance Officers designated in this policy the Title IX Coordinator or to any school personnel. The alleged harassment 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 harassment should report such conduct to one of the Compliance Officers designated in this policy the Title IX Coordinator or to any school personnel. Any school personnel who has notice that a student or other school personnel may have been a victim of prohibited harassment shall immediately report the alleged harassment to one of the Compliance Officers designated in this policy the Title IX Coordinator. Any complaint that involves the Title IX Coordinator should be reported to the superintendent.

The reporting party should use the form, Report of Harassment, GBA-F/JFHA-F, to make complaints of harassment. However, oral reports and other written reports are also 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

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2 This person must be called the Title IX Coordinator.
3 A school board may have more than one Title IX Coordinator.

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4 To avoid changing the policy any time the Title IX Coordinator changes, a school board may provide an email address established for the position. However, the division website MUST reflect the current, complete name and contact information for the Title IX Coordinator.
forward any report of alleged prohibited harassment to the Compliance Officer. Any complaint that involves the Compliance Officer or principal shall be reported to the superintendent.

The complaint, and identity of the complainant person allegedly harassed and alleged harasser, will be disclosed only to the extent necessary to fully investigate the complaint and only when such disclosure is required or permitted by law. Additionally, a complainant person allegedly harassed who wishes to remain anonymous shall be advised that such confidentiality may limit the School Division’s ability to fully respond to the complaint.

After receiving a complaint, the Title IX Coordinator makes an initial determination whether the allegations may be sexual harassment prohibited by Title IX. If they may be, the Title IX Grievance Process below is followed. If they cannot be sexual harassment prohibited by Title IX, then the complaint is referred to the Compliance Officer who follows the procedures below.

The Title IX Coordinator also determines whether the alleged harassment may also constitute criminal conduct and ensures that law enforcement officials are notified if necessary.

If the alleged harassment may also constitute child abuse, then it must be reported to the Department of Social Services in accordance with Policy GAE Child Abuse and Neglect Reporting.

2. **Investigation by Compliance Officer**

1. **Generally**

   The Compliance Officer
   
   - receives complaints of harassment referred by the Title IX Coordinator;
   - conducts or oversees the investigation of any alleged harassment referred by the Title IX Coordinator;
   - assesses the training needs of the school division in connection with complaints referred by the Title IX Coordinator;
   - arranges necessary training; and
   - ensures that any harassment investigation is conducted by an impartial investigator who is trained in the requirements of equal employment/education opportunity and has the authority to protect the alleged victim and others during the investigation.

2. **Compliance Officer Formal Procedure**

   Upon receipt of a report receiving a referral of a complaint of alleged prohibited harassment, harassment from the Title IX Coordinator, 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, which generally should be not later than 14 school days after receipt of the report by referral of the complaint to 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 harassment and the person accused of harassment. Also upon receiving the complaint, the Compliance Officer shall determine whether interim measures should be taken pending the outcome of the investigation. Such interim measures may include, but are not limited to, separating the alleged harasser and the complainant and, in cases involving potential criminal conduct, determining whether law enforcement officials should be notified. person allegedly harassed. If the Compliance Officer determines that more than 14 school days will be required to investigate the complaint, the complainant and the accused person allegedly harassed and the alleged harasser shall be notified of the reason for the extended investigation and of the date by which the investigation will be concluded. If the alleged harassment may also constitute child abuse, then it must be reported to the Department of Social Service in accordance with Policy GAE Child Abuse and Neglect Reporting.

The investigation may consist of personal interviews with the complainant, person allegedly harassed, the alleged harasser and any others who may have knowledge of the alleged harassment or the circumstances giving rise to the complaint. The investigation will consider witnesses and evidence from both the alleged harasser and the person allegedly harassed. The investigation may also consist of the inspection of any other documents or information deemed relevant by the investigator. The school division shall take necessary steps to protect the complainant person allegedly harassed and others pending the completion of the investigation.

In determining whether alleged conduct constitutes a violation of this policy, the division shall consider, at a minimum: (1) the surrounding circumstances; (2) the nature of the behavior; (3) past incidents or past or continuing patterns of behavior; (4) the relationship between the parties; (5) how often the conduct occurred; (6) the identity of the alleged perpetrator in relation to the alleged victim (i.e. whether the alleged perpetrator was in a position of power over the alleged victim); (7) the location of the alleged harassment; (8) the ages of the parties and (9) the context in which the alleged incidents occurred. 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 after 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 harassment conducted under this policy or by an appropriate state or federal agency.
3. Action by Superintendent

Within 5 school days of receiving the Compliance Officer’s report, the superintendent or superintendent’s designee shall issue a decision regarding whether this policy was violated. This decision must be provided in writing to the complainant person allegedly harassed and the alleged perpetrator harasser. If the superintendent or superintendent’s designee determines that it is more likely than not that prohibited harassment occurred, the BLANK 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. Whether or not the superintendent or superintendent’s designee determines that prohibited harassment occurred, the superintendent or superintendent’s designee may determine that school-wide or division-wide training be conducted or that the complainant person allegedly harassed receives counseling.

4. Appeal

If the superintendent or superintendent’s designee determines that no prohibited harassment occurred, the employee or student who was allegedly subjected to harassment 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, the superintendent and any other individual the

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5. The Office for Civil Rights has stated “[d]ue to the intersection of Title IX and FERPA requirements, OCR recognizes that there may be confusion regarding what information a school may disclose to the complainant. FERPA generally prohibits the nonconsensual disclosure of personally identifiable information from a student’s ‘education record.’ However, as stated in the 2001 Guidance, FERPA permits a school to disclose to the harassed student information about the sanction imposed upon a student who was found to have engaged in harassment when the sanction directly relates to the harassed student. This includes an order that the harasser stay away from the harassed student, or that the harasser is prohibited from attending school for a period of time, or transferred to other classes or another residence hall. Disclosure of other information in the student’s ‘education record,’ including information about sanctions that do not relate to the harassed student, may result in a violation of FERPA.” Russlynn Ali, Assistant Secretary for Civil Rights, U.S. Department of Education, Office for Civil Rights, Dear Colleague Letter, April 4, 2011 p.13 (footnotes omitted.)
School Board deems relevant. Written notice of the School Board’s decision will be given to both the alleged harasser and the person allegedly harassed.

If the superintendent or superintendent’s designee determines that prohibited harassment 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.

Employees may choose to pursue their complaints under this policy through the relevant employee grievance procedure instead of the complaint procedure in this policy.

5. Compliance Officer and Alternate Compliance Officer

The School Board designates a Compliance Officer responsible for identifying, preventing and remedying discrimination as well as receiving complaints under this Policy. The name and contact information for the Compliance Officer is posted on the Division’s website at all times. The Compliance Officer may be contacted at [INSERT GENERIC EMAIL ADDRESS WHICH WILL AUTOMATICALLY BE FORWARDED TO THE EMPLOYEE DESIGNATED AS COMPLIANCE OFFICER]. Complaints of harassment may also be made to the Alternate Compliance Officer at [INSERT GENERIC EMAIL ADDRESS WHICH WILL AUTOMATICALLY BE FORWARDED TO THE EMPLOYEE DESIGNATED AS THE ALTERNATE COMPLIANCE OFFICER].

The Compliance Officer shall
- receive reports or complaints of harassment;
- conduct or oversee the investigation of any alleged harassment;
- assess the training needs of the school division in connection with this policy;
- arrange necessary training to achieve compliance with this policy; and
- ensure that any harassment investigation is conducted by an impartial investigator who is trained in the requirements of equal employment/education opportunity and has the authority to protect the alleged victim and others during the investigation.

FOOTNOTES ARE FOR REFERENCE ONLY AND SHOULD BE REMOVED FROM FINAL POLICY.

6. To avoid changing the policy any time the Compliance Officer or Alternate Compliance Officer changes, a school board may designate the positions by title and provide an email address established for those position. However, the division website MUST reflect the current, complete name and contact information for the Compliance Officer and Alternate Compliance Officer.

7. The Alternate Compliance Officer must be of the opposite gender than the Compliance Officer.
B. Compliance Officer Informal Procedure

If the complainant person allegedly harassed and the person accused of harassment agree, the student's person allegedly harassed's principal or principal's designee or supervisor may arrange for them to resolve the complaint informally with the help of a counselor, teacher or administrator.

If the complainant person allegedly harassed and the person accused of harassment agree to resolve the complaint informally, they shall each be informed that they have the right to abandon the informal procedure at any time in favor of the initiation of the Compliance Officer Formal Procedures set forth herein. The principal or principal's designee or supervisor shall notify the complainant person allegedly harassed and the person accused of harassment in writing when the complaint has been resolved. The written notice shall state whether prohibited harassment occurred.

C. Sexual Harassment Prohibited by Title IX

Definitions

"Actual knowledge" means notice of sexual harassment prohibited by Title IX or allegations of sexual harassment prohibited by Title IX to the Title IX Coordinator or any official of the school division who has authority to institute corrective measures or to any employee of an elementary or secondary school.

"Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment prohibited by Title IX.

"Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment prohibited by Title IX against a respondent and requesting that the allegation be investigated. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail. When the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party. The allegations in a formal complaint must be investigated. In response to a formal complaint, the Title IX Grievance Process below is followed.

"Program or activity" includes locations, events or circumstances over which the School Board exercises substantial control over both the respondent and the context in which the sexual harassment occurs.

"Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment prohibited by Title IX.

FOOTNOTES ARE FOR REFERENCE ONLY AND SHOULD BE REMOVED FROM FINAL POLICY.

8 A school board may designate additional methods by which complaints may be filed.
"Supportive measures" means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the School Board’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security or monitoring of parts of campus, and other similar measures. Any supportive measures provided to the complainant or respondent are maintained as confidential, to the extent that maintaining such confidentiality does not impair the ability to provide supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

Title IX Grievance Process\(^9\)

Generally

Any person may report sex discrimination prohibited by Title IX, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. The reporting party may use the form, Report of Harassment, GBA-F/JFHA-F, to make a complaint. Such a report may be made at any time, including non-business hours, by using the telephone number or electronic mail address, or by mail to the office address listed for the Title IX Coordinator.

Complainants and respondents are treated equitably by offering supportive measures to a complainant and by following this grievance process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent.

The Title IX Coordinator promptly contacts the complainant to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures.

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FOOTNOTES ARE FOR REFERENCE ONLY AND SHOULD BE REMOVED FROM FINAL POLICY.

\(^9\) The Title IX regulations do not require live hearings to be part of the Title IX grievance process in K12 schools. If a school board chooses to provide such hearings, it should amend the policy accordingly.
with or without the filing of a formal complaint, and explain the process for filing a formal complaint.

Applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the School Board are notified

- of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator; and
- that the School Board does not discriminate on the basis of sex in its education program or activity and that it is required by Title IX not to discriminate in such a manner. The notification states that the requirement not to discriminate extends to admission and employment and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

The School Board prominently displays the contact information for the Title IX Coordinator and this policy on its website and in each handbook or catalog it makes available to persons listed above who are entitled to notifications.

Nothing herein precludes a respondent from being removed from the School Board’s education program or activity on an emergency basis, provided that an individualized safety and risk analysis determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and that the respondent is provided with notice and an opportunity to challenge the decision immediately following the removal.

Nothing herein precludes a non-student employee respondent from being placed on administrative leave during the pendency of a grievance process.

This grievance process treats complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following this process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies are designed to restore or preserve equal access to the School Board’s education program or activity.

The respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

All relevant evidence is evaluated objectively, including both inculpatory and exculpatory evidence. Credibility determinations are not based on a person’s status as a complainant, respondent, or witness.
Any Title IX Coordinator, investigator, decision-maker, or any person who facilitates an informal resolution process may not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process receives training on the definition of sexual harassment prohibited by Title IX, the scope of the School Board’s education program or activity, how to conduct an investigation and grievance process including appeals, and informal resolution processes, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. Decision-makers receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant. Investigators receive training on issues of relevance in order to create investigative reports that fairly summarize relevant evidence.

A finding of responsibility may result in disciplinary action up to and including expulsion for students or dismissal of employees.

The standard of evidence used to determine responsibility is preponderance of the evidence. ¹⁰

This grievance process does not allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege unless the person holding such privilege has waived the privilege.

Notice of allegations

On receipt of a formal complaint, the Title IX coordinator gives the following written notice to the parties who are known:

- notice of the grievance process, including any informal resolution process, and
- notice of the allegations of sexual harassment potentially constituting sexual harassment prohibited by Title IX, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment prohibited by Title IX, and the date and location of the alleged incident, if known.

FOOTNOTES ARE FOR REFERENCE ONLY AND SHOULD BE REMOVED FROM FINAL POLICY.

¹⁰ The Title IX regulations state that school boards may use either a preponderance of the evidence standard or a clear and convincing standard as long as the same standard is used for all formal complaints. If a school board chooses to use the clear and convincing standard, it should amend the policy accordingly.
The written notice

- includes a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- informs the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- informs the parties of any provisions in the School Board’s code of conduct or the superintendent’s Standards of Student Conduct that prohibit knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of an investigation, the investigator decides to investigate allegations about the complainant or respondent that are not included in the notice previously provided, notice of the additional allegations is provided to the parties whose identities are known.

Dismissal of formal complaints

A formal complaint or any allegations therein must be dismissed if the conduct alleged in the complaint
- would not constitute sexual harassment prohibited by Title IX even if proved,
- did not occur in the School Board’s education program or activity, or
- did not occur against a person in the United States.

Such a dismissal does not preclude action under another provision of the School Board’s code of conduct or the superintendent’s Standards of Student Conduct.

A formal complaint or any allegations therein may be dismissed if at any time during the investigation:
- a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
- the respondent is no longer enrolled or employed by the School Board; or
- specific circumstances prevent the School Board from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Investigation of formal complaint

When investigating a formal complaint and throughout the grievance process, the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the School Board and not on the parties provided that a party’s records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional acting in the professional’s or paraprofessional’s capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party are not accessed, considered, disclosed or otherwise used without the voluntary, written
consent of the party's parent, or the party if the party is an eligible student, to do so for this grievance procedure.

The parties have an equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.

The ability of the parties to discuss the allegations under investigation or to gather and present relevant evidence is not restricted.

The parties have the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney. The choice or presence of advisor for either the complainant for respondent is not limited in any meeting or grievance proceeding.\footnote{A school board may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties.}

Any party whose participation is invited or expected is provided written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings with sufficient time for the party to prepare to participate.

The investigator provides both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence which will not be relied upon in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to the completion of the investigative report, the investigator must send to each party and the party’s advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report.

The investigator creates an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the time a determination regarding responsibility is made, sends to each party and the party’s advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

After the investigator has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision-maker must afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional,

\footnotes{FOOTNOTES ARE FOR REFERENCE ONLY AND SHOULD BE REMOVED FROM FINAL POLICY.}
limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the question any decision to exclude a question as not relevant.

Determination regarding responsibility

The decision-maker, who cannot be the same person as the Title IX Coordinator or the investigator, must issue a written determination regarding responsibility.

The written determination must include:

- identification of the allegations potentially constituting sexual harassment prohibited by Title IX;
- a description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- findings of fact supporting the determination;
- conclusions regarding the application of the School Board’s code of conduct or the superintendent's Standard of Student Conduct to the facts;
- a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the School Board imposes on the respondent, and whether remedies designed to restore or preserve equal access to the School Board's education program or activity will be provided to the complainant; and
- the procedures and permissible bases for the complainant and respondent to appeal.

The decision-maker must provide the written determination regarding responsibility to the parties simultaneously.

The determination regarding responsibility becomes final either on the date that the parties are provided with the written determination of the result of the appeal, if an appeal is filed, or, if an appeal is not filed, the date on which an appeal would no longer be considered timely.

The Title IX Coordinator is responsible for effective implementation of any remedies.

Appeals
Either party may appeal from a determination regarding responsibility or from a dismissal of a formal complaint or any allegations therein, on the following bases:

- procedural irregularity that affected the outcome of the matter;
- new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- the Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

Notification of appeal must be given in writing to the Title IX Coordinator.

As to all appeals, the Title IX Coordinator:

- notifies the other party in writing when an appeal is filed and implements appeal procedures equally for both parties;
- ensures that the decision-maker for the appeal is not the same person as the decision-maker that reached the determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator; and
- ensures that the decision-maker for the appeal complies with the standards set forth in Title IX and this policy.

The appeal decision-maker:

- gives both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
- reviews the evidence gathered by the investigator, the investigator's report, and the decision-maker's written decision;
- issues a written decision describing the result of the appeal and the rationale for the result; and
- provides the written decision simultaneously to both parties and the Title IX Coordinator.

Timelines

The investigative report will be provided to the parties within 35 days from the date the formal complaint is filed.

A decision will be issued within 10 working days from the date the investigative report is submitted to the decision-maker.

Footnotes are for reference only and should be removed from final policy.

12 A school board may add other bases for appeal.
13 The Title IX regulations require the Title IX grievance process to include reasonably prompt time frames; the regulations do not require the specific timelines contained in this policy. If a school board elects to provide different timeframes, it should amend the policy accordingly.
Either party may appeal within 5 working days from the date the written determination regarding responsibility is given to the parties.

Any appeal will be resolved with 15 calendar days from the filing of the appeal.

If the parties agree to an informal resolution process, these deadlines are tolled from the time one party requests an informal resolution process until either the time the other party responds, if that party does not agree to the informal resolution process, or until either party withdraws from the informal resolution process.

Temporary delays of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action are permitted. Good cause may include considerations such as the absence of a party, a party’s advisor, or a witness; concurrent law enforcement activity; disciplinary processes required by law or School Board policy; or the need for language assistance or accommodation of disabilities.

Informal Resolution Process

At any time during the formal complaint process and prior to reaching a determination regarding responsibility, the parties may participate in an informal resolution process, such as mediation, that does not involve a full investigation and determination of responsibility. When one party requests an informal resolution process, the other party must respond to the request within 3 days. The informal resolution process must be completed within 10 days of the agreement to participate in the process.

The informal resolution process may be facilitated by a trained educational professional, consultant, or other individual selected by the Title IX Coordinator under the following conditions:

- the parties are provided a written notice disclosing the allegations, the requirements of the informal resolution process, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations; provided, however that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process, resume the grievance process with respect to the formal complaint, and be informed of any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
- the parties, voluntarily and in writing, consent to the informal resolution process; and
- the informal resolution process cannot be used to resolve allegations that an employee sexually harassed a student.
If the matter is resolved to the satisfaction of the parties, the facilitator shall document the nature of the complaint and the resolution, have both parties sign the documentation and receive a copy, and forward it to the Title IX Coordinator. If the matter is not resolved, the formal complaint process is resumed.

Parties cannot be required to participate in an informal resolution process.

An informal resolution process is not offered unless a formal complaint is filed.

Recordkeeping

The School Board will maintain for a period of seven years records of:
- each investigation of allegations of sexual harassment prohibited by Title IX including any determination regarding responsibility and any audio or audiovisual recording or transcript, if any, required under the Title IX regulations, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to School Board's education program or activity;
- any appeal and the result therefrom;
- any informal resolution and the result therefrom; and
- all materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. These materials will also be made available on the School Board's website.

For each response required under 34 C.F.R. § 106.44, the School Board must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment prohibited by Title IX. In each instance, the School Board will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to its education program or activity. If the School Board does not provide a complainant with supportive measures, then it will document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

IV. Retaliation

Retaliation against students or school personnel who report harassment or participate in any related proceedings is prohibited. The school division shall take appropriate action against students or school personnel who retaliate against any student or school personnel who reports alleged harassment or participates in related proceedings. The Compliance Officer Title IX Coordinator will inform persons who make complaints, who are the subject of complaints, and who participate in investigations of how to report any subsequent problems.

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

VI. Prevention and Notice of Policy

Training to prevent harassment prohibited by law or by this policy is included in employee and student orientations as well as employee in-service training.

This policy is (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. Further, all students, and their parents/guardians, and employees are notified annually of the names and contact information of the Compliance Officers.

VII. False Charges

Students or school personnel who knowingly make false charges of harassment shall be subject to disciplinary action as well as any civil or criminal legal proceedings.

Adopted:

            34 C.F.R. 406.9; 106.2, 106.8, 106.9, 106.30, 106.44, 106.45, 106.71.

Code of Virginia, 1950 as amended, §§ 2.2-3900, 2.2-3901, 2.2.3902, 22.1-295.2.

Cross Refs: AC Nondiscrimination
            AD Educational Philosophy
            GAB/IIBEA Acceptable Computer System Use
            GB Equal Employment Opportunity/Nondiscrimination
            GBA-F/JFHA-F Report of Harassment
            GBM Professional Staff Grievances
            GBMA Support Staff Grievances
            JB Equal Educational Opportunities/Nondiscrimination
            JFC Student Conduct
            GCPD Professional Staff Discipline

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REQUESTS FOR PUBLIC RECORDS

BLANK School Board complies with the Virginia Freedom of Information Act (FOIA). Except as otherwise specifically provided by law, all public records are open to citizens of the Commonwealth, representatives of newspapers and magazines with circulation in the Commonwealth and representatives of radio and television stations broadcasting in or into the Commonwealth during the regular office hours of the custodian of such records. All requests for information are processed in accordance with KBA-R Requests for Public Records.

Officers, employees, and members of the School Board who fail to provide public records as required by FOIA because they altered or destroyed the requested records with the intent to avoid the provisions of FOIA are subject to penalties in their individual capacity of up to $100 per record altered or destroyed.

The name(s) and contact information for the person(s) BLANK School Board has designated as its Freedom of Information Act (FOIA) Officer(s)\(^1\) is listed in regulation KBA-R Requests for Public Records and posted at the school board office and on the division’s website. The FOIA Officer(s) serve(s) as a point of contact for members of the public in requesting public records and coordinate(s) the school board’s compliance with FOIA. The FOIA officer(s) receive(s) training at least annually from once during each consecutive period of two calendar years beginning on the date on which the FOIA Officer last completed a training session by the school board’s legal counsel or the Virginia Freedom of Information Advisory Council.

Adopted:

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 2.2-3704, 2.2-3704.2, 2.2-3714.

Cross Ref.: KBA-R Requests for Public Records

FOOTNOTES ARE FOR REFERENCE ONLY AND SHOULD BE REMOVED FROM FINAL POLICY

\(^1\) Each school board may name one or more FOIA Officers. The name and contact information of the FOIA Officer(s) must be made available in a way reasonably calculated to provide notice to the public, including posting at the school board office, posting on the school board’s website or including the information in school board publications.

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INTERNET PRIVACY

The Prince George County School Board is committed to complying with the Government Data Collection and Dissemination Practices Act and the Virginia Freedom of Information Act. The Prince George County School Board does not collect unnecessary personal information by means of its website, and collects only appropriate personal information to the extent necessary to serve its constituents and the community.

Personal information collected and retained by the school division’s website is maintained in compliance with the Government Data Collection and Dissemination Practices Act. Any individual wishing to learn the purpose for which information has been recorded and the particulars of its use and dissemination may contact the Superintendent or the Superintendent’s designee regarding this information. Any person wishing to correct, erase or amend inaccurate, obsolete or irrelevant information may do so by procedures established by the superintendent or the superintendent’s designee.

The School Board informs the public of any personal information collected through its website by posting the following privacy statement or a link to this privacy statement in a conspicuous fashion at the top of the website home page:

Prince George County Public Schools
Internet Privacy Policy Statement

The following information explains the Internet Privacy Policy, which the Prince George School Board has adopted for its website. The following is intended to explain our current Internet privacy practices, but shall not be construed as a contractual promise. We reserve the right to amend our Internet Privacy Policy Statement at any time without notice.

Virginia law

We protect our records in accordance with our obligations as defined by applicable Virginia statutes, including, but not limited to, Government Data Collection and Dissemination Practices Act and the Virginia Freedom of Information Act and by any applicable federal laws.

Links to other websites

Our website may contain links to other public or private entities’ websites, whose privacy practices we do not control.
Comments or review

If you have questions about this privacy statement or the practices of this website or if you choose to review or correct any information, please contact the Director of Technology, 6410 Courts Drive, P. O. Box 400, Prince George, VA 23875 or by calling (804)-733-2700.

The Prince George School Board is committed to complying with the Government Data Collection and Dissemination Practices Act and the Virginia Freedom of Information Act. The School Board does not collect unnecessary personal information by means of its website, and collects only appropriate personal information to the extent necessary to serve its constituents and the community.

The following information is collected automatically by accessing the website:

We collect and temporarily store certain information about your visit for use in site management and security purposes only. We collect and analyze this information because it helps us to better design our website to suit your needs. We may also automatically collect information about the web content you view in the event of a known security or virus threat. This information includes:

1. The Internet domain from which you access our website (for example, “xcompany.com” if you use a private Internet access account, or “yourschool.edu” if you connect from an educational domain);

2. The Internet Protocol (IP) address (a unique number for each computer connected to the Internet) from which you access our website;

3. The type of browser (e.g., Firefox, Internet Explorer, Chrome) used to access our site;

4. The operating system (e.g., Windows, Mac OS, Unix) used to access our site;

5. The date and time you access our site;

6. The Universal Resource Locators (URLs), or addresses, of the pages you visit on our site;

7. Your username, if it was used to log in to the website.
Our website does not place any "cookies" on your computer.

Information collected through the division’s website is used as follows:

The school division does not share the above information with any outside vendors representatives. Information is shared with our employees with a “need-to-know” in the performance of their official duties. This information is only used to help us make our site more useful for you. Raw data logs are retained temporarily as required for security and site management purposes only.

The Superintendent is responsible for creating and updating, as necessary, an internet privacy policy statement. The statement is available of the division’s website in a conspicuous manner.

Adopted: June 13, 2005
Revised: May 12, 2014

Legal Refs: Code of Virginia, 1950, as amended, § 2.2-3803.

Internet Privacy Guidelines (Final Draft), Virginia Department of Technology Planning.
RELATIONS WITH LAW ENFORCEMENT AUTHORITIES

Investigations by Law Enforcement Officers at School

When it becomes necessary for any law enforcement officer to interrogate a student on school premises, the principal is contacted immediately. The principal or principal's designee makes a reasonable effort to contact the parent or guardian and have the parent or guardian in attendance for the interrogation. If the parent or guardian cannot be present for the interrogation, then the principal or principal's designee is present throughout the interrogation.

Service of Process at School

Should there be a need to serve a student or school employee with any "legal process", the School Board encourages the process server to make all reasonable attempts to serve such documents off school premises; however, if the documents must be served on school premises, they should be served at the principal's office of the school which the student attends or the main office of the facility at which the employee is assigned.

In any case in which custody or visitation of a minor child is at issue and a summons is issued for the attendance and testimony of a teacher or other school employee who is not a party to the proceeding, if such summons is served on school property, it may be served only by a sheriff or his deputy.

Development of Programs

The superintendent seeks to develop, in cooperation with the local law-enforcement agencies, juvenile and domestic relations court judges and personnel, parents, and the community at large, programs and procedures to prevent violence and crime on school property and at school-sponsored events. The superintendent obtains and uses Sex Offender Registry information in accordance with Policy KN Sex Offender Registry Notification.

Report to Law Enforcement Officials

Except as may otherwise be required by federal law, regulation or jurisprudence, the principal immediately reports to local law-enforcement officials all incidents listed below that may constitute a felony offense:

1. assault and battery which results in bodily injury, sexual assault, death, shooting, stabbing, cutting, or wounding of any person, abduction of any person as described in Va. Code §§ 18.2-47 or 18.2-48, or stalking of any person as described in Va. Code § 18.2-60.3, on a school bus, on school property or at a school-sponsored activity; or

2. any conduct involving alcohol, marijuana, a controlled substance, imitation controlled substance or an anabolic steroid on a school bus, on school
property or at a school-sponsored activity, including the theft of or
attempted theft of student prescription medications; or
3. any threats against school personnel while on a school bus, on school
property or at school-sponsored activity; or
4. the illegal carrying of a firearm, as defined by Va. Code § 22.1-277.07, onto
school property;
5. any illegal conduct involving firebombs, explosive materials or devices, or
hoax explosive devices, as defined in Va. Code § 18.2-85, or explosive or
incendiary devices, as defined in Va. Code § 18.2-433.1 or chemical
bombs, as described in Va. Code § 18.2-87.1, on a school bus, on school
property or at a school-sponsored activity; or
6. any threats or false threats to bomb, as described in Va. Code § 18.2-83,
made against school personnel or involving school property or school
buses.

The principal may report to local law enforcement officials any incident involving
the assault or assault and battery, without bodily injury, of any person on a school bus,
on school property or at a school-sponsored activity.

If the local law-enforcement agency employs school resource officers, the School
Board and the agency have a memorandum of understanding that sets forth the
powers and duties of the school resource officers.¹ The memorandum of understanding
addresses the use of seclusion and restraint by law enforcement personnel in school
settings.² The School Board and the law-enforcement agency review and amend or
affirm the memorandum of understanding at least once every five-two years or at any
time upon the request of either party. The School Board provides notice and an
opportunity for public input during each review period for the memorandum of
understanding. The current memorandum of understanding is conspicuously published
on the division website.

Adopted:

____________________________

Legal Refs.: Code of Virginia, 1950, as amended, §§ 8.01-47, 8.01-293, 9.1-101, 16.1-

8 VAC 20-750-70.

Cross Refs.: JFC Student Conduct

FOOTNOTES ARE FOR REFERENCE ONLY AND SHOULD BE REMOVED FROM FINAL POLICY.

¹ If there are no school resource officers in the school division, the School Board should not
adopt this paragraph.
² If the school division does not utilize school resource officers or the use of seclusion and restraint, the
school board should not adopt this sentence of the policy or the Legal Reference 8 VAC 20-750-70.
JGD/JGE  Student Suspension/Expulsion
CLA     Reporting Acts of Violence and Substance Abuse
KN      Sex Offender Registry Information
COMMERCIAL, PROMOTIONAL AND CORPORATE SPONSORSHIPS AND PARTNERSHIPS

Generally

The BLANK School Board recognizes that corporate and other private sponsorship of programs and activities related to education can provide valuable enhancement of the educational program offered by the Board. For that reason, the BLANK School Board may enter into commercial, promotional and corporate sponsorship and partnership arrangements under certain conditions.

Definitions

An "educational partnership" is a mutually beneficial, co-operative relationship in which partners share values, objectives and/or human or financial resources to enhance learning for students.

An "educational sponsorship" is a an arrangement pursuant to which the sponsor provides money, price reductions, equipment, materials, services or other benefits in exchange for recognition of its products or entity for a specified period of time.

Authority to Enter into Agreements

On behalf of the School Board, principals may enter into sponsorships and partnerships for their schools when the sponsorship or partnership does not extend beyond a single school year or exceed $5,000 in value to the school.

On behalf of the School Board, the superintendent may enter into sponsorships and partnerships which will benefit more than one school or the division as a whole. The superintendent may also enter into sponsorships and partnerships when the sponsorship or partnership extends beyond a single school year or exceeds $5,000 in value.

The School Board may create a Sponsorship Review Committee to approve any sponsorship or partnership which the Board determines should be considered by the Committee. The School Board shall establish criteria identifying proposed sponsorships and partnerships which must be approved by the Committee rather than by a principal or the superintendent. If the Committee's decision regarding the proposed sponsorship or partnership is not unanimous, the decision may be appealed to the School Board by either the potential sponsor or partner or by a member of the Sponsorship Review Committee.

Requirements

Any agreement to enter into an educational sponsorship or educational partnership will be in writing.

The written agreement shall include:

- A statement of the educational purpose for the relationship.
• A statement that the School Board has the right to terminate the agreement without penalty if it determines that the agreement is having an adverse impact on the educational experience of students.

• A statement that if an agreement is terminated because of an adverse impact on the educational experience of students, no other agreement for an educational partnership or sponsorship will be entered into between the School Board and the partner or sponsor whose agreement has been terminated for a specified period of time.

• A statement detailing the specific benefits to the school or school division from the agreement.

• A statement clearly defining the roles, expectations, rights, and responsibilities of all parties to the agreement. This statement shall include a statement of whether the agreement permits the sponsor or partner to advertise in connection with the agreement and, if so, the extent of such advertising.

• A statement clearly defining whether the agreement creates any exclusive rights for the sponsor or partner and, if such rights are created, clearly defining those rights. If no exclusive rights are created, the agreement shall include a statement that the existence of the sponsorship or partnership will not limit the discretion of the School Board or its personnel in the use of sponsored or nonsponsored materials.

• The duration of the agreement.

• A statement that the school or School Board retains the exclusive right to authorize the use of its name, logo, or other similar information.

• A statement that the school or School Board must approve its identification as a partner or co-sponsor in all publicity materials.

• A statement of the monetary value to be received by the school or school division pursuant to the agreement.

• A statement defining how the benefits arising from agreement will be distributed.

• A statement of the basis on which students will be permitted to participate in the program or otherwise benefit from the agreement.

• A statement that the sponsor or partner assumes the responsibility for obtaining the consent of any student or School Board employee whose likeness may appear in any materials disseminated by the partner or sponsor.

• A statement disclosing any relationship between the sponsor or partner, or any of its employees or major stockholders, and any student, School Board employee, School Board member, or the superintendent.

• A statement that all partnerships and sponsorships will be consistent with all federal and state laws, local ordinances and School Board policies and regulations and with ordinances, school division policies and regulations, and all preexisting School Board contracts. If the terms of the partnership or sponsorship agreement establish that the employees, contractors or others acting on behalf of the partner or sponsor will have direct contact with students on school property during regular school hours or during
school-sponsored activities, the School Board will require the partner or sponsor to provide certification sponsor or partner must certify that all such persons have not been convicted of a felony or any violent felony set forth in the definition of barrier crime in subsection A of Va. Code § 19.2-392.01; any offense involving the sexual molestation or physical or sexual abuse or rape of a child, or any crime of moral turpitude.

- A statement that if the terms of the partnership or sponsorship agreement establish that the employees, contractors, or others acting on behalf of the partner or sponsor will have direct contact with students on school property during regular school hours or during school-sponsored activities, the individuals acting on behalf of the partner or sponsor may have been convicted of any felony or crime of moral turpitude that is not set forth in the definition of barrier crime in subsection A of Va. Code § 19.2-392.02 and does not involve the sexual molestation, physical or sexual abuse, or rape of a child, provided that in the case of a felony conviction, the individual’s civil rights have been restored by the Governor.

- A statement that no partnership or sponsorship shall exploit any student or School Board employee.

- A statement that no sponsor or partner shall be permitted to collect personal information, including names, addresses or telephone numbers of students or School Board employees because of the partnership or sponsorship.

- A statement that any curriculum materials provided pursuant to the agreement will be held to the same standards as other curriculum materials.

- A statement that any participation by any student or School Board employee in any activity established pursuant to the agreement will be purely voluntary. If a student or School Board employee wants to participate in any sponsored or partnered activity but objects to using the materials provided by the sponsor or partner, the sponsor or partner must supply substantially similar materials to which the student does not object for that student to use in the activity. If a student objects to using materials provided by the sponsor or partner, the School Board employee in charge of the activity shall provide for a means by which the student’s objections are made known to other students involved in the activity and by which those objections are discussed in an educational manner.

Prohibitions

No agreement shall be entered into if the sponsorship or partnership involves or gives the appearance of involving any activity which could result in the following:

- promotion of hostility or violence;
- an attack on ethnic, racial, or religious groups;
- discrimination prohibited by any law or School Board policy;
- promotion of the use of drugs, alcohol, tobacco products, nicotine vapor products, or firearms;
- promotion of sexual, obscene or pornographic activities; or
• promotion of any image that is not in keeping with the established goals and purposes of the School Board.

Adopted:


Cross Refs.: DJF  Purchasing Procedures
             DJG  Vendor Relations
             DO   Non-Locally Funded Programs
             IIAA Textbook Selection, Adoption, and Purchase
             IIAB Supplementary Materials Selection and Adoption
             IICB/IICC Community Resource Persons/School Volunteers
             JFCB  Sportsmanship, Ethics and Integrity
             JHCF  Student Wellness
             JL   Fund Raising and Solicitation
             KA   Goals for School-Community Relations
             KH   Public Gifts to the School
             KLB  Public Complaints about Learning Resources
Date: November 2, 2020
Presenter: William Barnes

Approved ————
Disapproved ————
Tabled ————

TOPIC: Revision of Policy INDE – Exam Exemption Policy

RATIONALE: With the reduction of the number of Verified Credits required for graduation the exam exemption policy needs to reflect the most appropriate requirements for students to be successful. SOL tests exist for many secondary courses that are not required for graduation. Students are not required to take those SOL tests, however, currently the only final exam exemption in those courses is for the student to pass the SOL test. The exam exemption policy should be changed to be the same as the exemption for a Non-SOL assessed course which is to allow for an exemption for successfully passing the SOL test or by maintaining a "B" or above (80-100) in each class exempted through the cut off date.

RECOMMENDATION: Approval
EXAM EXEMPTION POLICY

A. No student will be exempt from any mid semester exam.

B. For a student to be eligible to exempt a June non-SOL assessed course or an SOL assessed course which the student is not required to participate, he or she must:

1. Have a “B” or above average (86-100) in each class exempted through the cut off date. For 1 credit (full year) courses this would mean the average for the 1st and 2nd semesters. The cut off date will be determined each year by the principal. Teachers will submit a list of exemptions to the Administration. NOTE: The “B” average is for the entire amount of time in a given course. Semester class exemptions will be decided on the average for the entire semester.

2. Student Conduct - No misconduct violations which resulted in an out-of-school suspension.

3. Attendance - No more than eight (8) absences in the class during the school year nor four (4) in one semester. No more than three (3) tardies to the class during the second semester of the school year.

**The only exceptions to the attendance rules must be approved by the principal. They are:

- students who are over the limit of tardies or absences because of school-related activities
- death in the family
- court appearances (subpoena required)
- hospitalization
- prolonged illness over a specific period of time in situations where there have not been previous attendance problems and in which the absence is a sudden deviation from the student's usual attendance pattern

4. Student option - A student may be permitted to take a final exam. Permission of the teacher and principal is required.

C. The Standards of Learning Tests are required for students taking high school credit courses. The tests will be administered in the spring. In order to provide an incentive for students taking the test, the following will take place:

- Students who pass an end of year SOL test for any subject will not be required to take the final exam for each test passed.
- If any student, including a senior, fails the SOL test in a subject the exam must be taken regardless of attendance or academic standards.

PRINCE GEORGE COUNTY PUBLIC SCHOOLS
The SOL test scores, barring unforeseen problems, will be returned prior to exam time. If the scores do not arrive before exam time, students will be required to take the exam. The current exam policy will be in effect.

Adopted: January 8, 2001
Amended: July 12, 2004, beginning with the 2004-05 school year
Revised: July 13, 2009 (administrative)
TOPIC: Virginia Studies

PROPOSAL: Move the Virginia Studies course to the fourth grade - Effective 2020/2021 School Year

RATIONALE:

Traditionally, in Prince George, the Virginia Studies curriculum is taught and assessed with the corresponding Standard of Learning (SOL) assessment to all fifth-grade students. This requires fifth grade students to take the following four SOL assessments in the fifth grade: Reading, math, science, and Virginia studies. Moving the Virginia studies course to the fourth grade will decrease the number of SOL assessments for fifth grade students, and allow for fifth graders to participate in additional Project Based Learning (PBL’s) opportunities and use these PBL’s as local alternative assessments (LAA). Prince George is one of five school divisions in Region 1 that teaches and assesses Virginia studies in the fifth grade. Please see below:

<table>
<thead>
<tr>
<th>School Division</th>
<th>Year Tested</th>
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<tbody>
<tr>
<td>Charles City</td>
<td>4th</td>
</tr>
<tr>
<td>Chesterfield</td>
<td>4th</td>
</tr>
<tr>
<td>Colonial Heights</td>
<td>5th</td>
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<tr>
<td>Dinwiddie</td>
<td>5th</td>
</tr>
<tr>
<td>Goochland</td>
<td>4th</td>
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<tr>
<td>Hanover</td>
<td>4th</td>
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<tr>
<td>Henrico</td>
<td>4th</td>
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<tr>
<td>Hopewell</td>
<td>4th</td>
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<tr>
<td>New Kent</td>
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<tr>
<td>Petersburg</td>
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<tr>
<td>Powhatan</td>
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<tr>
<td>Richmond</td>
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<tr>
<td>Surry</td>
<td>4th</td>
</tr>
<tr>
<td>Sussex</td>
<td>4th</td>
</tr>
</tbody>
</table>

The discussion to move Virginia studies to the fourth grade has been a discussion point amongst our elementary principals for years. During the 2019-2020 school year, Mrs. Germanos tasked the elementary principals to seek feedback from their fourth and fifth grade teachers regarding the transition of Virginia studies from the
fifth grade to the fourth grade. The feedback gained from the principals was that teachers were in support of the move and to begin in the 2020/2021 school year. Moving Virginia studies to the fourth grade will require all students in both the fourth and fifth grades to be taught the course and take the SOL in the same year. The principals and Mrs. Germanos felt this would be best accomplished during the 2020/2021 school year. It is important to move the course this school year because of the change in the Virginia Studies SOL assessment. Students taking Virginia studies this year will be assessed with the new SOL assessment focusing on the 2015 standards. Historically, across the Commonwealth, schools have seen an implementation dip with any new test. Having both the fourth and fifth grade students test this year, it is believed that the dip will be less significant. In addition to increasing our opportunities for PBL’s in the fifth grade and decreasing the significance of an implementation dip, teaching the Virginia studies curriculum in the fourth grade is aligned to the history progression suggested by the Virginia Department of Education.

Regarding the curriculum, the fourth and fifth grade teachers are currently collaborating and sharing resources to ensure quality instruction and preparation for the Virginia studies SOL in both the fourth and fifth grades during this school year. Moving forward, if approved, curriculums for fifth, sixth (US 1), and seventh (US 2) grades will be realigned. The curriculum adjustments will require the following 3-year implementation plan.

<table>
<thead>
<tr>
<th></th>
<th>2021-22</th>
<th>2022-23</th>
<th>2023-24</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● 5th grade - new 5th grade curriculum</td>
<td>● 5th grade - 5th grade curriculum</td>
<td>● 5th grade - 5th grade curriculum</td>
</tr>
<tr>
<td></td>
<td>● 6th grade - continue with US1</td>
<td>● 6th grade - implement the new 6th grade curriculum</td>
<td>● 6th grade - 6th grade curriculum</td>
</tr>
<tr>
<td></td>
<td>● 7th grade - continue with US2</td>
<td>● 7th grade - continue with US 2</td>
<td>● 7th grade - implement new 7th grade curriculum</td>
</tr>
</tbody>
</table>

RECOMMENDATION: Approval
Date: November 2, 2020

Presenter: Dustin Menhart

TOPIC: Implement Resolution to Promote Healthier, More Sustainable Schools and Teach Environmental Leadership

RATIONALE: As part of the Green Schools Initiative within the Virginia Department of Education, Prince George County Schools would like to begin implementation of environmental practices, procedures, education, and overall sustainable processes to make positive environmental change to our County Schools.

RECOMMENDATIONS: The beginning of these initiatives commence with the backing and support of our School Board as we create the paradigm shift for a sustainable Prince George future. I fully support and recommend the passing of this Resolution. The four pillars of energy efficiency, recycling, cost saving sustainable technologies, and removing toxic materials will be our bedrock for years to come.
RESOLUTION

A RESOLUTION TO PROMOTE HEALTHIER, MORE ENVIRONMENTALLY SUSTAINABLE SCHOOLS AND TEACH ENVIRONMENTAL LEADERSHIP

WHEREAS, Prince George County Public Schools have the potential to make positive and tangible environmental change in the world while teaching our students to be stewards of their communities, the earth, and its resources.

WHEREAS, Prince George County Public Schools are important consumers of natural resources, including energy, water, food, paper, and generators of waste materials, which contribute to the world’s larger environmental problems.

WHEREAS, Prince George County Public Schools has a tremendous opportunity to teach children about ecological sustainability, environmental health, environmental justice, science, and climate change: integrate environmental education into the curriculum; and support our students to be better prepared to lead on these challenging environmental issues.

WHEREAS, Prince George County Public Schools have many options regarding how we use, teach, and illustrate environmental resources value and significant within the communities here in Prince George County; from removing toxic waste, to eliminating ground water pollution, to ensuring green initiatives are implemented.

BE IT RESOLVED, that to promote healthier, more sustainable schools and teach environmental leadership, Prince George County School Board hereby calls on the schools to develop a plan of action to implement long lasting environmental policy to:

1. Develop a plan to improve energy efficiency of all Prince George County School Infrastructure.
2. Create a voluntary school wide recycling program.
3. Incorporate cost saving methodologies to reduce paper reduction at the schools and school board office.
4. Audit cleaning materials used and establish a plan of action to use the least toxic cleaning materials.

Chairman of the Board

Superintendent

Clerk of the Board

Date

OFFICE OF THE SUPERINTENDENT

POST OFFICE BOX 400 • PRINCE GEORGE, VIRGINIA 23875 • (804) 733-2700 • FAX (804) 861-5271
Date: November 2, 2020
Presenter: Lisa Pennycuff

TOPIC: VSBA Legislative Positions and Bylaw Revisions

RATIONALE: Chris Johnson was selected by the local School Board to be the school division’s Delegate representative. Rob Eley was selected as the Alternate Delegate.

Attached is the Legislative Positions Committee’s Proposed Legislative Position Amendments and VSBA Bylaws. Local school board review of these documents is requested. Delegates will be meeting virtually on November 17, 2020. Amendments to the VSBA Legislative Positions Handbook must receive a majority vote by the Delegate Assembly to be adopted.

RECOMMENDATION: Review and approve the VSBA Legislative Positions and Bylaw Revisions.
X.

Proposed Legislative Positions
Amendments
Previously adopted Legislative Positions remain in full effect from year to year. No vote is necessary on Legislative Positions if no change is made.

- Only changes to existing Legislative Positions (amendments to add or delete language), or new Legislative Positions, are to be considered by the Delegate Assembly.

- When a proposed new Legislative Position, or proposed amendment, is removed from the "block" to be considered separately, only the proposed changes are open to consideration/discussion. It takes a 2/3 vote to suspend the rules to consider/discuss any part of a position not new or proposed for amendment.

- The explanation for and history of each position that is included in the official Legislative Positions of the Virginia School Boards Association is omitted in this section. They are omitted because they are used for lobbying purposes and are not part of the position statement, or subject to action by the Delegate Assembly. That information is available on the VSBA website, http://www.vsba.org/advocacy_government_relations/legislative_services/.
LEGISLATIVE POSITION NO. ONE

9.22. Behavioral Interventionists as Support Positions (NEW)

The VSBA supports the addition of Behavioral Interventionists, as a Standards of Quality (SOQ) position, to reinforce and complement the work of school counselors in the Commonwealth’s elementary classrooms. This position would assist in achieving a workable ratio between students and Mental Health providers. Behavioral Interventionists will serve the immediate needs of a child(ren) in crisis, consult with the school counselor, and intervene in the classroom setting to assist in maintaining the learning environment, to provide academic achievement for all students. Each local division will determine their individual need for Behavioral Interventionist positions at a ratio to be determined by the Virginia General Assembly.

(Proposed by Culpeper County)

RATIONALE: Culpeper County introduced the position of Behavioral Interventionist two years ago. The positions provided additional support to our elementary school counselors. Our classroom teachers were experiencing a number of students whose behavior would be described as “uncontrollable”. Counselors were involved with small groups, individual sessions, in class lessons, contact with social services, and various other duties. Our division responded to our student’s needs for a more immediate and personal intervention on a one to one basis. Public schools are concerned with school safety as it relates to our student’s mental health issues. Children who have experienced trauma, are anxious, or depressed need support and security. When students are able to return to the classroom, and experience the new normal for in person education, we believe they will need more support than before the pandemic. If the general assembly continues along the path to reduce counselor to student ratio our districts will all need to hire additional counselors. We know the problem with that is there are not enough counselors to fill all of the open positions that will be in the Commonwealth. The position of Behavioral Interventionist could fill our needs, support our students and counselors, as well as assist with family engagement and positive school-community relations. Adding this position to the Standards of Quality will help with student-mental health ratios and offer additional support to those students who may be students of underserved reporting categories. Interventionists could create a more equitable playing field for students who are needing the most support and encouragement. Culpeper County has 6 Elementary schools and employs 7 Behavioral Interventionists, one of our Title I schools needed two Interventionists. Since the position is not an SOQ position we received no state funding for the positions, all funds were budgeted through the local budget. This year is financially challenging for all localities, and we have been so pleased with our interventionists and the difference they have made in student’s lives, school climate, and teacher morale that we would like the Commonwealth to recognize the position as one of the supportive mental health positions.

Motion to Accept Proposal as Amended: Charlette McQuilkin
Motion Seconded: David Woodard
LPC Vote: 8-1. Committee member Brooks-Buck voting “No.” Committee Chair Coleman not voting.
Motion Carried
1.7. Assessment Reform and Accountability Reform (AMEND)

The VSBA supports the establishment of a balanced assessment and accountability system, as defined by local school boards, that utilizes a more complete picture of student learning by providing both measures of achievement (such as the Standards of Learning (SOL) tests) and state-approved, authentic measures of individualized student growth over time. Furthermore, the VSBA supports a reduction in the number of SOL tests to carefully selected grade-levels and content-areas to permit the reallocation of assessment dollars and instructional time. The Virginia School Boards Association also supports a comprehensive review of state content standards, curriculum guidelines, and assessments to ensure state policies promote culturally responsive educational practices free of systemic racism, discrimination, and background knowledge biases.

State SOL content standards, curriculum guidelines, and assessments should strike an appropriate balance between a broad overview of a subject area, in-depth exploration of components within and interrelationships between subject areas, and the acquisition and mastery of literacy, collaboration, critical analysis, creative thinking, problem solving, and communication. Comprehensive reform should refocus the state's assessment system as a tool to help evaluate students' acquisition of subject knowledge and skills; address concerns about the frequency of standardized student testing; and should recognize the interrelationship between assessments, school and school division accountability, and individual student progress and graduation requirements. All End-of-Course Standards of Learning Assessments may be performance-based.

(Proposed by Fairfax County)

RATIONALE: The Virginia Board/Department of Education conducts bias reviews as part of its normal test development process but has not looked at the issue more systematically across curriculum materials.

Motion to Accept Proposal: Judith Brooks-Buck
Motion Seconded: Brenda Sheridan
LPC Vote: 9-0, Committee Chair Coleman not voting.
Motion Carried

12.9. Affordability of Dual Enrollment (AMEND)

The Virginia School Boards Association supports making dual enrollment affordable for eligible students no matter where or how instruction takes place and allowing local school boards and community colleges to collaborate in establishing tuition for these students. The Virginia School Boards Association opposes a mandatory tuition floor on dual enrollment courses.

(Proposed by Fairfax County)

RATIONALE: Clarifies existing position allowing school divisions and institutions of higher education to determine its own tuition structure for dual enrollment courses and clarifies that mode of instruction (face to face, hybrid, online) should not matter to cost structure discussions.
Motion to Accept Proposal: Judith Brooks-Buck
Motion Seconded: Bambi Thompson
LPC Vote: 9-0. Committee Chair Coleman not voting.
Motion Carried

LEGISLATIVE PROPOSAL NO. FOUR

4.19. Volunteers (AMEND)

The VSBA believes that programs to promote volunteerism and reward and retain
volunteers should be developed throughout the Commonwealth. In this period of limited
resources, the services provided by volunteers are essential. The value of volunteerism is
especially noticeable in many public school systems in the state. Volunteers perform
services in the schools which would have to be provided otherwise by the government.
At the same time that many schools and localities have a greater need for the services of
volunteers, many forces serve as a deterrent to volunteering—such as the need for full-time
employment and the decrease in the number of adults with school-age children. To offset
factors which diminish and discourage volunteerism, plans which encourage voluntary
participation—such as tax incentives, recruitment and training programs, recognition and
reward ceremonies, should be established throughout the state.

In an attempt to increase the pool of individuals who may apply as a volunteer, school
divisions in the Commonwealth of Virginia should consider applicants on a case-by-case
basis who have a felony conviction but who have fulfilled their legal commitment to
society. The application process would consider the type of crime committed, the duration
of time since conviction and the volunteer role being requested. This action would address
the inequity in the candidate volunteer pool of men of color in particular and provide a
group of volunteers of all ethnicities and genders who would be good mentors for the
students at high risk in our schools.

(Proposed by Lynchburg City)

RATIONALE: The United States has 5 percent of the world population, yet approximately
25 percent of its prisoners. More than 50 percent of the people in prison are people of
color. For black males in their twenties, one in every eight is in prison or jail on any given
day. This inequity is a problem being actively discussed in our country now, but many
school districts continue to perpetuate this problem by denying individuals with a history of
felony conviction the option to apply as a volunteer in schools. The Lynchburg City School
Board has enacted a formal process to screen applicants with felony convictions that
excludes individuals who have a history of crimes against children or violent crimes with
final determination made by the superintendent. We recognize that the safety of the
children in our schools is the primary responsibility of our board, but we also believe this
policy promotes equity in our volunteer pool and demonstrates appropriate respect to all
individuals who desire to help our students succeed.

Motion to Accept Proposal as Amended: Gregory Strickland
Motion Seconded: Brenda Sheridan
LPC Vote: 9-0. Committee Chair Coleman not voting.
Motion Carried
LEGISLATIVE POSITION NO. FIVE

3.9. Access to Electronic Textbooks and Adequate Connectivity (NEW)

The VSBA supports bills that promote access to electronic textbooks and adequate connectivity as follows:

A. It shall be the policy of the Commonwealth that all textbooks approved by the Board for use in grades six through 12 shall be equally accessible to all students at school and in their residence.

B. By July 1, 2022, every household in the Commonwealth shall have access to fixed broadband or wireless broadband connection service with unlimited data allowances and speeds of at least 10 Mbps download and 3 Mbps upload.

C. The Commonwealth shall provide funding on a per-pupil basis to the local School Board for any student eligible for free or reduced meals to be provided free or reduced-price data access accordingly.

(Proposed by Prince William County)

RATIONALE: The use of interactive textbooks is now prevalent throughout Virginia school divisions. Nevertheless, internet service is still not available to many households both in rural areas and geographic pockets within more populated regions. As a result, all students are not able to benefit from the use of some of the latest education technology.

Motion to Accept Proposal as Amended: Judith Brooks-Buck
Motion Seconded: Barbara Pittman
LPC Vote: 9-0. Committee Chair Coleman not voting.
Motion Carried

LEGISLATIVE POSITION NO. SIX

5.3. Twenty-first Century Communication for School Boards (AMEND)

Where a quorum of a public body is physically assembled at one location for the purpose of conducting a meeting, additional members of such public body may participate in the meeting through telephonic or video means provided such participation may be heard by the public, as authorized under the Virginia Freedom of Information Act. A quorum may be accounted for via an electronic roll call.

The VSBA supports changes to Virginia’s law to allow local school boards to conduct public electronic meetings without the quorum of the public body or any member of the governing board physically assembled at one location when the Governor has declared a state of emergency and the nature of the declared emergency makes it impractical or unsafe for the board to assemble in person.

The VSBA supports revision of the records management regulations issued by the Library of Virginia, especially those regulations regarding the management and retention of school board e-mail, in order to achieve a suitable balance between access to and archiving of public records and the resources required for compliance.

(Proposed by Virginia Beach City)

RATIONALE: On April 22, 2020, the General Assembly adopted Budget language that
allowed local bodies to meet electronically to conduct normal business in light of the coronavirus pandemic. While this will help localities and school boards continue to conduct business in the short-term, Virginia’s open meeting laws should come into alignment with modern technology and not require additional Executive or General Assembly action to allow local governments to operate in the event that they are unable to meet during a state of emergency.

Motion to Accept Proposal as Amended: David Woodard
Motion Seconded: Priscilla Liggon
LPC Vote: 9-0. Committee Chair Coleman not voting.
Motion Carried
XI.

Proposed Changes to VSBA Bylaws
To: Members of the Delegate Assembly

From: Rodney Jordan, VSBA President

Re: Proposed Change to VSBA Bylaws

The Board of Directors presents two sets of changes to the VSBA Bylaws to the Delegate Assembly for Approval.

Proposed Change #1

At its regular business meeting on December 6, 2019, the VSBA Board of Directors considered a change to the Bylaws Art. VIII sec 1. The change for consideration to Art. VIII sec 1., is to add the underlined language below.

Bylaws Art. VIII sec. 1

The membership of the Board of Directors will consist of the following: the President, the President-Elect, the Immediate Past President, two members elected at large at the Annual Convention, Chairs of the Standing Committees, and Regional Chairs of the Association. **No member school board may have more than one person serve on the Board of Directors at the same time.** All members of the Board of Directors will be duly qualified members of local school boards holding membership in the Association at the time of taking office. Any officer or other member of the Board of Directors who ceases to be a member of a local school board will continue in office until the next Annual Convention of the Association.

Proposed Change #2

At its regular business meeting on December 6, 2019, the VSBA Board of Directors considered a change to the Bylaws Art. XII sec 2. The change for consideration to Art. XII sec 2., is to add the underlined language below.

Bylaws Art XII sec 2

Regional officers will be elected by the members in the Regions biennially at the fall regional meetings of the Association. No regional officer shall be elected to serve more than one two-year term in the same office. **No member school board may have more than one person serve as a regional officer at the same time.**
BYLAWS
of
The Virginia School Boards Association

ARTICLE I

Name

The name of the Association will be Virginia School Boards Association.

ARTICLE II

The purposes of the Association will be:

To assume a leadership role in the promotion of the general advancement of public education;

To study and interpret for school boards and the general public proposed legislation that will have an impact on public education;

To initiate and encourage the adoption of policies by various policy making bodies which will advance the quality of educational programs;

To encourage the establishment of adequate financial support for the public schools;

To foster through local school boards and regional organizations the meaningful exchange of ideas with public school patrons;

To provide a resource center as an aid to local school boards in meeting their needs;

To coordinate the efforts of school boards in the promotion of public education;

To assist school board members in understanding their roles and to help them in formulating plans for the systematic and efficient performance of their duties;

To maintain close liaison with other agencies which are dedicated to the advancement of education;

To enhance the efficient operation of public school divisions;

To provide member school boards with services, training and advocacy so that they may exercise effective leadership in public school governance on behalf of public education for all the children of the Commonwealth; and,

To engage in any lawful activity in furtherance of the above purposes or in any other activity permitted of associations of political subdivisions.
ARTICLE III

Membership and Dues

Section 1. Any legally constituted public school board of the Commonwealth of Virginia will be eligible for membership in the Association.

Section 2. Membership dues applicable for each fiscal (membership) year will be determined by the Board of Directors.

Section 3. The Board of Directors shall consider the total amount of funds each school division receives from all sources in calculating membership dues.

Section 4. Applications for new or reinstated Association membership shall be submitted to the Board of Directors in such form and accompanied by such supporting documents as the Board of Directors may determine.

Section 5. Any Association member whose dues are 120 days past due (October 31) shall be suspended and all privileges of membership suspended except as hereinafter provided. Members suspended for non-payment of dues may be reinstated by the Board of Directors at any time upon payment of the current year’s dues.

Section 6. An Association membership may be terminated only upon the recommendation adopted by a two-thirds vote of the Board of Directors present at a Directors’ meeting at which the reasons for termination are considered and when such recommendation is ratified by a majority of the Delegate Assembly present and voting.

ARTICLE IV

Officers and Their Election

Section 1. The officers of the Association will be the President and the President-Elect. These officers will perform the duties prescribed in these Bylaws and by the Board of Directors.

Section 2. A Nominating Committee of five members will annually nominate no more than two candidates for President-Elect and no more than two candidates for each of the two at-large seats on the Board of Directors whose names will be placed in nomination at the Annual Convention. It shall be the duty of candidates for the at-large position to provide a written nomination approved by a nominee’s school board, together with pertinent biographical information and a signed letter from each nominee confirming willingness to serve. Members of the Nominating Committee will not be eligible for nomination to any position on the Board. The Immediate Past President will serve as Chair of the Nominating Committee and four other committee members will be elected by the Board of Directors.

Section 3. All terms of office will be for one year. Upon completion of a one-year term, the President-Elect will be installed as President; provided, however, that if the office of President-Elect is filled by the Board of Directors, due to a vacancy in that office, the office of President will be filled by election at the succeeding Annual Convention. Persons elected or appointed to serve on the Board of Directors are limited to six years of service, unless he/she is elected President-Elect in which case the maximum number of years one can serve is nine. In no case shall one serve more than two years each as a member-at-large or a chair of any one committee.
Section 4. A President-Elect and two At-Large members of the Board of Directors will be elected at each Annual Convention of the Association. Nominations from the floor of the convention must be accompanied by written approval of the nominee’s school board, together with pertinent biographical information and a signed letter from each nominee confirming willingness to serve. Such material must be received by the President of the Association and by the delegates prior to the opening of the first session of the Delegate Assembly at the Annual meeting of the Association, and nominations shall be deemed closed at the opening of that session. The elections will be by written ballot, except that, when there is only one nominee for each office, the election may be by voice vote.

Section 5. The Board of Directors shall appoint the Executive Director who shall manage, supervise and direct the operations of the Virginia School Boards Association within the authority given to him or her by the Board of Directors. The Executive Director is authorized to hire, supervise and discharge personnel.

Section 6. All officers will assume their duties upon installation at the Annual Convention and will remain in office until their successors are installed.

Section 7. A vacancy occurring in any office will be filled by the Board of Directors until the next Annual Convention, except that the President-Elect will assume the office of the President if it becomes vacant.

Section 8. Any person holding an elected office of the Association may be removed for good cause by a two-thirds vote of the Board of Directors present and voting, whenever in its judgment the best interests of the Association would be served thereby.

ARTICLE V

Duties of Officers

Section 1. The President will preside at all meetings of the Association, the Board of Directors, and the Executive Committee, will be an ex-officio member of all committees, except the Nominating Committee; will appoint the members of the standing committees and the special committees; will appoint a parliamentarian, and will perform other duties such as the Association or the Board of Directors shall direct.

Section 2. The President-Elect will serve as an aide to the President and shall perform duties such as will be prescribed by the President and by the Board of Directors. In the absence of the President, the President-Elect will perform all the duties of the President.

Section 3. The Executive Director will see that accurate minutes and records are kept with respect to all meetings and will administer the affairs of the Association within the policies established at the Annual Convention and any other meetings of the Association or by the Board of Directors. The Executive Director will perform such other duties included in the job description approved by the Board of Directors.

Section 4. The Executive Director will supervise the keeping of all accounts and funds of the Association, keep its surplus funds prudently and productively invested, submit such reports to the Board of Directors as it may from time-to-time require, report to the Annual Convention, and arrange for an annual audit of the Association’s financial books and records. The Executive Director and all other persons that may be authorized to handle funds of the Association will give fidelity bonds in the amounts determined by the Board of Directors. The costs of these bonds will be paid by the Association.
ARTICLE VI

Meetings

Section 1. The Association Delegate Assembly will meet annually at a time and a place to be determined by the Board of Directors to adopt policies and resolutions expressing the views of the Association in its lobbying efforts, and to hear reports from the VSBA Board of Directors.

Section 2. Special meetings of the Association may be called by the Board of Directors. The President also may call a special meeting of the Association on petition of twenty-five member boards of the Association.

Section 3. Twenty-five voting delegates will constitute a quorum for any meeting of the Association.

Section 4. The Executive Director will notify, in writing, the member school boards thirty days prior to the Annual Convention and ten days prior to a special meeting.

ARTICLE VII

Voting Body

Section 1. A school board in good standing will be entitled to one vote in all meetings of the Association. Voting by proxy will not be permitted.

Section 2. Any member of a school board in good standing who is not a voting delegate may be permitted the privileges of the floor with the exception of making motions and voting.

Section 3. A voting delegate and an alternate will be selected from the membership of each member school board by that board. The name of the delegate and of the alternate selected will be sent to the Executive Director.

ARTICLE VIII

Board of Directors

Section 1. The membership of the Board of Directors will consist of the following: the President, the President-Elect, the Immediate Past President, two members elected at large at the Annual Convention, Chairs of the Standing Committees, and Regional Chairs of the Association. All members of the Board of Directors, will be duly qualified members of local school boards holding membership in the Association at the time of taking office. Any officer or other member of the Board of Directors who ceases to be a member of a local school board will continue in office until the next Annual Convention of the Association.

Section 2. The following will be the duties of the Board of Directors:

a. Transacting business of the Association;

b. Performing all duties outlined in these Bylaws;

c. Filling any vacancy occurring in office;
d. Establishing policy related to appointing and removing all professional staff members;

e. Approving the salary range of all staff personnel;

f. Adopting an annual budget;

g. Approving all accounts of the Association in accordance with the approved budget;

h. Adopting a legislative program; and,

i. Presenting statements on behalf of the Association on matters of concern to public education.

Section 3. The Board of Directors will meet regularly to transact the business of the Association and to promote the work of the Association.

Section 4. Seven members of the Board of Directors will constitute a quorum for the transaction of business.

Section 5. Any member of the Board of Directors may be removed for good cause by a two-thirds vote of the Board of Directors present and voting whenever in its judgment the best interests of the Association would be served thereby. Any vacancy created by removal of a member of the Board of Directors other than a Regional Chair of the Association pursuant to this section may be filled by the Board of Directors for the remainder of the term.

ARTICLE IX

Indemnification

The Association will indemnify its directors, officers and employees against claims asserted or imposed for service as a director, officer or employee except for matters as to which the director, officer or employee has been adjudged liable for gross negligence or willful misconduct in the performance of duties. [This indemnification also will extend to claims made against the director, officer or employee for service as a representative of the Association to other associations or organizations.]

ARTICLE X

Executive Committee

There will be an Executive Committee composed of the President, President-Elect, and three members of the Board of Directors nominated by the President and President-Elect with opportunity for additional nominations from the floor, elected by the Board of Directors. The Executive Committee will perform the duties of the Board of Directors between meetings of the Board of Directors, except such duties as the Board of Directors may reserve for itself; and shall prepare and recommend to the Board of Directors the annual budget and make recommendations to the Board concerning the financial aspects of the Association.
ARTICLE XI

Standing and Other Committees

Section 1. A Legislative Positions Committee consisting of at least one member from each VSBA region will be appointed by the President to solicit and review position proposals from member boards; preview and project future needs for legislation and recommend new or modified positions to the Board of Directors. The Legislative Positions Committee shall also review recommendations from VSBA legal counsel for rejections of or amendments to existing positions based on changes in law or regulation, and recommend such rejections or amendments to the Board of Directors. The Chair of the Legislative Positions Committee shall also serve as Chair of the Federal Relations Committee.

Section 2. A Federal Relations Committee consisting of at least one member from each of the Congressional Districts will be appointed by the President to serve as part of the NSBA-Federal Relations Network. The committee will provide a voice on the Board of Directors for those school divisions that have a substantial stake in federal funds/issues. The Chair of the Federal Relations Committee shall also serve as Chair of the Legislative Positions Committee.

Section 3. An Audit Committee consisting of seven board members will be appointed by the President. The committee will oversee the annual financial statement audit.

Section 4. Special committees or task forces may be appointed by the President or by the Board of Directors to address issues of concern to the membership. Such committees/task forces may be established by the Delegate Assembly, the Board of Directors or the President.

ARTICLE XII

Regions

Section 1. Regions are geographic divisions of the Association designated by the Board of Directors for convenience in administering the work of the Association and will be governed by the Bylaws of the Association.

Section 2. Regional officers will be elected by the members in the Regions biennially at the fall regional meetings of the Association. No regional officer shall be elected to serve more than one two-year term in the same office.

Section 3. A Nominating Committee will be appointed by the Chair of each Region at or prior to its annual spring meeting in any year in which there will be a vacancy in an officer position. It will be the duty of this Committee to select a slate of nominees for the offices of Chair and Vice-Chair. Members of the Nominating Committee will not be eligible for nomination to any regional position. The slate shall consist of no more than two candidates for each office and be presented to the membership at the next annual fall meeting of the region. Nominations may be made from the floor. By a majority vote of the member school board it should notify the Chair of the Region and the region member school boards of an intended floor nomination prior to the fall regional meeting. Each region member board shall have one vote, and that vote shall be by the school board chair or a delegate elected by that school board. The regional chair and his/her designee shall determine the number and persons approved to vote at the beginning of each meeting of the region. It shall be the duty of every candidate to provide a written nomination, approved by the candidate's school board, and a signed letter from the candidate confirming willingness to serve.
Section 4. A vacancy occurring in any office in a region will be filled by the President of the Association except in the case of the Chair when the Chair automatically will assume the office.

Section 5. Each region will hold annual meetings in the spring and fall. Additional meetings may be held if a Region so desires.

ARTICLE XIII

Compensation

Elected officers, committee members, and Regional Chairs will serve without compensation, except that actual expenses incurred in the performance of duties will be paid by the Association.

ARTICLE XIV

Parliamentary Authority

"Robert's Rules of Order, Revised" shall govern all proceedings of the Association in all cases in which it is not in conflict with these Bylaws.

ARTICLE XV

Amendments

These Bylaws may be amended at any Annual Convention of the Association by a two-thirds vote of the official delegates present and voting; provided the amendment be presented in writing to the President of the Association and Chair and to the Clerk of each member school board of the Association at least thirty days prior to the Annual Convention.

ARTICLE XVI

Dissolution of the Association Assets

Upon the dissolution or final liquidation of the association, the Board of Directors shall, after paying or making provisions for the payment of all of the liabilities of the Association, dispose of all of the assets of the Association exclusively for the benefit of the public school divisions of the Commonwealth. Any such assets not so disposed of shall be distributed to member school divisions of the Association by the Circuit Court of the county in which the principal office of the Association is then located, exclusively for such purposes, or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

Revised 10/05/86; 10/02/87; 10/06/89; 12/14/90; 11/14/91; 11/19/92; 11/18/93; 11/18/94; 11/09/95; 11/18/99; 11/16/00; 11/18/10; 11/17/11; 11/15/12, 06/05/13; 11/20/14; 11/17/16; 11/16/17; 11/19/19
<table>
<thead>
<tr>
<th>Date:</th>
<th>November 2, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenter:</td>
<td>Monique Barnes, Finance Director</td>
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</tbody>
</table>

Approved: 
Disapproved: 
Tabled: 

<table>
<thead>
<tr>
<th>TOPIC:</th>
<th>Fiscal Year 2019-2020 School Activity Fund Audit Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>RATIONALE:</td>
<td>Robinson Farmer Cox completed the audit of the School Activity Funds for the fiscal year ended June 30, 2020. The combined audit report (all schools) is enclosed for your review and discussion.</td>
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</tbody>
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$1,157,954.53 million in cash receipts and $1,118,657.42 million in disbursements ran through our School Activity Funds in FY 2019-2020 (as shown on page 5 of the combined audit report).

Management comments (as outlined on pages 20 - 21) have been shared with Principals and Bookkeepers and necessary corrective actions are being implemented.

The continued efforts of our school bookkeepers and administrators are obvious due to the low number of management comments and the low level of “severity” of such comments. Our Accounting Manager continues to perform internal reviews annually. Seven (7) schools received NO management comments. We are pleased with the efforts of our staff to follow the procedures outlined in our School Activity Fund Manual. We hope to further reduce (or eliminate) the number of comments in 2020-2021.

| RECOMMENDATION: | Informational |
TOPIC: Fiscal Year 2019-2020 PTO & Booster Club Audits

RATIONALE: Robinson Farmer Cox completed the audit of the independent Parent Teacher Organizations and Booster Club for the fiscal year ended June 30, 2020. The combined audit report (all organizations) is enclosed for your review and discussion.

The combined audit report for three (3) Parent Teacher Organizations & one (1) Booster Club is enclosed. A summary of activity and management comments follows below:

**JEJ Moore Middle School PTO**

Activity:

- Beginning Cash $ 10,137.96
- Receipts 12,755.26
- Disbursements (13,104.41)
- Cash Balance $ 9,788.81

Comments:

- Credit card transactions were posted to the category of Credit Card rather than the actual Category of the amounts charged on the card. (REPEAT)
- Two outstanding checks that were over a year old.
- Sales tax was paid on various Amazon and Walmart charges.
- Several late payment fees plus related interest charges were incurred during the year.

**Clements Jr. High PTO**

Activity:

- Beginning Cash $ 1,591.88
- Receipts 2,352.75
- Disbursements (2,096.01)
- Cash Balance $ 1,848.62

Comments:

- No working budget established at the beginning of the fiscal year.
- No formal bank reconciliations prepared during the year.
One check issued to the DJ for the Fall Dance was not supported by a Check Request Form that was signed by both the President and Treasurer nor was an invoice on file to support the expenditure.

**PG Booster Club**
Activity:
- Beginning Cash $ 9,243.13
- Receipts 22,250.09
- Disbursements (20,022.81)
- Cash Balance $ 11,470.41

Comments:
Many debit card and check issued transactions during the year were not approved by either officer. Sales tax was paid on various charges. A debit card charge to Papa John’s dated 7/1/19 was supported by invoices dated 8/30/18 & 9/28/18.

**PGHS PTA**
Activity:
- Beginning Cash $ 14,408.20
- Receipts 9,583.01
- Disbursements ( 6,365.26)
- Cash Balance $ 17,625.95

Comments:
The Inventory Listing from 2016 has not been updated. Check number 1739 issued on 10/16/2016 was still outstanding as of 6/30/20. Checks were issued to Cash/Bank of Southside Virginia.

RECOMMENDATION: Informational
XV. DISCUSSION ITEMS

C. Financial Statement as of October 2020 – Monique Barnes

Monthly Financial Report cannot be run until the last day of the month. Report will be provided at the meeting.
Date: November 2, 2020
Presenter: Lisa Pennycuff

TOPIC: VSBA May, July, and August 2020 Policy Manual Revisions (Part 4)

RATIONALE: The school division has a contract for policy manual services with the Virginia School Boards Association. The staff attorney for VSBA reviews legislation adopted each year by the General Assembly as well as changes to federal law, and then makes changes to policy accordingly. An explanation of revisions is attached. Changes to the policies are designated by underlining new language and striking through deleted language.

VSBA encourages the School Board to review the attached revised policies. The policies will be presented at the next School Board meeting for approval.

RECOMMENDATION: Discussion/review of additional May, July, and August 2020 Policy Manual Revisions not previously reviewed.
<table>
<thead>
<tr>
<th>Policy Code</th>
<th>Revision</th>
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</table>
| EFB         | Food Services  
| GB          | Equal Employment Opportunity/Nondiscrimination  
| GCG         | Professional Staff Probationary Term and Continuing Contract  
| JB          | Equal Employment Opportunities/Nondiscrimination  
| JEC         | School Admission  
Policy updated to reflect amendment of Va. Code § 22.1-3.4 JFHA/GBA Prohibition Against Harassment and Retaliation  
| JEC-R       | School Admission  
Policy and Cross References updated. |
| JO          | Student Records  
Policy updated to reflect amendment of Va. Code § 64.2-2003 by SB 214. Legal References updated. |
FOOD SERVICES

Generally

Employees of BLANK School Board do not require a student who cannot pay for a meal at school or who owes a school meal debt to throw away or discard a meal after it has been served to the student, do chores or other work to pay for such meals, or wear a wristband or hand stamp.

The BLANK school division provides free and reduced price breakfasts, lunches and milk to students according to the terms of the National School Lunch Program, the National School Breakfast Program and the Special Milk Program.

Competitive foods, as defined herein, comply with state and federal requirements.

The BLANK School Board may solicit and receive any donation or other funds for the purpose of eliminating or offsetting any school meal debt at any time and will use any such funds solely for such purpose.

Free and Reduced Price Food Services

School officials determine student eligibility based on guidelines established by federal law. Eligible students are provided nutritionally acceptable meals and milk free or at a reduced cost if state and federal resources for school food programs are available. The superintendent or superintendent's designee establishes regulations or procedures as needed to implement this policy.

The criteria for determining a student's eligibility and the procedures for securing free and reduced price meals and milk is publicly announced at the beginning of each school year and provided to parents of all children in attendance at BLANK public schools.

If the School Board collects information to determine eligibility for participation in the National School Breakfast Program or the National School Lunch Program, it posts prominently on its website a web-based application for student participation in such program and provides a paper-based application.

Employees of BLANK School Board do not physically segregate, overtly identify, or otherwise discriminate against any child eligible for free or reduced price meals.

Definitions

“Competitive food” means all food and beverages other than meals reimbursed under programs authorized by the National School Lunch Act and the Child Nutrition Act of 1966 available for sale to students on the school campus during the school day. Competitive foods meet the nutrient guidelines established by the Board of Education, including the guidelines for calories, fat, sugar and sodium.
"Excess food" means any remaining unexpired, unopened, and unconsumed food intended to be served as part of a reimbursable meal that was unable to be utilized for a current or future meal provision after a school has served breakfast and lunch to students during a school day.

"Fundraiser" means a school-sponsored activity where food or nonfood items are sold on the school campus during regular school hours by a school-sponsored organization to raise money for a school-related program or activity. One fundraiser is defined as one or more fundraising activities by one or more school-sponsored organizations that last one school day. If multiple school-sponsored organizations conduct fundraisers on the same day, the combined activities are counted as one fundraiser. If a fundraising activity lasts more than one school day, each subsequent day's activity is considered as one fundraiser and counts toward the total number of permitted fundraisers.

"School campus" means all areas of the property under the jurisdiction of the school that are accessible to students during the school day.

"School day" means the period from the midnight before to 30 minutes after the end of the official school day.

School Sponsored Fundraisers

Each school may conduct thirty (30) school-sponsored fundraisers per school year during which food that does not meet the nutrition guidelines for competitive foods may be available for sale to students. Fundraisers are not conducted during school meal service times.

Unpaid Meal Charges

Students who do not have money on account or in hand to cover the cost of a meal at the time of service may be permitted to charge the meal. Students who do not have money on account or on hand to cover the cost of a meal at the time of service shall follow the regulations outlined in EFB-R.

Notice of low or negative balances in a student's meal account are sent to parents and the school principal. Parents are expected to pay all meal charges in full by the last day of the school year.

The superintendent or superintendent's designee ensures that federal child nutrition funds are not used to offset the cost of unpaid meals and that the child nutrition program is reimbursed for bad debt.
Recordkeeping

The BLANK School Board is responsible for maintaining records that document compliance with this policy. Those records include documentation used to assess the nutritional profile of food items and determine whether a food item is an allowable competitive food, such as recipes, nutrition labels and/or product specifications for the competitive food available for sale to students.

The School Board is also responsible for

- maintaining records documenting compliance with the competitive food nutrition standards for food available for sale in areas that are outside of the control of the school nutrition programs operations,
- ensuring any organization or school activity designated as responsible for food service at the various venues in the school, other than the school nutrition programs, maintains records documenting compliance with the competitive food nutrition standards,
- maintaining records each school year documenting the number of exempt fundraisers, if any, conducted at each school within the division, and
- designating an individual at the division or school level to monitor and ensure compliance with this policy in all areas that are outside the control of the school nutrition programs operation. The designee may not be a school nutrition personnel.

Adopted:


8 VAC 20-740-10.

8 VAC 20-740-30.

8 VAC 20-740-35.
Cross Refs:  GAE          Child Abuse and Neglect Reporting
          JHCF         Student Wellness
          KH           Public Gifts to the Schools
FOOD-SERVICES

Prince-George-County-Public-Schools provides free and reduced-price breakfasts, lunches, and milk to students according to the terms of the National School Lunch Program, the National School Breakfast Program, and the Special Milk Program. These programs are integral in ensuring that students have access to nutritious meals to support their academic success. It is also imperative to protect the financial stability of the school nutrition program. The superintendent establishes regulations or procedures as needed to implement this policy.

Competitive foods, as defined herein, comply with state and federal requirements.

Free-and-Reduced-Priced-Food-Services

School officials determine student eligibility based on guidelines established by federal law. Eligible students are provided nutritionally acceptable meals and milk free or at a reduced cost if state and federal resources for school food programs are available. The superintendent or superintendent's designee establishes regulations or procedures as needed to implement this policy.

The criteria for determining a student's eligibility and the procedures for securing free and reduced-price meals and milk is publicly announced at the beginning of each school year and provided to parents of all children in attendance at Prince-George-County-Public-Schools.

The School Board collects information to determine eligibility for participation in the National School Breakfast Program and the National School Lunch Program. A web-based application for student participation in such program is posted prominently on the website and a paper-based application is provided.

Employees of Prince-George-School-Board do not physically segregate, overtly identify, or otherwise discriminate against any child eligible for free or reduced-priced meals. Employees of Prince-George-School-Board do not require a student who cannot pay for a meal at school or who owes a school meal debt to do chores or other work to pay for such meals or wear a wristband or hand-stamp.

Definitions

“Competitive food” means all food and beverages other than meals reimbursed under programs authorized by the National School Lunch Act and the Child Nutrition Act of 1966 available for sale to students on the school campus during the school day. Competitive foods meet the nutrient guidelines established by the Board of Education, including the guidelines for calories, fat, sugar and sodium.
"Fundraiser" means a school-sponsored activity where food or nonfood items are sold on the school campus during regular school hours by a school-sponsored organization to raise money for a school-related program or activity. One fundraiser is defined as one or more fundraising activities by one or more school-sponsored organizations that last one school day. If multiple school-sponsored organizations conduct fundraisers on the same day, the combined activities are counted as one fundraiser. If a fundraising activity lasts more than one school day, each subsequent day's activity is considered as one fundraiser and counts toward the total number of permitted fundraisers.

"School campus" means all areas of the property under the jurisdiction of the school that are accessible to students during the school day.

"School day" means the period from the midnight before to 30 minutes after the end of the official school day.

School-Sponsored Fundraisers

Each school may conduct 30 school-sponsored fundraisers per school year during which food that does not meet the nutrition guidelines for competitive foods may be available for sale to students. Fundraisers are not conducted during school meal service times.

Unpaid Meal Charges

Students who do not have money on account or on hand to cover the cost of a meal at the time of service shall follow the regulations outlined in EFB-R.

Notice of low or negative balances in a student's meal account are sent to parents and the school principal. Parents are expected to pay all meal charges in full by the last day of the school year.

The superintendent or superintendent's designee ensures that federal child nutrition funds are not used to offset the cost of unpaid meals and that the child nutrition program is reimbursed for bad debt.

Recordkeeping

The Prince George School Board is responsible for maintaining records that document compliance with this policy. Those records include documentation used to assess the nutritional profile of food items and determine whether a food item is an allowable competitive food, such as recipes, nutrition labels and/or product specifications for the competitive food available for sale to students.
Bad debt is defined as delinquent debt that is deemed uncollectible at the end of the school year. Funds resulting from bad debt cannot be recovered using School Nutrition funds and must be offset by non-federal sources:

- maintaining records documenting compliance with the competitive food nutrition standards for food available for sale in areas that are outside of the control of the school nutrition program's operations;
- ensuring any organization or school activity designated as responsible for food service at the various venues in the school, other than the school nutrition programs, maintains records documenting compliance with the competitive food nutrition standards;
- maintaining records each school year documenting the number of exempt fundraisers, if any, conducted at each school within the division, and
- designating an individual at the division or school level to monitor and ensure compliance with this policy in all areas that are outside the control of the school nutrition program's operations. The designee may not be a school nutrition personnel.

Adopted: June 13, 2005
Revised: October 8, 2007; August 11, 2008; July 13, 2009; December 8, 2014 (administratively); June 29, 2017; July 15, 2019 (administratively); November 18, 2019 (administratively)


8 VAC 20-740-10.
8 VAC 20-740-30.
8 VAC 20-740-35.

Cross Refs: GAE Child Abuse and Neglect Reporting
JHCF Student Wellness
EQUAL EMPLOYMENT OPPORTUNITY/
NONDISCRIMINATION

I. Policy Statement

The BLANK School Board is an equal opportunity employer, committed to nondiscrimination in recruitment, selection, hiring, pay, promotion, retention or other personnel actions affecting employees or candidates for employment. Therefore, discrimination in employment against any person on the basis of race, color, creed, religion, national origin, ancestry, political affiliation, sex, sexual orientation, gender, gender identity, age, pregnancy, childbirth or related medical conditions, marital status, status as a veteran, genetic information or disability is prohibited. Personnel decisions are based on merit and the ability to perform the essential functions of the job, with or without reasonable accommodation.

The BLANK School Board provides facilities, programs and activities that are accessible, usable and available to qualified disabled persons. persons with disabilities. Further, the BLANK School Board does not discriminate against qualified disabled persons with disabilities in the provision of health, welfare and other social services.

The statement, “BLANK School Board is an equal opportunity employer,” is placed on all employment application forms.

II. Notice of Policy/Prevention

This policy is (1) posted in prominent areas of each school division building, (2) included in employee handbooks and (3) provided to any employee or candidate for employment upon request. Training to prevent prohibited discrimination is included in employee in-service training.

III. Complaint Procedure

A. File Report

Any person who believes he has not received equal employment opportunities should report the alleged discrimination to one of the Compliance Officers designated in this policy. 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. 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, GB-F, to make complaints of discrimination. However, oral reports and other written reports will also be accepted. The complaint must be filed with one of the Compliance
Officers designated in this policy. Any complaint that involves the Compliance Officer shall be reported to the superintendent.

The complaint and the identity of the complainant and the person or persons allegedly responsible for the discrimination will be disclosed only to the extent necessary to fully investigate the complaint and only when such disclosure is required or permitted by law. A complainant who wishes to remain anonymous will be advised that anonymity may limit the school division’s ability to fully respond to the complaint.

B. Investigation

Upon receipt of a report of alleged 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, which generally should be not later than 14 school days after receipt of the report by the Compliance Officer. Upon receiving the complaint, the Compliance Officer will acknowledge receipt of the complaint by giving written notice that the complaint has been received to both the complainant and the superintendent. If the Compliance Officer determines that more than 14 school days will be required to investigate the complaint, the complainant and the superintendent will be notified of the reason for the extended investigation and the date by which the investigation will be concluded.

The investigation may consist of personal interviews with the complainant, the person(s) alleged to have violated the policy 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(s) responsible 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 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 alleges the superintendent has violated this policy, 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 superintendent’s designee shall issue a written decision regarding (1) whether this policy was violated and (2) what action, if any, should be taken.

If the complaint alleges that the superintendent has violated this policy, the School Board’s standing Equal Employment Opportunity/Nondiscrimination Committee shall make the decision and determine what action should be taken. If the School Board does not have such a standing committee, at its next scheduled meeting it shall appoint a committee consisting of three of its members to handle the matter. The committee shall issue a written decision within 14 calendar days of the time the School Board receives the Compliance Officer’s report or the time a committee is appointed, if there is no standing committee. The written decision shall state (1) whether this policy was violated and (2) what action, if any, should be taken.

The written decision must be mailed to or personally delivered to the complainant within 5 calendar days of the issuance of the decision. If the superintendent, superintendent’s designee or committee concludes that prohibited discrimination occurred, the BLANK 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 dismissal.

D. Appeal

If the superintendent, superintendent’s designee or committee determines that no prohibited discrimination occurred, the person 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, or with a member of the committee which issued the written decision, 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, superintendent’s designee or the committee, whichever issued the written decision, and any other individual the School Board deems relevant. Written notice of the School Board’s decision will be given to the complainant.

Employees may choose to pursue their complaints arising under this policy through the relevant employee grievance procedure instead of the complaint procedure in this policy.
E. Compliance Officer and Alternate Compliance Officer

The BLANK School Board has designated

INSERT NAME, TITLE, OFFICE ADDRESS, EMAIL ADDRESS AND PHONE NUMBER

as the Compliance Officer responsible for identifying, investigating, preventing and remedying prohibited discrimination. The School Board designates a Compliance Officer responsible for identifying, preventing and remedying discrimination as well as receiving complaints under this Policy. The name and contact information for the Compliance Officer is posted on the Division’s website at all times. The Compliance Officer may be contacted at [INSERT GENERIC EMAIL ADDRESS WHICH WILL AUTOMATICALLY BE FORWARDED TO THE EMPLOYEE DESIGNATED AS THE COMPLIANCE OFFICER].\(^1\)

Complaints of discrimination may also be made to the Alternate Compliance Officer at [INSERT GENERIC EMAIL ADDRESS WHICH WILL AUTOMATICALLY BE FORWARDED TO THE EMPLOYEE DESIGNATED AS THE ALTERNATE COMPLIANCE OFFICER]

INSERT NAME, TITLE, OFFICE ADDRESS, EMAIL ADDRESS AND PHONE NUMBER\(^2\)

The Compliance Officer shall

- receive receives reports or complaints of discrimination;
- conduct or oversee conducts or oversees the investigation of any alleged discrimination;
- assess assesses the training needs of the school division in connection with this policy;
- arrange arranges necessary training to achieve compliance with this policy; and
- ensure ensures that any discrimination investigation is conducted by an impartial investigator who is trained in the requirements of equal employment opportunity and has the authority to protect the alleged victim and others during the investigation.

FOOTNOTES ARE FOR REFERENCE ONLY AND SHOULD BE REMOVED FROM FINAL POLICY.

\(^1\) To avoid changing the policy any time the Compliance Officer or Alternate Compliance Officer changes, a school board may designate the positions by title and provide an email address established for those position. However, the division website MUST reflect the current, complete name and contact information for the Compliance Officer and Alternate Compliance Officer.

\(^2\) The Alternate Compliance Officer must be of the opposite gender than the Compliance Officer.
IV. Retaliation

Retaliation against employees who report discrimination or participate in the related proceedings is prohibited. The school division shall take appropriate action against any employee who retaliates against another employee or candidate for employment 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.

V. Right to Alternative Complaint Procedure

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

VI. Prevention and Notice of Policy

Training to prevent discrimination is included in employee orientations and inservice training.

This policy is (1) displayed in prominent areas of each division building in a location accessible to school personnel and (2) included in employee handbooks. All employees are notified annually of the names and contact information of the Compliance Officers.

VII. False Charges

Employees who knowingly make false charges of discrimination are subject to disciplinary action.

Adopted:

Legal Refs.: 20 U.S.C. § 1681 et seq.
42 U.S.C. §§ 6101 et seq., 2000e-2 et seq., 2000ff-1(a) and 12101 et seq.


Cross Refs: AC Nondiscrimination
AD Educational Philosophy
BCE School Board Committees

© 5/45 5/20 VSBA SCHOOL DIVISION NAME
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>GB-F</td>
<td>Report of Discrimination</td>
</tr>
<tr>
<td>GBA/JFHA</td>
<td>Prohibition Against Harassment and Retaliation</td>
</tr>
<tr>
<td>GBM</td>
<td>Professional Staff Grievances</td>
</tr>
<tr>
<td>GBMA</td>
<td>Support Staff Grievances</td>
</tr>
<tr>
<td>GCPD</td>
<td>Professional Staff Discipline</td>
</tr>
<tr>
<td>JB</td>
<td>Equal Educational Opportunities/Nondiscrimination</td>
</tr>
<tr>
<td>KKA</td>
<td>Service Animals in Public Schools</td>
</tr>
</tbody>
</table>
PROFESSIONAL STAFF PROBATIONARY TERM
AND CONTINUING CONTRACT

Teachers

Probationary Term

A probationary term of service of five three years in BLANK School Division is required before a teacher is issued a continuing contract. A mentor teacher is provided to every first year probationary teacher to assist him or her in achieving excellence in instruction. Probationary teachers with prior successful teaching experience may be exempt from this requirement with approval from the superintendent. Probationary teachers are evaluated at least annually in accordance with policy GCN Evaluation of Professional Staff. A teacher in the first year of the probationary period is evaluated informally at least once during the first semester of the school year. The superintendent considers such evaluations as one factor in making recommendations to the School Board regarding the nonrenewal of such teacher’s contract. If a probationary teacher’s evaluation is not satisfactory, the School Board does not reemploy the teacher.

In order to achieve continuing contract status, every teacher must successfully complete training in instructional strategies and techniques for intervention for or remediation of students who fail or are at risk of failing the Standards of Learning assessments. BLANK School Board provides said training at no cost to teachers it employs. If such training is not offered in a timely manner, no teacher will be denied continuing contract status for failure to obtain such training.

Once a continuing contract status has been attained in a school division in this state, another probationary period need not be served unless such probationary period, not to exceed two years, is made a part of the contract of employment. If a teacher separates from service and returns to teaching service in Virginia public schools by the beginning of the third year, the person shall be required to begin a new probationary period, not to exceed two years, if made part of the contract.

If a teacher who has not achieved continuing contract status receives notice of re-employment, he must accept or reject in writing within 15 calendar days of receipt of the notice. Unless a conference with the superintendent is requested as specified in the Code of Virginia, or in the case of reduction in force, written notice of nonrenewal of the probationary contract must be given by the Board on or before June 15 of each year. If the teacher requests a conference with the superintendent, then written notice of nonrenewal by the School Board must be given within thirty days after the superintendent notifies the teacher of his intention with respect to the recommendation.

Continuing Contract

Teachers employed after completing the probationary period are entitled to continuing contracts during good behavior and competent service. Written notice of
noncontinuation of the contract by either party must be given by June 15 of each year; otherwise the contract continues in effect for the ensuing year.

The School Board may reduce the number of teachers, whether or not such teachers have reached continuing contract status, because of decrease in enrollment or abolition of particular subjects.

Furthermore, nothing in the continuing contract shall be construed to authorize the School Board to contract for any financial obligation beyond the period for which funds have been made available.

As soon after June 15 as the school budget is approved by the appropriating body, the School Board furnishes each teacher a statement confirming continuation of employment, setting forth assignment and salary.

Within two weeks of the approval of the school budget by the appropriating body, but no later than July 1, the School Board will notify any teacher who may be subject to a reduction in force due to a decrease in the School Board's budget as approved by the appropriating body.

Principals, Assistant Principals, and Supervisors

A person employed as a principal, assistant principal or supervisor, including a person who has previously achieved continuing contract status as a teacher, shall serve a probationary term of three years in such position in the same school division before acquiring continuing contract status as a principal, assistant principal or supervisor.

Continuing contract status acquired by a principal, assistant principal or supervisor shall not be construed (i) as prohibiting the School Board from reassigning such principal, assistant principal or supervisor to a teaching position if notice of reassignment is given by the School Board by June 15 of any year or (ii) as entitling any such principal, assistant principal or supervisor to the salary paid him as principal, assistant principal or supervisor in the case of any such reassignment to a teaching position. No such salary reduction and reassignment, however, shall be made without first providing such principal, assistant principal or supervisor with written notice of the reason for such reduction and reassignment and an opportunity to present his or her position at an informal meeting with the superintendent, the superintendent's designee or the School Board. Before recommending such reassignment, the superintendent shall consider, among other things, the performance evaluations for such principal, assistant principal or supervisor. The principal, assistant principal or supervisor shall elect whether such meeting shall be with the superintendent, the superintendent's designee or the School Board. The School Board, superintendent or superintendent's designee shall determine what processes are to be followed at the meeting. The decision to reassign and reduce salary shall be at the sole discretion of the School Board.
The intent of this section is to provide an opportunity for a principal, assistant principal or supervisor to discuss the reasons for such salary reduction and reassignment with the superintendent, the superintendent's designee or the School Board, and the provisions of this section are meant to be procedural only. Nothing contained herein shall be taken to require cause for the salary reduction and reassignment of a principal, assistant principal or supervisor.

As used in this policy, "Supervisor" means a person who holds an instructional supervisory position as specified in the regulations of the Board of Education and who is required to hold a license as prescribed by the Board of Education.

Adopted:


Cross Refs.: GBM Professional Staff Grievances
            GCB Professional Staff Contracts
            GCE Part-Time and Substitute Professional Staff Employment
            GCN Evaluation of Professional Staff
            GCPA Reduction in Professional Staff Work Force
            GCPB Resignation of Staff Members
            GCPC Professional Staff Discipline
            GCPF Suspension of Staff Members
EQUAL EDUCATIONAL OPPORTUNITIES/ NONDISCRIMINATION

I. Policy Statement

Equal educational opportunities shall be available for all students, without regard to sex, sexual orientation, race, creed, color, national origin, gender, gender identity, ethnicity, religion, disability, ancestry, or marital or parental status; status or any other unlawful basis. 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 or advantage or be 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; persons with disabilities;
- provide a free, appropriate education, including non-academic and extracurricular services to qualified disabled persons; persons with disabilities;
- does not exclude qualified disabled persons, persons with disabilities solely on the basis of their disabilities, from any preschool, daycare, adult education or career and technical education programs; and
- does not discriminate against qualified disabled persons with disabilities 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.

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, which should generally be not later than 14 school 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 responsible 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. If the superintendent or designee determines
that prohibited discrimination occurred, the BLANK 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 BLANK School Board has designated

INSERT NAME, TITLE, OFFICE ADDRESS, EMAIL
ADDRESS AND PHONE NUMBER

as the Compliance Officer responsible for identifying, investigating, preventing and
remediying prohibited discrimination. The School Board designates a Compliance
Officer responsible for identifying, preventing and remedying discrimination as well
as receiving complaints under this Policy. The name and contact information for the

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Compliance Officer is posted on the Division’s website at all times. The Compliance Officer may be contacted at [INSERT GENERIC EMAIL ADDRESS WHICH WILL AUTOMATICALLY BE FORWARDED TO THE EMPLOYEE DESIGNATED AS THE COMPLIANCE OFFICER]. Complaints of discrimination may also be made to the Alternate Compliance Officer at [INSERT GENERIC EMAIL ADDRESS WHICH WILL AUTOMATICALLY BE FORWARDED TO THE EMPLOYEE DESIGNATED AS THE ALTERNATE COMPLIANCE OFFICER].

The Compliance Officer shall

- receive reports or complaints of discrimination;
- conduct or oversee the investigation of any alleged discrimination;
- assess the training needs of the school division in connection with this policy;
- arrange necessary training to achieve compliance with this policy; and
- ensure that any discrimination investigation is conducted by an impartial investigator who is trained in the requirements of equal education opportunity and has 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.

FOOTNOTES ARE FOR REFERENCE ONLY AND SHOULD BE REMOVED FROM FINAL POLICY.

1 To avoid changing the policy any time the Compliance Officer or Alternate Compliance Officer changes, a school board may designate the positions by title and provide an email address established for those positions. However, the division website MUST reflect the current, complete name and contact information for the Compliance Officer and Alternate Compliance Officer.

2 The Alternate Compliance Officer must be of the opposite gender than the Compliance Officer.
IV. Right to Alternative Complaint Procedure

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

V. Prevention and Notice of Policy

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

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

______________________________


34 CFR 106.9.
Code of Virginia, 1950 as amended, §§ 2.2-3900, 2.2-3901, 2.2-3902, 2.2-3902, 22.1-212.6:1.

Cross Refs: AC Nondiscrimination
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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SCHOOL ADMISSION

A person of school age (i.e., a person who will have reached his or her fifth birthday on or before September 30 of the school year and who has not reached 20 years of age on or before August 1st of the school year) is eligible for admission on a non-tuition basis if residing in the Prince George County School Division, or if eligible for admission under Policy JECA Admission of Homeless Children.

A person of school age is deemed to reside in the school division:

- when the person is living with a natural parent, or a parent by legal adoption, in the Prince George County School Division;

- when, in accordance with the provisions of Va. Code § 22.1-360 (Interstate Compact on Education Opportunity for Military Children), the person is living with a noncustodial parent or other person standing in loco parentis, not solely for school purposes, pursuant to a Special Power of Attorney executed under Title 10, United States Code, § 1044b by the custodial parent;

- when the parents of such person are dead and the person is living with a person in loco parentis who actually resides within the school division;

- when the parents of such person are unable to care for the person and the person is living, not solely for school purposes, with another person who resides in the school division and is either

  (i) the court-appointed guardian, or has legal custody of the person, or
  (ii) acting in loco parentis pursuant to placement of the person for adoption by a person or entity authorized to do so under Va. Code § 63.2-1200, or
  (iii) an adult relative providing temporary kinship care as that term is defined in Va. Code § 63.2-100. Both parents and the relative providing kinship care must submit signed, notarized affidavits

    (a) explaining why the parents are unable to care for the person,
    (b) detailing the kinship care arrangement, and
    (c) agreeing that the kinship care provider or a parent will notify the school within 30 days of when the kinship care arrangement ends.

The parent must also provide a court ordered recorded power of attorney authorizing the adult relative to make educational decisions regarding the person. A parent or the kinship care provider must also obtain written verification from the Department of Social Services where the parent or parents live, and the

PRINCE GEORGE COUNTY PUBLIC SCHOOLS
Department of Social Services where the kinship provider lives, that the
kinship arrangement serves a legitimate purpose that is in the best interest of
the person other than school enrollment. With written consent from the parent
or adult relative, for the purposes of expediting enrollment, a school division
may obtain such written verification directly from the departments of social
services. The verification process shall be consistent with confidentiality
provisions of Va. Code §§ 22.1-287 et seq. and § 63.2-100 et seq. If the
kinship care arrangement lasts more than one year, the school division must
receive continued verification directly from both departments of social services
that the parents are unable to care for the person and that the kinship care
arrangement serves a legitimate purpose other than school enrollment.

• when the person is living in the school division not solely for school purposes, as an
  emancipated minor; or

• when all or any portion of the building in which the person resides (i) with another
  person as set forth in the first through fourth bullets above or (ii) as an emancipated
  minor as set forth in the fifth bullet above is taxable by the locality in which the
  school division is located; or

• when the person has been placed in foster care placement within the school division
  by a local social services agency.

The sending and receiving school divisions will cooperate in facilitating the enrollment
of any child placed in foster care across jurisdictional lines to enhance continuity of
instruction.

The child will be allowed to continue to attend the school in which he was enrolled
prior to the most recent foster care placement, upon the joint determination of the placing
social services agency and the school division that such attendance is in the best interest of
the child.

No person of school age who is the subject of a foster care placement will be
Charged tuition regardless of whether the child is attending the school in which he was
enrolled prior to the most recent foster care placement or is attending a school in the
receiving school division. These provisions apply to any student who was in foster care
upon reaching 18 years of age and has not reached 22 years of age.

Certain other students may be admitted into the public schools of the division and
may be charged tuition in accordance with Va. Code § section 22.1-5 of the Code of Virginia
and pursuant to Prince George County School Board Regulation JEC-R Guidelines for
Enrollment of Students School Admission.
Children of Persons on Active Duty

No child of a person on active military duty

- who is attending a school free of charge in accordance with this policy shall be charged tuition by the school division upon such child's relocation to military housing located in another school division in the Commonwealth, pursuant to orders received by such child's parent to relocate to base housing. Such children shall be allowed to continue attending school in the school division and shall not be charged tuition for attending such school;
- who is attending a school free of charge in accordance with this policy shall be charged tuition upon such child's relocation pursuant to orders received by such child's parent to relocate to a new duty station or to be deployed. Such children shall be allowed to remain enrolled in the current school division free of tuition through the end of the school year; and
- who is eligible to attend school free of charge in accordance with this policy shall be charged tuition by a school division that will be the child's school division of residence once his service member parent is relocated pursuant to orders received. Such a child shall be allowed to enroll in the school division of the child's intended residence if documentation is provided, at the time of enrollment, of military orders of the service member parent or an official letter from the service member's command indicating such relocation. Documentation indicating a permanent address within the school division shall be provided to the school division within 120 days of a child's enrollment or tuition may be charged, including tuition for the days since the child's enrollment in school. In the event that the child's service member parent is ordered to relocate before the 120th day following the child's enrollment, the school division shall not charge tuition. Students eligible to enroll in the school division in accordance with this policy because they are the children of military personnel on active military duty who will reside in the division may register, remotely or in-person, for courses and other academic programs and participate in the lottery process for charter schools and college partnership laboratory schools in the school division at the same time and in the same manner as students who reside in the division. The assignment of the school such child will attend shall be determined by the school division.

Such children shall be counted in the average daily membership of the school division in which they are enrolled. Further, the school division in which such children are enrolled subsequent to their relocation to base housing shall not be responsible for providing for their transportation to and from school.

ADDITIONAL ADMISSION REQUIREMENTS

A. Except as otherwise provided below, no pupil shall be admitted for the first time to any public school in any school division in Virginia unless the person enrolling the pupil presents, upon admission, a certified copy of the pupil’s birth record. The principal or his designee shall record the official state birth number from the

PRINCE GEORGE COUNTY PUBLIC SCHOOLS
pupil's birth record into the pupil's permanent school record and may retain a copy in the pupil's permanent school record. If a certified copy of the pupil's birth record cannot be obtained, the person so enrolling the pupil shall submit an affidavit setting forth the pupil's age and explaining the inability to present a certified copy of the birth record. If the school division cannot ascertain a child's age because of the lack of a birth certificate, the child shall nonetheless be admitted into the public schools if the division superintendent determines that the person submitting the affidavit presents information sufficient to estimate with reasonable certainty the age of such child.

B. If a certified copy of the birth record is not provided, the administration shall immediately notify the local law enforcement agency. The notice to the local law-enforcement agency shall include copies of the submitted proof of the pupil's identity and age and the affidavit explaining the inability to produce a certified copy of the birth record.

C. Within 14 days after enrolling a transfer student, the administration shall request documentation that a certified copy of the pupil's birth record was presented when the pupil was enrolled in the former school.

D. The School Board assigns a unique student identification number, determined in accordance with a system developed by the Department of Education, to each student enrolled in the division. No student identification number includes or is derived from the student's social security number. Each student retains the student's identification number for as long as the student is enrolled in a public elementary or secondary school in Virginia.

E. Non-resident children will not be accepted on a tuition basis. However, nonresident dependent children of Prince George County Public Schools' contracted employees may be admitted into the school division on a tuition-free basis. Admission will be based on, but not limited to, the following factors:

1. Space and program availability;
2. Whether the enrollment will result in additional costs to the school division or create any other significant disruption to school operations;
3. The need for hiring additional staff;
4. The disciplinary or behavioral record of the student;
5. Any civil and criminal charges or convictions against the student;
6. The academic record of the student;
7. Whether the student requires educational services that can be provided by teachers and staff of the School Board in its existing facilities and with existing programs and services; and
8. Successfully completing any required pre-admission diagnostic testing.

PRINCE GEORGE COUNTY PUBLIC SCHOOLS
An employee may bring his/her dependent child(ren) to school within the building he/she works during a school day on the following conditions:

1. Dependent child is not left in the care of any other adult except the employee/parent;
2. Only the employee/parent of that student supervises the child, unless child is enrolled into the before/after school Champions program; and
3. Such supervision does not interfere with the employee’s before/after school duties.

The admission and enrollment of a student with disabilities under this policy does not create a legal obligation for the School Board to provide such student with a free appropriate public education ("FAPE"). The obligation to provide FAPE remains the obligation of the school division of the city or county in which the student is a legal resident.

The parent or guardian of any student who is admitted under this Policy shall be responsible for providing transportation to and from school. In addition, all students who are admitted under this Policy shall abide by all policies, regulations, and rules, including the Student Code of Conduct, that are applicable to resident students. If the student fails to comply with any relevant policy, regulation, or rule, the Superintendent may rescind the student’s admission. Moreover, the student’s admission may be withdrawn if it is determined, at the Superintendent’s sole discretion, that space or an appropriate program is no longer available for the student or that such action is in the best interests of the school division.

F. Prior to admission to the Prince George County School Division, the parent, guardian, or other person having control or charge of the child shall provide, upon registration

- a sworn statement or affirmation indicating whether the student has been expelled from school attendance at a private school or in a public school division of the Commonwealth or another state for an offense in violation of school board policies relating to weapons, alcohol or drugs, or for the willful infliction of injury to another person. This document shall be maintained as a part of the student’s scholastic record; and
- a sworn statement or affirmation indicating whether the student has been found guilty of or adjudicated delinquent for any offense listed in subsection G of Va. Code § 16.1-260 or any substantially similar offense under the laws of any state, the District of Columbia, or the United States or its territories. This document shall be maintained by the superintendent and by others to whom he disseminates it, separately from all other records concerning the student.
However, if the school administrators or the school board takes disciplinary action against a student based upon an incident which formed the basis for the adjudication of delinquency or conviction for an offense listed in subsection G of § 16.1-260, the notice shall become a part of the student's disciplinary record.

When the child is registered as a result of a foster care placement, the information required under this subsection must be furnished by the local social services agency or licensed child-placing agency that made the placement.

G. A student, who has been expelled or suspended for more than thirty days from attendance at school by a school board or a private school in Virginia or in another state or for whom admission has been withdrawn by a private school in Virginia or another state may be excluded from attendance in the Prince George County School Division regardless of whether such student has been admitted to another school division or private school in Virginia or in another state subsequent to such expulsion, suspension, or withdrawal of admission upon a finding that the student presents a danger to the other students or staff of the school division after (i) written notice to the student and his/her parent that the student may be subject to exclusion, including the reasons therefor, and notice of the opportunity for the student or his parent to participate in a hearing to be conducted by the superintendent or his designee regarding such exclusion; and (ii) a hearing of the case has been conducted by the superintendent or his/her designee; and the decision has been to exclude the student from attendance. The student or his parent may file a written petition for review with the School Board within 15 days of notice of the decision of the superintendent or his/her designee. If the School Board grants a review of the record, the decision of the superintendent or his/her designee may be altered.

Upon the expiration of the exclusion period for an expulsion or a withdrawal of admission, which period shall be established by the School Board, committee thereof, or superintendent or his designee, as the case may be, at the relevant hearing, the student may petition the School Board for readmission. If the petition for readmission is rejected, the School Board shall identify the length of the continuing exclusion period and the subsequent date upon which such student may petition the School Board for readmission.

For the purposes of this section, the superintendent's designee shall be a (i) trained hearing officer or (ii) professional employee within the administrative offices of the school division who reports directly to the superintendent and who is not a school-based instructional or administrative employee.
In excluding any such expelled student from school attendance, the School Board may accept or reject any or all of any conditions for readmission imposed upon such student by the expelling school board pursuant to Va. Code § 22.1-277.06. The excluding School Board shall not impose additional conditions for readmission to school.

H. This policy does not preclude contractual arrangements between the Prince George County School Board and agencies of the federal government or the school board of another jurisdiction to permit students not otherwise eligible to attend Prince George County Public Schools.

I. Prior to admission, the student must document compliance with, or eligibility for exemption from, the physical examination and immunization requirements contained in Va. Code §§ Sections 22.1-270, 22.1-271.2 and 32.1-46 of the Code of Virginia and policies JHCA and JHCB.

If the person enrolling a child who has been placed in foster care by a local social services agency is unable to produce a report of a comprehensive physical examination and/or proof of immunization, the student shall be immediately enrolled; however, the person enrolling the child shall provide a written statement that, to the best of his knowledge, the student is in good health and is free from communicable or contagious disease. In addition, the placing social services agency shall obtain and produce the required documents or otherwise ensure compliance with the statutory requirements for the foster child within 30 days after the child’s enrollment.

J. Admission of Resident Students. Upon enrolling in a Prince George County school for the first time parents/guardians will provide the school with one of the following at the time of registration:

* a signed copy of the lease with the current address in their name or the residence manager’s letter on company letterhead stating residence is a corporate residence in Prince George County
* a signed copy of the deed with the current address in their name
* a signed copy of the rental agreement with the current address in their name
* a signed military housing document with the current address in their name
* signed weekly receipts for temporary residence in a hotel or motel for up to 60 days (will require renewal or evidence of more permanent residency within 60 days of enrollment)
In those instances where the parents state they are living with a friend, relative or they are renting/leasing from a landlord without a written lease, a form will be filled out by both the parent and the person with whom the individuals are living or leasing from. Effective July 1, 2005, Section 22.1-264.1 of the Code of Virginia provides that any person who knowingly makes a false statement concerning residency of a child shall be guilty of a Class 4 misdemeanor. If it is proven that the address given is not the primary place of residence, tuition will be back-charged to date of enrollment. If parent is unable to pay assessed tuition costs, the person who certified residency (JEC-F-1) in Prince George County for purposes of enrollment shall be liable for paying the cost of tuition for the time the student has been enrolled.

When special circumstances arise or there are questions about residency, the visiting teacher will conduct a review to verify residency.

K. Transfers within the Division. Transfers from school to school within the division shall be permitted only with the express consent of the School Board and must be based upon, but not limited to, reasons of health or hardship. When transfers within the division take place, all the necessary student records shall be transferred.

L. K. Transfers into the Division. Students new to this school division generally will be placed in the grade to which they were assigned by the last school or school system they attended. If, after an appropriate period of time and testing, the student is found to be placed inappropriately, the student can be reassigned to the class or grade for which he or she is most qualified, provided the parents agree, in writing. Principals shall communicate appropriately with parents on grade placement and the assignment of students.

Students transferring from another public or private school system allowing children to enter school prior to the age requirement in Virginia must be assigned in accordance with state law.

1. If a student moves into Prince George from out of state and has been enrolled in a full day (five and one-half hour minimum) kindergarten program but does not meet the Virginia age requirement to enroll in kindergarten, the parent/guardian may petition the superintendent for enrollment in Prince George Schools. The superintendent’s decision shall be based upon the student’s academic progress, attendance, etc.

2. Children attending school in or out of state for one school session prior to their reaching regular school age and applying for grade placement will be tested and assigned by building level personnel.

PRINCE GEORGE COUNTY PUBLIC SCHOOLS
3. If the children are placed in a higher grade as a result of the above and are not able to make satisfactory progress, the principal may recommend that they be replaced in a lower grade.

Conversely, if desirable after observation, students shall be elevated to the more appropriate grade level.

4. In the case of children who transfer to the Prince George County schools during the school year from any other school, public or non-public, they may be tested if the principal feels that this would assist in a more educationally sound grade placement.

M. Transfer of Credits. Students transferring into a Virginia school above the 10th-grade from a locality not requiring health and physical education are not required to take these courses for graduation.

Clarification is provided for students transferring into a Virginia school during high school from a state or school not requiring SOL tests. For a Standard Diploma, students entering a Virginia school for the first time:

1. In the 9th-grade or during the first 20 hours of instruction in the 10th-grade must earn all-prescribed credits.

2. During the 10th-grade or the first 20 hours of instruction in the 11th-grade must earn four verified units of credit—one each in English, Mathematics, Science and History.

3. During the 11th-grade or during the first 20 hours of instruction in the 12th-grade must earn two verified units of credit—one each in English and one of the student’s choosing.

For an Advanced Diploma, students entering a Virginia school for the first time:

1. During the 9th-grade or during the first 20 hours of instruction in the 10th-grade must earn all-prescribed credits.

2. During the 10th-grade or during the first 20 hours of instruction in the 11th-grade must earn six verified units of credit—two in English and one each in Mathematics, Science and History and one of the student’s choosing.

3. During the 11th-grade or the first 20 hours of instruction in the 12th-grade must earn four verified units of credit—one in English and three of the student’s choosing.

PRINCE GEORGE COUNTY PUBLIC SCHOOLS
4. After 20 instructional hours in the 12th grade a student should have an opportunity to earn a Standard or Advanced Diploma. If not possible, arrangements should be made with the previous school to award the diploma or seek a waiver of the verified credit requirement from the Department of Education.

Adopted: June 13, 2005
Revised: August 8, 2005; September 12, 2005; February 1, 2006 (Administratively); August 14, 2006; July 9, 2007; August 8, 2011; August 13, 2012; May 13, 2013; August 12, 2013 (Administratively); July 13, 2015; July 11, 2016; July 16, 2018; September 24, 2018 (administratively); May 13, 2019; July 15, 2019


2007 Va. Opin. AG 07-015.

1987-88 Va. Opin. AG 374.

Cross Refs.: JEC-R Guidelines for Enrollment of Students
JECA Admission of Homeless Students
JHCA Physical Examinations
JHCB Immunization of Students
JGD/JGE Student Suspension/Expulsion
Guidelines for Enrollment of Students

Required Documentation

- Certified state issued birth certificate
- Comprehensive physical examination (K-5 only)
- Immunization record
- Proof of residency
- Previous school records
- Court issued custody papers (if applicable)

Description/Clarification of Documentation

Certified State Birth Certificate

a. A certified copy of the pupil’s birth record is required.

b. If a parent cannot produce a birth certificate, a notarized affidavit may be accepted to complete enrollment until the birth certificate can be produced. However, if an affidavit is submitted, the parent must be notified that state law requires the principal to immediately notify the local law enforcement agency that the person enrolling the child has failed to produce a birth certificate. The notice to the law enforcement agency shall include copies of the affidavit explaining the inability to produce a birth certificate. Parents have 90 days from the date of enrollment to produce a certified birth certificate. Failure to do so may result in the student being excluded from school.

c. The file number should be recorded at the time of registration. Birth certificates can be copied and retained in the student record.

d. Please reference Admission of Homeless Students (Policy JECA).

e. Please reference School Admission (Policy JEC), relating to foster care placement.

Comprehensive Physical Examination

a. Parents of children entering an elementary school (grades K-5) for the first time must furnish a report of a comprehensive physical examination conducted no earlier than 12 months prior to the date of enrollment OR furnish records establishing that a physical examination was completed prior to enrolling in another school. For students entering a secondary school for the first time after grade 5 by transferring into the district or after attending a home school environment, it is recommended that the parent/guardian furnish medical information (i.e. previous physical examination, medical plan, etc.) and immunization information on the student to the school prior to enrollment into the school division.

b. Please reference Admission of Homeless Students (Policy JECA).

c. Please reference School Admission (Policy JEC, paragraph I), relating to foster care placement.
Immunization Record

a. Documentary proof from a physician or health department of complete immunization record must be furnished. The record must indicate that all required immunizations have been completed, including dates that immunizations were administered.

b. Please reference Admission of Homeless Students (Policy JECA).

c. Please reference School Admission (Policy JEC, paragraph I), relating to foster care placement.

A child whose immunizations are incomplete may be admitted conditionally, provided the parent or guardian has documentation at the time of enrollment indicating that the child has received at least one dose of the required immunizations and has a written schedule from a physician or local health department for completing the remaining doses within 90 days. The 90-day grace period does not apply to Tdap booster.

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

Proof of Residency

The burden of proof for documenting residency in Prince George County rests with the parent or legal guardian. Generally, the domicile of a minor child is said to be that of the parent or guardian. A child is deemed to reside in Prince George when the child lives with 1) a natural parent or parent by legal adoption; 2) when the parents are deceased, and the child is living with a person acting in place of the parent who resides in Prince George; or 3) when the parents of a child are unable to care for the child and the child is living, not solely for school purposes, with a person acting in place of the parent who resides in Prince George. Proper documentation will be required. Residency requirements also apply to emancipated students who have reached 18 years of age.

A student who does not reside in Prince George County and who is not otherwise eligible under the special circumstances outlined in this policy will not be permitted to attend Prince George County Public Schools. If a student is found not to reside in Prince George County and does not meet the special circumstances outlined in this policy, the parent or guardian must withdraw the student immediately and may be liable for paying the cost of tuition for the time the student has been enrolled.

Additional direction is provided in the following special circumstances:

a. A student requiring special needs who is part of a special agreement with another school division is permitted to enroll under the terms of the agreement.

b. Consistent with case law and the opinions of the Virginia Attorney General, school staff are not permitted to inquire into a prospective student’s citizenship or visa status in order to enroll that student but may require the parent or guardian to provide proof of residency.

PRINCE GEORGE COUNTY PUBLIC SCHOOLS
The parent or legal guardian may establish residency in Prince George County by providing one of the following documents in the name of the individual:

a. *Signed* copy of lease or rental agreement with current address and parent/guardian name, or residence manager's letter on company letterhead stating residence is a corporate residence located in Prince George County;
b. *Signed* copy of deed with current address and parent/guardian name;
c. Real estate tax receipt with current address and parent/guardian name;
d. *Signed* copy of lease or other approved documentation for property at Fort Lee; or
e. In circumstances where the parent or legal guardian lives with a friend, relative or they are renting/leasing from a landlord without a written lease, the parent or legal guardian may establish residency by annually completing the residency form (Form JEC-F), as follows:

Homeowner/leaseholder with whom they are living or leasing certifies that either the family is living at their residence or leasing without a written lease, and provides a copy of one of the following documents in the name of the homeowner/leaseholder:

1. *Signed* lease for one year or residence manager's letter on company letterhead stating residence is a corporate residence located in Prince George County;
2. *Signed* deed with current address and homeowner's name; or
3. Real estate tax receipt with homeowner's current address and name.

Once residency has been established, the parent or legal guardian must provide within two months from the date of enrollment any two of the following documents in their name for verification that they are living at homeowner/leaseholder's address:

1. Utility bills for most recent two months that may include water, gas, electricity, cable or telephone;
2. Vehicle-related documents that may include current driver's license, registration, insurance policy or paid insurance bill;
3. Employment verification that may include current payroll stubs, current employer verification on company letterhead, or similar documents deemed acceptable by the school principal;
4. Tax document that may include current forms of IRS-1099, IRS-1040, IRS-W2, IRS-W4;
5. Other official correspondence from a governmental agency;
6. Medical bills dated within past three months; or
7. Consecutive bank statements from the last two months.
f. If the family is purchasing or constructing a home, leasing an apartment or home in Prince George County or is waiting for military housing and expects to take occupancy within 90 days, they must complete Form JEC-F1, and provide supporting documentation, to obtain permission for the children to be enrolled, subject to School Board approval (see Policy JECC).

Effective July 1, 2005, Section 22.1-264.1 of the Code of Virginia provides that any person who knowingly makes a false statement concerning residency of a child shall be guilty of a Class 4 misdemeanor. If it is proven that the address given is not the primary place of residence, tuition will be back-charged to date of enrollment. If parent is unable to pay accessed tuition costs, the person who certified residency (JEC-F-1) in Prince George County for purposes of enrollment shall be liable for paying the cost of tuition for the time the student has been enrolled.

If a principal receives information indicating that a student resides outside Prince George County or the attendance area is not on approved waiver, the principal shall send a letter to the parent or legal guardian that requires satisfactory proof of residency within five school days. If satisfactory proof of residency is not provided within five days, the principal will notify the parent or legal guardian that the student will be withdrawn from school at the end of an additional five school days. The Superintendent may consider special circumstances to extend the student’s attendance based on the best interest of the child.

Proof of Custody
A student is deemed to be a resident of the school division if he/she is living with a natural parent. A court order or proof of custody is not a requirement for the enrollment of these students.

If a student is living with someone other than the natural parent, the legal guardian must provide a copy of one of the following documents:

a. Adoption decree
b. Court-appointed guardianship documents
c. Custody order
d. Military power of attorney from a single military parent on TDY and a copy of the military orders

A person seeking custody or guardianship of the child must provide a copy of the petition with a copy of the receipt showing that the petition has been filed with the court. School staff may use the copies of the petition and receipt to enroll a child provisionally. It shall be responsibility of the person seeking custody or guardianship of the child to provide the case number and the date and time of the hearing. Within 10 days after the hearing date, the
petitioner will provide to the school a copy of the court order granting custody or guardianship. A power of attorney will only be accepted if a military single parent is sent out on TDY.

Please Note:
a. All schools should follow these guidelines in order to reduce inconsistency.
b. Parents must produce all required documentation before a student may attend classes.
c. Questions concerning student enrollment which are not addressed in these guidelines should be forwarded to the School Board Office.

Adopted: June 13, 2005
Revised: August 8, 2005; September 12, 2005; February 1, 2006 (Administratively); July 9, 2007; November 12, 2007; August 11, 2008; August 13, 2012 (Administratively); May 13, 2013 (Administratively); July 13, 2015 (Administratively); July 11, 2016 (administratively)

Cross Ref.: JEC School Admission
JECA Admission of Homeless Children
JECC Admission of Non-Resident Students While Home is Under Construction or While Waiting for Housing on Fort Lee
STUDENT RECORDS

Generally

The BLANK School Board maintains accurate and complete records for every student enrolled in the public schools in accordance with all federal and state laws.

The superintendent and/or his designee(s) is responsible for the collection of data, record maintenance and security, access to, and use of records, confidentiality of personally identifiable information, dissemination of information from records, and destruction of records, including the destruction of personally identifiable information regarding a student with a disability at the request of the parents. The superintendent also provides for notification of all school division personnel of policy and procedures for management of education records and notification of parents and students of their rights regarding student records, including the right to obtain, upon request, a copy of this policy.

Definitions

For the purposes of this policy, the BLANK Public Schools uses the following definitions.

Authorized representative – any entity or individual designated by a state or local educational authority or an agency headed by an official listed in 34 CFR § 99.31(a)(3) to conduct, with respect to federal- or state-supported education programs, any audit or evaluation, or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

Directory information - information contained in a student’s education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information may include information such as the student’s name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status, dates of attendance, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors, and awards received, and the most recent educational institution attended. Directory information may not include the student’s social security number. Directory information may include a student identification number or other unique personal identifier used by a student for accessing or communicating in electronic systems if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user’s identity, such as a personal identification number or known or possessed only by the authorized user or a student and that is not in general public use, possessed only by the authorized user or a student and that is not in general public use, or that authenticate the user’s identity such as a PING or known or possessed only by the authorized user.
Early childhood education program – a Head Start program or an Early Head Start program, a state licensed or regulated child care program, or a program that serves children from birth through age six that addresses the children’s cognitive, social, emotional, and physical development and is a state prekindergarten program, a program under section 619 or Part C of the Individuals with Disabilities Education Act, or a program operated by a local educational agency.

Education program - any program that is principally engaged in the provision of education, including, but not limited to, early childhood education, elementary and secondary education, postsecondary education, special education, job training, career and technical education, and adult education, and any program that is administered by an educational agency or institution.

Education records - any information recorded in any way including handwriting, print, computer media, video or audiotape, film, microfilm, and microfiche maintained by the BLANK School Board or an agent of the school division which contains information directly related to a student, except

- records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to another person except a temporary substitute for the maker of the record;
- records created and maintained for law enforcement purposes by the BLANK School Board’s law enforcement unit, if any. A law enforcement unit is any individual, office, department, or division of the school division that is authorized to enforce any local, state, or federal law, refer enforcement matters to appropriate authorities or maintain the physical security and safety of the school division;
- in the case of persons who are employed by the BLANK School Board but who are not in attendance at a school in the division, records made and maintained in the normal course of business which relate exclusively to the person in his capacity as an employee;
- records created or received after an individual is no longer in attendance and that are not directly related to the individual's attendance as a student;
- grades on peer-graded papers before they are collected and recorded by a teacher; and
- any electronic information, such as email, even if it contains personally identifiable information regarding a student, unless a printed copy of the electronic information is placed in the student's file or is stored electronically under an individual student's name on a permanent and secure basis for the purpose of being maintained as an educational record. For purposes of this policy, electronic information that exists on a back-up server, a temporary archiving system, or on a temporary basis on a computer is not an education record and is not considered as being maintained.
Eligible student - a student who has reached age 18.

Parent - a parent of a student, including a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian.

Student - any person who is or has been in attendance at BLANK Public Schools regarding whom the school division maintains education records or personally identifiable information.

Dissemination and Maintenance of Records About Court Proceedings

Adjudications

The superintendent shall disseminate the notice or information regarding an adjudication of delinquency or conviction for an offense listed in Va. Code § 16.1-260.G. contained in a notice received pursuant to Va. Code § 16.1-305.1 to school personnel responsible for the management of student records and to other relevant school personnel, including, but not limited to, the principal of the school in which the student is enrolled. The principal shall further disseminate such information to licensed instructional personnel and other school personnel who (1) provide direct educational and support services to the student and (2) have a legitimate educational interest in such information.

A parent, guardian, or other person having control or charge of a student, and, with consent of a parent or in compliance with a court order, the court in which the disposition was rendered, shall be notified in writing of any disciplinary action taken with regard to any incident upon which the adjudication of delinquency or conviction for an offense listed in subsection G of Va. Code § 16.1-260 was based and the reasons therefor. The parent or guardian shall also be notified of his or her right to review, and to request an amendment of, the student’s scholastic record.

Every notice of adjudication of delinquency or conviction for an offense listed in subsection G of Va. Code § 16.1-260 received by a superintendent, and information contained in the notice, which is not a disciplinary record as defined in Board of Education regulations, shall be maintained by him and by any others to whom he disseminates it, separately from all other records concerning the student. However, if the school administrators or the School Board takes disciplinary action against a student based upon an incident which formed the basis for the adjudication of delinquency or conviction for an offense listed in subsection G of Va. Code § 16.1-260, the notice shall become a part of the student’s disciplinary record.

Any notice of disposition received pursuant to Va. Code § 16.1-305.1 shall not be retained after the student has been awarded a diploma or a certificate as provided in Va. Code § 22.1-253.13:4.
Petitions and Reports

The superintendent shall not disclose information contained in or derived from a notice of petition received pursuant to Va. Code § 16.1-260 or report received pursuant to Va. Code § 66-25.2:1 except as follows:

- If the juvenile is not enrolled as a student in a public school in the division to which the notice or report was given, the superintendent shall promptly so notify the intake officer of the juvenile court in which the petition was filed or the Director of the Department which sent the report and may forward the notice of petition or report to the superintendent of the division in which the juvenile is enrolled, if known.

- Prior to receipt of the notice of disposition in accordance with Va. Code § 16.1-305.1 the superintendent may disclose the fact of the filing of the petition and the nature of the offense to the principal of the school in which the student is enrolled if the superintendent believes that disclosure to school personnel is necessary to ensure the physical safety of the student, other students, or school personnel within the division. The principal may further disseminate the information regarding a petition, after the student has been taken into custody, whether or not the child has been released, only to those students and school personnel having direct contact with the student and need of the information to ensure physical safety or the appropriate educational placement or other educational services.

- If the superintendent believes that disclosure of information regarding a report received pursuant to Va. Code § 66-25.2:1 to school personnel is necessary to ensure the physical safety of the student, other students, or school personnel, he may disclose the information to the principal of the school in which the student is enrolled. The principal may further disseminate the information regarding such report only to school personnel as necessary to protect the student, the subject or subjects of the danger, other students, or school personnel.

Protective Orders and Orders Prohibiting Contact with a Child

Any school principal who receives notice that a circuit court, general district court, juvenile and domestic relations district court, or magistrate has issued a protective order for the protection of any child who is enrolled at the school, or any other order prohibiting contact with such a child, notifies licensed instructional personnel and other school personnel who (i) provide direct educational or support services to the protected child or the child subject to the order, (ii) have a legitimate educational interest in such information, and (iii) are responsible for the direct supervision of the protected child or the child subject to the order that such order has been issued.

Annual Notification

The school division annually notifies parents and eligible students of their rights under the Family Educational Rights and Privacy Act (FERPA) including
• the right to inspect and review the student's education records and the procedure for exercising this right;
• the right to request amendment of the student's education records that the parent believes to be inaccurate, misleading or in violation of the student's privacy rights and the procedure for exercising this right;
• the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent;
• the type of information designated as directory information and the right to opt out of release of directory information;
• that the school division releases records to other institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer;
• the right to opt out of the release of the student's name, address, and phone number to military recruiters or institutions of higher education that request such information;
• a specification of the criteria for determining who constitutes a school official and what constitutes a legitimate educational interest; and
• the right to file complaints with the Family Policy Compliance Office in the United States Department of Education concerning the school division's alleged failure to comply with FERPA.

Procedure to Inspect Education Records

Parents of students or eligible students may inspect and review the student's education records within a reasonable period of time, which shall not exceed 45 days, and before any meeting regarding an IEP or hearing involving a student with a disability. Further, parents have the right to a response from the school division to reasonable requests for explanations and interpretations of the education record.

Parents or eligible students should submit to the student's school principal a written request which identifies as precisely as possible the record or records he or she wishes to inspect.

The principal (or appropriate school official) will make the needed arrangements for access as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected.

When a record contains information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the portion of the record which pertains to other students.
Copies of Education Records

The BLANK Public Schools will not provide a parent or eligible student a copy of the student's education record unless failure to do so would effectively prevent the parent or eligible student from exercising the right to inspect and review the records.

Fees for Copies of Records

The fee for copies will be .09 per page. The actual cost of copying time and postage will be charged. The BLANK Public Schools does not charge for search and retrieval of the records. The BLANK Public Schools does not charge a fee for copying an Individualized Education Plan (IEP) or for a copy of the verbatim record of a hearing conducted in accordance with the State Board of Education's Regulations Governing Special Education Programs for Children with Disabilities in Virginia.

Types, Locations, and Custodians of Education Records

The BLANK Public School shall provide parents on request a list of the types and locations of education records collected, maintained, or used by the school division.

The following is a list of the types of records that the BLANK Public Schools maintain, their locations, and their custodians.

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<thead>
<tr>
<th>Types</th>
<th>Location</th>
<th>Custodian</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>Guidance Office</td>
<td>Counselors &amp; Administration</td>
<td>Referral</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assessment Reports</td>
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<td>Permission to Test</td>
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<td>Permission for Placement</td>
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<td>Eligibility Minutes</td>
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<tr>
<td>Custody</td>
<td>Guidance Office</td>
<td>Counselors &amp; Administration</td>
<td>Custody of Adoption Orders</td>
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<tr>
<td>Disciplinary</td>
<td>Guidance Office</td>
<td>Counselors &amp; Administration</td>
<td>Student Code of Conduct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Violation and Intervention</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>Principal's Office</td>
<td>Administration</td>
<td>Created for Law Environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Purpose and Maintained by Law Enforcement (Retained separately from Student Record).</td>
</tr>
<tr>
<td>Notice of Court Disposition</td>
<td>Guidance Office</td>
<td>Counselors &amp; Administration</td>
<td>Legal action taken as result of violation of Student Code of Conduct, then the Court Disposition becomes part of the student's Disciplinary Record. Otherwise, retained as separate record in the Principal's Office.</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------</td>
<td>----------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Notices of the Filing of a Petition</td>
<td>Superintendent's Office</td>
<td>Superintendent and Principal, if</td>
<td>Superintendent may notify the principal to ensure the physical safety of the juvenile and/or appropriate educational services.</td>
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<tr>
<td>HIV/AIDS Records</td>
<td>Principal's Office</td>
<td>Superintendent, Principal, and Nurse</td>
<td>Confidentiality of test results regarding Human Immunodeficiency Virus (HIV/AIDS).</td>
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<tr>
<td>Home Instruction</td>
<td>Guidance Office</td>
<td>Superintendent, Principal, and/or Counselors</td>
<td>Education of child by parent, guardian, or other person having control of child as an alternative of attending a public school (courses enrolled, grades, and standardized test results).</td>
</tr>
</tbody>
</table>

Disclosure of Education Records

The BLANK Public Schools discloses education records or personally identifiable information contained therein only with the written consent of the parent or eligible student except as authorized by law. Exceptions which permit the school division to disclose education record information without consent include the following.

1. To school officials who have a legitimate educational interest in the records.
   A school official is:
   • a person employed by the School Board
   • a person appointed or elected to the School Board
   • a person employed by or under contract to the School Board to perform a special task, such as an attorney, auditor, medical consultant, or therapist
   • a contractor, consultant, volunteer, or other party to whom the school division has outsourced services or functions for which the school division has a legitimate educational interest

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SCHOOL DIVISION NAME
division would otherwise use employees and who is under the direct control of the school division with respect to the use and maintenance of education records.

A school official has a legitimate educational interest if the official is:
- performing a task that is specified in his or her position description or by a contract agreement
- performing a task related to a student's education
- performing a task related to the discipline of a student
- providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid

2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student’s enrollment or transfer.

3. To certain officials of the U.S. Department of Education, the United States Attorney General, the Comptroller General, and state educational authorities, in connection with certain state or federally supported education programs and in accordance with applicable federal regulations.

4. In connection with a student's request for or receipt of financial aid as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid.

5. For the purpose of furthering the ability of the juvenile justice system to effectively serve the pupil prior to adjudication. The principal or his designee may disclose identifying information from a pupil's scholastic record to state or local law-enforcement or correctional personnel, including a law-enforcement officer, probation officer, parole officer or administrator, or a member of a parole board, seeking information in the course of his duties; an officer or employee of a county or city agency responsible for protective services to children, as to a pupil referred to that agency as a minor requiring investigation or supervision by that agency; attorneys for the Commonwealth, court services units, juvenile detention centers or group homes, mental and medical health agencies, state and local children and family service agencies, and the Department of Juvenile Justice and to the staff of such agencies. Prior to disclosure of any such scholastic records, the persons to whom the records are to be disclosed shall certify in writing to the principal or his designee that the information will not be disclosed to any other party, except as provided under state law, without the prior written consent of the parent of the pupil or by such pupil if the pupil is eighteen years of age or older.

6. To organizations conducting studies for, or on behalf of, educational agencies or institutions to develop, validate or administer predictive tests; administer student aid programs; or improve instruction. The studies must be conducted in a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization that have legitimate interests in the information. The information must be destroyed when it is no longer needed for the
purposes for which the study was conducted. The School Board must enter into a written agreement with the organization conducting the study which

- specifies the purpose, scope, and duration of the study or studies and the information to be disclosed;
- requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study stated in the written agreement;
- requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and
- requires the organization to destroy all personally identifiable information when the information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed.

7. To accrediting organizations to carry out their functions.
8. To parents of an eligible student who claim the student as a dependent for income tax purposes.
9. To the entities or persons designated in judicial orders or subpoenas as specified in FERPA.
10. To appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. If the school division releases information in connection with an emergency, it will record the following information:
   - the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and
   - the parties to whom the division disclosed the information.
11. To an agency caseworker or other representative of a state or local child welfare agency or tribal organization who has the right to access a student's case plan when such agency or organization is legally responsible for the care and protection of the student.
12. Directory information so designated by the school division.
13. When the disclosure concerns sex offenders and other individuals required to register under section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. § 14071, and the information was provided to the division under 42 U.S.C. § 14071 and applicable federal guidelines.

The school division discloses or makes available to a guardian ad litem, on request, any information, records, or reports concerning a student for whom a petition for guardianship or conservatorship has been filed that the guardian ad litem determines are necessary to perform his duties under Va. Code § 64.2-2003.

The school division will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other parties to whom it discloses personally identifiable information from education records.
Unauthorized Disclosure of Electronic Records

In cases in which electronic records containing personally identifiable information are reasonably believed to have been disclosed in violation federal or state law applicable to such information, the school division shall notify, as soon as practicable, the parent of any student affected by such disclosure, except as otherwise provided in Va. Code §§ 32.1-127.1:05 or 18.2-186.6. Such notification shall include the (i) date, estimated date, or date range of the disclosure; (ii) type of information that was or is reasonably believed to have been disclosed; and (iii) remedial measures taken or planned in response to the disclosure.

Disclosure to Federal Agencies

Notwithstanding any other provision of law or policy, no member or employee of the BLANK School Board will transmit personally identifiable information, as that term is defined in FERPA and related regulations, from a student’s record to a federal government agency or an authorized representative of such agency except as required by federal law or regulation.

Disclosure of Information Relating to Home Instructed Students

Neither the superintendent nor the School Board shall disclose to the Department of Education or any other person or entity outside of the local school division information that is provided by a parent or student to satisfy the requirements of Policy LBD Home Instruction or subdivision B 1 of Va. Code § 22.1-254. However, the superintendent or School Board may disclose, with the written consent of a student’s parent, such information to the extent provided by the parent’s consent. Nothing in this policy prohibits the superintendent from notifying the Superintendent of Public Instruction of the number of students in the school division receiving home instruction.

Audit or Evaluation of Education Programs

Authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the federal Secretary of Education, and state and local educational authorities may have access to education records in connection with an audit or evaluation of federal- or state- supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs.

Any authorized representative other than an employee must be designated by a written agreement which

- designates the individual or entity as an authorized representative;
- specifies the personally identifiable information to be disclosed, specifies that the purposes for which the personally identifiable information is disclosed to the authorized representative is to carry out an audit or evaluation of federal- or state-supported education programs, or to
enforce or comply with federal legal requirements that relate to those programs; and specifies a description of the activity with sufficient specificity to make clear that the work falls within the exception of 34 CFR § 99.31(a)(3) including a description of how the personally identifiable information will be used;
- requires the authorized representative to destroy personally identifiable information when the information is no longer needed for the purpose specified;
- specifies the time period in which the information must be destroyed; and
- establishes policies and procedures, consistent with FERPA and other federal and state confidentiality and privacy provisions, to protect personally identifiable information from further disclosure and unauthorized use, including limiting use of personally identifiable information to only authorized representatives with legitimate interests in the audit or evaluation of a federal- or state-supported education program or for compliance or enforcement of federal legal requirements related to such programs.

Military Recruiters and Institutions of Higher Learning

The BLANK Public Schools provides, on request made by military recruiters or an institution of higher education, access to secondary school students’ names, addresses and telephone listings unless a parent or eligible student has submitted a written request that the student’s name, address and telephone listing not be released without the prior written consent of the parent or eligible student. The school division notifies parents of the option to make a request and complies with any request.

The school division provides military recruiters the same access to secondary school students as is provided generally to post-secondary educational institutions or to prospective employers of those students.

Record of Disclosure

The BLANK Public Schools maintains a record, kept with the education records of each student, indicating all individuals (except school officials who have a legitimate educational interest in the records), agencies or organizations which request or obtain access to a student’s education records. The record will indicate specifically the legitimate interest the party had in obtaining the information. The record of access will be available only to parents, to the school official and his assistants who are responsible for the custody of such records and to persons or organizations which audit the operation of the system.

The requirements related to records of disclosure stated above do not apply to disclosures made pursuant to an ex parte order issued by a court at the request of the United States Attorney General (or any federal officer or employee, in a position not lower than an Assistant Attorney General, designated by the Attorney General) seeking
to collect education records relevant to an authorized investigation or prosecution of international terrorism as defined in 18 U.S.C. § 2331 or other acts listed in 18 U.S.C. § 2332b(g)(5)(B).

Personal information will only be transferred to a third party on the condition that such party will not permit any other party to have access to such information without the written consent of the parents of the student. If a third party permits access to information, or fails to destroy information, the division will not permit access to information from education records to that third party for a period of at least five years.

Directory Information

The BLANK School Board notifies parents and eligible students at the beginning of each school year what information, if any, it has designated as directory information, the right to refuse to let the division designate any or all of such information as directory information, and the period of time to notify the division, in writing, that he or she does not want any or all of those types of information designated as directory information. The notice may specify that disclosure of directory information will be limited to specific parties, for specific purposes, or both. If the School Board specifies that disclosure of directory information will be so limited, the disclosures of directory information will be limited to those specified in the public notice.

No school discloses the address, telephone number, or email address of a student pursuant to the Virginia Freedom of Information Act unless the parent or eligible student affirmatively consents in writing to such disclosure. Except as required by state or federal law, no school discloses the address, telephone number, or email address of a student pursuant to 34 C.F.R. § 99.31(a)(11) unless (a) the disclosure is to students enrolled in the school or to school board employees for educational purposes or school business and the parent or eligible student has not opted out of such disclosure in accordance with Virginia law and this policy or (b) the parent or eligible student has affirmatively consented in writing to such disclosure.

Parents and eligible students may not use the right to opt out of directory information disclosures to 1) prevent disclosure of the student's name, identifier or institutional email address in a class in which the student is enrolled; or 2) prevent an educational agency or institution from requiring the student to wear, to display publicly or to disclose a student ID card or badge that exhibits information designated as directory information and that has been properly designated as directory information.

Note: Directory information is information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information may include information such as the name, gender, address, telephone listing, date and place of birth of students, the student's major field of study, student's dates of attendance, participation in extracurricular activities and sports, awards and degrees earned,
student's photograph, release of student's name, address, and telephone number to military recruiters.

*Parent/Guardian must be given the option at the opening of each school year for “Opt Out” of disclosing Directory Information to third parties. Directory information may not include the student’s social security number.)

Correction of Education Records

The procedures for the amendment of records that a parent or eligible student believes to be inaccurate are as follows.

1. Parents or the eligible student must request in writing that the BLANK Public Schools amend a record. In so doing, they should identify the part of the record they want changed and specify why they believe it is inaccurate, misleading or in violation of the student’s privacy or other rights.

2. BLANK Public Schools shall decide whether to amend the record in accordance with the request within a reasonable period of time. If it decides not to comply, the school division shall notify the parents or eligible student of the decision and advise them of their right to a hearing to challenge the information believed to be inaccurate, misleading or in violation of the student’s rights.

3. Upon request, BLANK Public Schools shall arrange for a hearing, and notify the parents or eligible student, reasonably in advance, of the date, place and time of the hearing. The hearing shall be held within a reasonable period of time after the request.

4. The parent or eligible student may, at his or her own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.

5. The hearing shall be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be an official of the school division. The parents or eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records in accordance with FERPA.

6. BLANK Public Schools shall prepare a written decision which will include a summary of the evidence presented and the reasons for the decision within a reasonable period of time after the hearing. The decision will be based solely on the evidence presented at the hearing.

7. If BLANK Public Schools decides that the information is inaccurate, misleading or in violation of the student's right of privacy, it shall amend (including expungement) the record and notify the parents or eligible student, in writing, that the record has been amended.
8. If BLANK Public Schools decides that the challenged information is not inaccurate, misleading or in violation of the student's right of privacy, it will notify the parents or eligible student that they have a right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision. The statement will be maintained as part of the student's education records as long as the contested portion is maintained and disclosed whenever the school division discloses the portion of the record to which the statement relates.

Confidentiality of HIV and Drug and Alcohol Treatment Records

The BLANK Public Schools complies with the confidentiality requirements of Va. Code § 32.1-36.1 providing for the confidentiality of records related to any test for Human Immunodeficiency Virus (HIV). In addition, the school division maintains confidentiality of drug and alcohol treatment records as required by federal and state law.

Adopted:

20 U.S.C. §§1232g, 7908.


Cross Refs.: IJ  Guidance and Counseling Program
JEC  School Admission
JEC-R  School Admission
JECA  Admission of Homeless Children
JFC  Student Conduct
JGDA  Disciplining Students with Disabilities
JGD/JGE  Student Suspension/Expulsion
JHCB  Student Immunizations
JHCD  Administering Medicines to Students
JOA  Student Transcripts
JRCA  School Service Providers' Use of Student Personal Information

© 5/19 5/20 VSBA  SCHOOL DIVISION NAME
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>KBA-R</td>
<td>Requests for Public Records</td>
</tr>
<tr>
<td>KBC</td>
<td>Media Relations</td>
</tr>
<tr>
<td>KNB</td>
<td>Reports of Missing Children</td>
</tr>
<tr>
<td>KP</td>
<td>Parental Rights and Responsibilities</td>
</tr>
<tr>
<td>LBD</td>
<td>Home Instruction</td>
</tr>
<tr>
<td>LEB</td>
<td>Advanced/Alternative Courses for Credit</td>
</tr>
<tr>
<td>School Name</td>
<td>School ID</td>
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<td>-----------------------------------</td>
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<tr>
<td>Prince George High School</td>
<td>0020</td>
</tr>
<tr>
<td>William A. Walton Elementary</td>
<td>0280</td>
</tr>
<tr>
<td>North Elementary</td>
<td>0290</td>
</tr>
<tr>
<td>South Elementary</td>
<td>0300</td>
</tr>
<tr>
<td>L. L. Beazley Elementary</td>
<td>0310</td>
</tr>
<tr>
<td>J. E. J. Moore Middle School</td>
<td>0320</td>
</tr>
<tr>
<td>David A. Harrison Elementary</td>
<td>0340</td>
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<tr>
<td>Prince George Education Center</td>
<td>0350</td>
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<tr>
<td>Student Special Services</td>
<td>8000</td>
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<tr>
<td>Appomattox Regional Governor's School</td>
<td>ARG S</td>
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<td>CodeRVA Regional High School</td>
<td>CR VA</td>
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<tr>
<td>Maggie L. Walker Governor's School</td>
<td>MW GS</td>
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<tr>
<td>SCHOOLS</td>
<td>September</td>
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<tr>
<td>----------------</td>
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<tr>
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<td>PK</td>
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<td>ADM W/OUT SEEDS &amp; PK</td>
<td>5754</td>
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## Prince George County Public Schools
### September 2020 Attendance

### ELEMENTARY SCHOOLS
#### Beazley

<table>
<thead>
<tr>
<th>Category</th>
<th>Boys</th>
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<td><strong>Grade Totals</strong></td>
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#### GRAND TOTALS - BEAZLEY

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<td>ADA Prior Mth Accumulation</td>
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<tr>
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<tr>
<td>ADM Current Month Days Membership</td>
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<tr>
<td><strong>Percent of Attendance</strong></td>
<td>96%</td>
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#### Harrison

<table>
<thead>
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#### GRAND TOTALS - HARRISON

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<td><strong>Percent of Attendance</strong></td>
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## North

<p>| | |</p>
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### GRAND TOTALS - NORTH

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Percent of Attendance

95%

## South

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<td>Girls</td>
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### GRAND TOTAL - SOUTH

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<table>
<thead>
<tr>
<th></th>
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Percent of Attendance

96%
## Walton

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### GRAND TOTAL - WALTON

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### GRAND TOTALS - ELEMENTARY SCHOOLS

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Percent of Attendance 96%
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<td>Unity Baptist Church</td>
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<tr>
<td>VCU Massey Cancer Center</td>
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<tr>
<td>Wreaths Across America</td>
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<td>Wildlife Foundation of VA</td>
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<td>United Way</td>
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<tr>
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<tr>
<td>Grand Total for Staff and Students</td>
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<tr>
<td><strong>Grand Total for Staff and Students</strong></td>
<td><strong>$18,120.87</strong></td>
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**South**

In addition to the monetary donations, we collected hats and gloves to decorate our Christmas tree and they were given to the children in our Preschool class as well as other families in need.

Mrs. Gates' fifth grade class raised the most money donated to the Wreaths Across America project; therefore, the class was able to participate in the laying of the wreaths in Merchants Hope cemetery. Our school donated enough money to sponsor 51 wreaths!

Some of our classes also brought in food to be donated to the Food Pantry during the Thanksgiving season.

We also participated in the Transportation Department's bear drive in December.

2018-19 Contributions - $33,455.22
2017-18 Contributions - $41,157.59
Subject: RE: JEJ Moore's Nature trail

Tonya: Thank you so much for sharing this with us! How lucky we are to have such wonderful young men in our community!

Becky: Please include this in the November Supt’s Report/Info for the November SB Meeting.

Michael: Please prepare a post with this information for Facebook.

Thank you,

Lisa

---

From: Tonya Humphrey <thumphrey@pgs.k12.va.us>
Sent: Monday, October 5, 2020 8:35 AM
To: Willie Elliott <welliott@pgs.k12.va.us>; Robert B. Knowles <rknowles@pgs.k12.va.us>; Nicholas C. Ligatti <nligatti@pgsk12vaus.onmicrosoft.com>; Marlena A. Smith <masmith@pgs.k12.va.us>; Stephanie Bishop <Sbishop@pgs.k12.va.us>; Jill Andrews <jandrews@pgs.k12.va.us>; Sherry Taylor <staylor@pgsk12vaus.onmicrosoft.com>; William Barnes <Wbarnes@pgs.k12.va.us>

Subject: JEJ Moore’s Nature trail

Good morning! On Saturday, October 3, Boy Scout troop #902 under the leadership of Phillip Melesky and Gene Shanks came out to JEJ Moore's nature trail for a clean up. They moved fallen limbs, raked the trail, and cleaned off the signs. The boys were Joshua Parrish, Owen Shanks, Isaiah Langford, Wyatt Melesky, Trent Boggs and Dylan Jordaan. They did a fantastic job, but there is still work that needs to be done out there. Several of them have some ideas for Eagle Scout project to replace the bridges and bird houses. Please see the pictures below of the boys and the hard work they did! 😊

Tonya Humphrey
Gifted Resource Teacher
JEJ Moore Middle School
You are standing within the Albemarle-Pamlico Estuarine Region which is the second-largest estuary in the Eastern United States, second only to the Chesapeake Bay. To cover the 30,000 square miles of diverse region, you will travel from Prince George County, Virginia to Morehead City in Carteret County, North Carolina. You will travel from the rolling hills of the Piedmont to the flatlands of the coastal plain to the shores of the Outer Banks. You will cross more than 9,299 miles of freshwater rivers and streams and 1.8 million acres of brackish estuarine waters. It is composed of seven sounds, five major river basins, beaches, marshes, and bottomland forests. (www.apnep.org)

Watersheds are important sources of food, recreation and jobs, as well as a mode of transportation for the people living within them. They are also vital as fish and wildlife habitats. Watersheds are affected by numerous natural and artificial factors including dam building, erosion, sedimentation, over fertilizing and toxic pollution. Human beings do have an impact on watersheds and we must act to protect them.

The water that drains from this land flows into the Blackwater Swamp, continues into the Chowan River, Currituck Sound, Oregon Inlet and then into the Atlantic Ocean.
The Power of Possibility

During the week of November 9–13, 2020 schools throughout the country will celebrate National School Psychology Week to highlight the important work school psychologists and other educators do to help all students thrive.

This year's theme is "The Power of Possibility," which conveys hope, growth, resilience and renewal. Possibility suggests that even something as small as a seed can grow into something magnificent. Henry David Thoreau wrote, “I have great faith in a seed. Convince me that you have a seed there, and I am prepared to expect great wonders.” The word “power” implies that things can and will happen. When we focus on what is possible, we have hope that students will grow, thrive and bloom and will be empowered to take the action steps necessary to do so.

Our hope is to connect with students and staff to highlight how focusing on possibilities can help lead us to our goals, our interests, and our positive growth.

We help empower children to grow in areas of skill such as social skills, empathy, and compassion for others, as well as individual or intrapersonal skills such as problem solving, goal setting, and study skills. The concept that we continue to grow and develop as people and with our skills is central to our theme, as is the idea that with help, we can develop resilience beyond stressful circumstances. School psychologists are particularly skilled at assisting students and staff in seeing possibilities and developing positive change to thrive in school and life. Focusing on these possibilities can help us set goals, identify action steps, communicate needs, and engage in discussions to help create the connections necessary for students to develop critical academic and social emotional skills.
Additionally, school psychologists and school staff may be empowered to move toward positive change in all areas of leadership in the counseling room, the classroom, the community and beyond. School psychologists can focus on improving the school culture, identifying systems-level change, or prioritizing specific areas of the NASP Practice Model, which has been updated as part of the 2020 NASP Standards.

Resources and messaging can be adapted to students and adults, different age groups and multiple contexts. The poster image reflects ideas, character traits, and actions that students might be empowered to take. The program involves a series of resources and suggested activities to help the school staff, students and parents use the theme to convey the variety of factors that contribute to thriving students and school communities. From sample newsletters, to interactive classroom activities, to press releases, there are multiple ways to bring the "The Power of Possibility." Be sure to share your event with us through the feedback survey and tweet with the #SPAW2020 hashtag.
November is "VSBA Take Your Legislator to School" Month

In order to promote closer relationships between public education and the Virginia General Assembly, the VSBA urges each school division in the Commonwealth to invite their state legislators to engage with their schools during the month of November. There are many benefits from participating in VSBA Take Your Legislator to School Month, including strengthening ties between school divisions, local communities, and our elected officials, and creating opportunities for productive dialogue so that educational and political leaders can work together to ensure that we provide the best possible education for our students.

The VSBA encourages school divisions to choose an area of focus for your legislative visits. Is there a program or initiative in your division that you are most proud of or wish to highlight? What would you like your elected representatives to know about our schools? Don’t be afraid to share your challenges, as well as your successes. Your legislator(s) should end their visit with a better appreciation of public education and what can be done to improve it.

Attached is a packet of information that includes quick tips/suggestions, a sample invitation letter, a sample press release, and a proclamation from the VSBA Board of Directors. New this year, we have included ideas and resources to take your events virtual. We ask that you please share photos of your legislative visits with VSBA so that we can use them in future publications. I am also including a link to our website where you will find additional resources and a video message from VSBA President Rodney Jordan.

http://www.vsba.org/resources/take_legislators_to_school

Thank you for your continued efforts on behalf of Virginia’s students. If you have any questions or concerns, please do not hesitate to contact me.

Kind Regards,

J.T. Kessler

J.T. Kessler
Government Relations Specialist
Virginia School Boards Association
200 Hansen Road, Suite 2
Charlottesville, VA 22911
800-446-8722 or 434-295-8722 Office
Virginia School Boards Association
Leadership • Advocacy • Support

VSBA Take Your Legislator to School Month
A Guide for School Boards & School Administrators
NOVEMBER IS "VSBA TAKE YOUR LEGISLATOR TO SCHOOL" MONTH

Building a closer relationship between public education and lawmakers serving in the Virginia General Assembly is essential to the well-being of our students. The Virginia School Boards Association urges each school division in the state to invite at least one of their state legislators to visit their schools during the month of November.

The benefits from participating in the VSBA Take Your Legislator to School Month provide an opportunity for developing closer relationships between school divisions, local communities, and our elected officials. A successful legislative visit can spur further dialogue providing education and political leaders the platform to work together to ensure that we provide the best possible education for our students.

In addition, when legislators visit your schools as part of VSBA Take Your Legislator to School Month, local students will have the opportunity to interact with elected officials and learn about the important roles and responsibilities of Virginia General Assembly members. A visit by your local legislator creates teachable moments.

What Types of Activities Can We Implement?

There are a variety of activities that your division can do when hosting legislators. These include, luncheons/breakfasts, speaking to civics classes, reading to younger students, discussing the Virginia legislative process, etc. The precise format for each visit should be negotiated between the division or school and the legislator, but we recommend each visit include a tour of school facilities conducted by a board member or other division officials. Use this opportunity to raise awareness of division successes, showcase a program that a legislator helped fund, or highlight division needs that have gone unmet.

Promote & Celebrate Your Visit

- After you have issued your invitation and planned the visit, distribute a media alert (sample enclosed) and invite the media to cover the visit.
- Present the visit in “real time” by using Twitter, Facebook, or YouTube. Be sure to tag the elected official in your posts if they have social media accounts.
- Take pictures/video and include a story about the visit in your division newsletter, as well as on division social media accounts, and division web site. If your division has a school-based media class/club with student reporters, this is a good way to involve students in providing news coverage that can be used by the division in promoting the visit.
- Have participating students send handwritten thank you letters to the visiting legislator.
- Notify the VSBA of your activities. We may attend your event, promote it in our newsletter or on our web site, and/or include a published news story in the VSBA Daily News.

We hope you will take advantage of this opportunity to strengthen the already solid bond between public education and the Virginia General Assembly. These activities will aid VSBA as it lobbies on your behalf on education issues. Thank you for all that you do as a leader, advocate, and supporter of public education.
QUICK TIPS & SUGGESTIONS

- Discuss what your division or school would like to get out of a visit by a state legislator and phrase your invitation accordingly.
- Consider activities involving one or two classes, rather than the entire student body. Consider activities that provide a good photo opportunity for the school division and legislator.
- Thank the legislator for his or her past support for public education.
- Help the legislator decide what activities and topics would be appropriate for what age groups. Legislators may have received some suggestions from the clerks, but school staff might help them plan others.
- Be sensitive to the fact that every school and division has at least two representatives in the legislature, a senator and delegate. School divisions may have multiple senators and delegates serving in the legislature.
- Invite each of your legislators. While some may not respond to your invitation, others might feel slighted at not receiving one.
- Obtain the legislator’s biography from his or her office or web site for use in introductions and news releases.
- Be alert to promising opportunities for photos. Sometimes that alone will be enough to attract newspaper or TV media coverage.
- Use Hashtag #VALeg2School when posting on social media.
- Apprise the VSBA of your activities, past and planned, to help us promote this event this year and in future years.
- VSBA Take Your Legislator to School Month should be just one part of ongoing year-round communication that takes place between your division and members of the Virginia General Assembly.

Have Questions?
Contact VSBA Government Relations Specialist, J.T. Kessler, at jason@vsba.org or 434-295-8722.

WHO ARE YOUR LEGISLATORS?
http://whosmy.virginialegislature.gov
Visit the Virginia General Assembly website to identify your local legislators and obtain contact information.
SAMPLE INVITATION LETTER

Dear Delegate/Senator:

On behalf of the school board of _________________, we would like to invite you to visit our schools as part of VSBA Take Your Legislator to School Month, which is being observed in November.

Coordinated by the Virginia School Boards Association (VSBA), the goal of VSBA Take Your Legislator to School Month is to build a stronger relationship between schools and legislators. The event gives legislators an opportunity to observe what is going on in Virginia schools, and provides Virginia's students the opportunity to meet and interact with an elected official.

There are many exciting and innovative things happening each day in _________________ schools, and several members of our school board would like to give you a tour of our school facilities. Our teachers are implementing new, research-based instructional strategies, and our students are using a variety of new technology methods such as _________________. In addition, you are welcome to speak to our government classes, read to our elementary students, or just walk the buildings with our principals to learn about public education in our division. We are open to your ideas on how to make this time with your young constituents most productive.

We plan to invite the local media to attend your visit, which we think communicates the high degree of interest that state and local leaders have in public education.

If your schedule permits you to accept this invitation, please contact us at _________________ with some dates and times and we can discuss the details of your visit.

We look forward to hearing from you.

Cordially,

________________________
School Board Chair

________________________
Division Superintendent
SAMPLE MEDIA ALERT

Media Alert
For Immediate Release

Senator/Delegate <INSERT NAME> to Visit <INSERT SCHOOL NAME> for VSBA Take Your Legislator to School Month

Who: Senator/Delegate <INSERT NAME>, School Board Chair <INSERT NAME>, Superintendent <INSERT NAME>, <INSERT OTHER KEY PARTICIPANTS>

What: As part of VSBA Take Your Legislator to School Month, Senator/Delegate <INSERT NAME> will be visiting <INSERT SCHOOL NAME> to lead discussions and conduct other activities designed to show students how the democratic process works and to heighten awareness of citizen rights and responsibilities.

Why: November is VSBA Take Your Legislator to School Month. It was created by the Virginia School Boards Association to build stronger relationships between public education and the Virginia General Assembly. VSBA Take Your Legislator to School Month gives legislators an opportunity to observe what is going on in Virginia schools, and provides Virginia’s students the chance to meet and interact with an elected official.

When: <INSERT DATE AND TIME; IF THERE IS A SPECIFIC SCHEDULE, INSERT HERE>

<TIME> Arrival
<TIME> Tour of school facilities
<TIME> Visit to classroom
<TIME> Departure

Where: <INSERT LOCATION>

Contact: <INSERT SCHOOL DIVISION CONTACT>

###

A Few Tips

- Distribute the media alert via email, social media, or fax anywhere from 1-2 weeks prior to the event, depending on the deadline of the media outlet, how quickly you have the necessary information, and how fast the opportunity has come up.

- Take photos/video during the legislator’s visit and send a press release to your local media following the conclusion of the event (let them know that photos/video is available). This content will allow media outlets to create a story, even if they were unable to attend the event.

- Use the photos and press release as content for a division newsletter or web site article.
PROCLAMATION
VSBA BOARD OF DIRECTORS

WHEREAS, it is of paramount importance that all young people in Virginia are afforded the opportunity to receive a quality education in Virginia’s public schools; and

WHEREAS, Virginia’s continued student success requires an excellent understanding of what is required for excellence in the 21st century; and

WHEREAS, school boards and legislators must work together, to promote high academic standards and excellent facilities that help all of Virginia’s students become productive, contributing citizens; and

WHEREAS, Virginia’s school boards have been at the forefront of these endeavors to foster close relationships between schools and communities to strengthen and improve Virginia’s public education system; and

WHEREAS, it is paramount to acknowledge the work and support of our state legislators and the necessary partnership between our state legislators and local school boards as we strive to make Virginia’s public schools optimal learning institutions, now therefore, be it

Resolved that Now, the VSBA Board of Directors hereby recognizes the month of November in perpetuity as “VSBA Take Your Legislator to School Month” in the Commonwealth of Virginia. We call this observance to the attention of our citizens and state legislators, and encourage community-wide calls for state legislators to visit at least one school in each of the school divisions within their legislative jurisdictions during this special month.

Virginia School Boards Association
Board of Directors
VIRTUAL TIPS & SUGGESTIONS

Social Media Posts:
- Share information on your websites or through your social network channels. Generating awareness is a powerful tool to creating positive social engagement.
- Share the resolution adopted by the school board.
- Share images from the in-person or virtual visits.
- Share a post of gratitude for the support of the Legislator(s).
- Share the bios of your Legislator(s) showcasing the ways they have supported your division.
- Share any student created coverage of the in person or virtual visit.

Social Media to Follow:

#VALeg2school
VSBA Facebook: https://www.facebook.com/VirginiaSchoolBoardsAssociation/
VSBA Twitter: https://twitter.com/VSchoolBoards?s=20

Ideas for taking your events online:
- Host Virtual Meetings with Legislators. Legislators can join virtually to visit or check in with various classes/buildings. Schedule a day of short virtual visits.
  - Legislator could read to elementary students via zoom (or similar platform)
  - Legislator could meet with students to hear about a new program/initiative
  - Legislator could take a virtual tour of a new facility led by school board members and or student representatives.
  - Student Media could conduct a virtual interview or provide coverage of the virtual visit.
- Host a virtual panel or meeting with your legislator and student representatives.
- Create a division wide video to showcase your division and share with your legislator, get students involved in the planning and production.
NOVEMBER IS
VSBA TAKE YOUR LEGISLATOR TO SCHOOL MONTH

To promote a closer relationship between public education and the Virginia State Legislature, invite at least one state legislator to visit your schools during the month of November.
The Virginia School Boards Association would like to invite you to a workshop for school board members, education foundation professionals, volunteers and those interested in starting an education foundation in your school division. The workshop will feature education foundation representatives from across Virginia. Presenters will be addressing important topics such as: building blocks for starting an education foundation, the importance of building partnerships within their communities during the time of COVID-19, and communicating with the community about your foundation. Additionally, there will be the opportunity to hear from a panel of representatives about this work, and a time for idea sharing. Whether you are just getting started, or are well established, join us as we learn together and network.

Date: November 5, 2020
Time: 9:00 AM- 2:30 PM
Location: Virtual Conference
Registration: click here

For questions or more information, contact Mikaela Coffey, Coordinator of Board Development, at mikaela@vsba.org.

We look forward to seeing you virtually in November!

Best,

Mikaela Coffey
Coordinator of Board Development
Virginia School Boards Association
200 Hansen Road, Suite 2
Charlottesville, VA 22911
800-446-8722 or 434-295-8722 Office
434-295-8785 Fax
mikaela@vsba.org, www.vsba.org
From: Mikaela Coffey <vsba@embracs-mail.com>
Sent: Monday, August 3, 2020 4:00 PM
To: Becky Kirk
Subject: EXTERNAL - Registration is Now Open for the VSBA 2020 Annual Convention

2020 VSBA Annual Convention
November 18–20, 2020
Virtual Convention

The VSBA Annual Convention is the largest and most anticipated VSBA meeting of the year. While this year our Annual Convention may look a little different, and we won’t get to see your smiling faces in person, we hope you’ll find our event schedule to be just as enriching and educational as always. This event brings together school board members, superintendents, and school division staff from across Virginia. There are plenty of opportunities for you to immerse yourself in learning. Attend general sessions, choose from over thirty hot topic seminars pertinent to public education issues, have the opportunity to meet with businesses dedicated to serving schools, and much more. We hope to see you there!

The VSBA would like to thank the students from Newport News Public Schools who attended the 2019 VSBA Annual Convention, captured footage, and created a wonderful video promoting this year’s Annual Convention. Watch the video by clicking here.

This event earns 16 VSBA Academy Credit points. For more information on the VSBA Academy Credits and Awards please click here. More information on this year’s Annual Convention can be found in the meeting brochure and on the VSBA website. If you have any questions, please contact Mikaela Coffey, Coordinator of Board Development, at mikaela@vsba.org.

*New This Year!

All convention sessions will be available for 30 days after the convention for viewing, giving you access to all 30+ education sessions with your registration.

Date: November 18-20, 2020
Location: Virtual Conference
Registration: Click Here
Brochure: Click Here

**Please note that link and log in sharing is not permitted and will cause problems on your account with viewing the sessions.

Best,
2020 ANNUAL CONVENTION
NOVEMBER 18-20, 2020
VIRTUAL CONFERENCE

Join Us Online By Clicking Here!

@VASchoolBoards #VSBA2020AC
WELCOME!

The VSBA Annual Convention is the largest and most anticipated VSBA meeting of the year. While this year our Annual Convention may look a little different, and we won't get to see your smiling faces in person, we hope you'll find our event schedule to be just as enriching and educational as always. This event brings together school board members, superintendents, and school division staff from across Virginia. There are plenty of opportunities for you to immerse yourself in learning. Attend general sessions, choose from over thirty live and recorded hot topic seminars pertinent to public education issues, have the opportunity to meet with businesses dedicated to serving schools, and much more. We hope to see you there!

A Special Thanks to Our Event Level Sponsors!

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McGraw Hill Education
Overview

Wednesday, November 18
As one of the world’s foremost experts on accountability and commitment, Alex Sheen is a five-time TEDxTalk speaker, author, podcast host, internationally-recognized humanitarian and Founder of the because I said I would movement. His work has been featured on the TODAY Show, Good Morning America, the Steve Harvey Show, CNN, Fox News and many other programs.

Thursday, November 19
Stacy is the Chief Lobbyist for VSBA, representing the Association before the Virginia General Assembly. Stacy’s work for the VSBA uniquely positions her to have a deep understanding of school law and the policies and trends that shape education throughout the Commonwealth. J.T. joined the VSBA staff as Government Relations Specialist in March 2019. As Government Relations Specialist, J.T. works to establish relationships with members of the Virginia General Assembly, the Office of the Governor, and with Virginia’s Congressional Delegation to advance the legislative priorities of the association.

Friday, November 20
Joe Ehrmann played professional football for 13 years. The Institute chose him as one of The Most Influential Sports Educators in America for his 13 years as a professional football player. Joe is leading the NFL Foundation-funded InSideOut Initiative aimed at implementing education-based athletics that are co-curricular, character-based and led by transformational coaching.

2020 Schedule of Events

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<tr>
<th>Wednesday, November 18</th>
<th>Thursday, November 19</th>
<th>Friday, November 20</th>
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<tbody>
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<td>2020 a.m.-11:30 a.m.</td>
<td>8:00 a.m.-9:00 a.m.</td>
<td>8:00 a.m.-9:00 a.m.</td>
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<tr>
<td>Early Bird Conference</td>
<td>Coffee &amp; Convo</td>
<td>Coffee &amp; Convo</td>
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<tr>
<td>2:00 p.m.-4:00 p.m.</td>
<td>9:00 a.m.-10:15 a.m.</td>
<td>9:15 a.m.-10:30 a.m.</td>
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<tr>
<td>Opening General Session</td>
<td>General Session</td>
<td>Breakout Session</td>
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<tr>
<td>4:30 p.m.-6:30 p.m.</td>
<td>10:30 a.m.-11:45 a.m.</td>
<td>Breakout Session</td>
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<tr>
<td>Daily Door Prize Announcement</td>
<td>Lunch &amp; Learn</td>
<td>10:45 a.m.-12:00 p.m.</td>
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<td>8:00 p.m.</td>
<td>12:15 p.m.-1:15 p.m.</td>
<td>Breakout Session</td>
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<tr>
<td>Social Event</td>
<td>Lunch &amp; Learn</td>
<td>2:00 p.m.</td>
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<td></td>
<td>2:00 p.m.-3:15 p.m.</td>
<td>Closing General Session</td>
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<td>Breakout Session</td>
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<td>3:30 p.m.-4:45 p.m.</td>
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<td>Breakout Session</td>
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<td>5:00 p.m.-6:30 p.m.</td>
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<td>Delegate Assembly</td>
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<td>8:00 p.m.</td>
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<td></td>
<td>NightOwl Networking</td>
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Designated Exhibit Hall Hours
- November 18 from 10:00 am-2:00 pm and 4:30 pm-6:30 pm
- November 19 from 12:00 pm-2:00 pm and 5:00 pm-7:00 pm
- November 20 from 12:00 pm-2:00 pm

16 Academy Credit Points
Pre-Convention

Foundations Workshop
Thursday, November 5
9:00 a.m.-2:30 p.m.

The Virginia School Boards Association would like to invite you to a workshop for school board members, education foundation professionals, volunteers and those interested in starting an education foundation in your school division. The workshop, held in conjunction with the VSBA Annual Convention, will feature education foundation representatives from Virginia discussing how to work with a foundation board and partnering with the community. Additionally, attendees will discuss important steps necessary in beginning a foundation. There will also be a chance to share best practices from your education foundation and pick up some great tools that you can use.

Check out our Annual Convention Promo Video on YouTube that was filmed and produced by students at Newport News!

Click here to register for the Foundations Workshop.

For more information on any of the programs in this brochure, visit the VSBA Annual Convention Page on the VSBA Website.

School Board Clerks Workshop
Thursday, November 12
9:00 a.m.-2:00 p.m.

Calling all School Board Clerks! You do not want to miss out on the Annual Convention Clerks Conference. All clerks have the opportunity to attend ALL of the VSBA Annual Convention general sessions, receive an update from one of your colleagues on the new database with some tips & tricks, receive updates from a COA council member, enter our door prize drawings, discuss some very relevant hot topics, and much more! Do not miss out on such an informative and relevant workshop!

Click here to register for the Workshop.

Like us on Facebook for AC Updates and News!

https://www.facebook.com/VirginiaSchoolBoardsAssociation
Pre-Convention

Student School Board Representative Workshop
Tuesday, November 17
10:00 a.m.-1:00 p.m.

For the past fifteen years, the Virginia School Boards Association has hosted the ever-popular student school board representative session. This workshop will feature various topics, including various break out sessions, advocacy, leadership, and serving as a student representative. We look forward to hosting your student representatives in a virtual format!

Click here to register for the Workshop!

Follow us on Twitter @VASchoolBoards

Early Bird
Wednesday, November 18
9:00 a.m.-12:00 p.m.

Student Achievement and Success During Times of Uncertainty

The Early Bird session participants will gain various insights pertaining to the importance of a high quality systems approach relating to the core business of teaching and learning as well as establishing a healthy school climate and culture that will yield outstanding student outcomes, especially during times of uncertainty. As a part of the session, participants will experience the journey of a Look, Listen, Learn tour that engaged over 4,000 internal and external stakeholders in shaping best practices that are highlighted in a book that will be published this fall entitled Look, Listen, Learn: LEAD, A District-wide System Approach to Teaching and Learning in PreK-12.

Click here to register for the Early Bird!

# Don’t forget to give us a shout out on social media using the #VSBA2020AC!
AC Contests

Student Video Contest
High school students are invited to submit a 30 second video that conveys the contest theme "How Virtual Learning Changed My School Year". Winners will be announced at the VSBA Annual Convention.

Exhibition of School Architecture
From ambience and multi-functionality to sustainable design and security, there is a direct relationship between good design and effective teaching and learning. The VSBA Exhibition of School Architecture gives you the opportunity to see this in action. Category awards will be given, and the People's Choice Award will be judged from the project slides which will be displayed virtually during the convention. The winners will be announced at the Annual Convention.

Green Schools Challenge
The VSBA Green Schools Challenge is an annual friendly competition designed to encourage implementation of specific environmental policies and practical actions that reduce the carbon emissions generated by both the local school division and the broader community. School divisions can become a certified "Green School Division", and many of these actions can save local school divisions money.

Thank you to our Contest Sponsors!

HANEY PHINYOWATTANACHIP
First Citizens Bank
MOSELEY ARCHITECTS
How to Register

Registration for VSBA conferences and events is open to VSBA members and affiliate members only. This virtual conference will be recorded and the recordings will be available for viewing the week following the conference. If you need other accommodations, please contact VSBA. To register for the conference online visit:
https://ams embr mobi/Events/Registration/Wizard/EventDetails.aspxC=ifON&EID=6KJF

Cost:
Registration: $260
Early Bird Session Registration: $100

Please Mail Payment to:
VSBA
200 Hansen Road, Suite 2
Charlottesville, VA 22911

2020 VSBA ANNUAL CONVENTION
Registration cut off is Monday, November 9th, 2020. Cancellations must be received in writing via email to khodges@vsba.org and will incur a $50 cancellation fee. Cancellation requests received after the November 17 and no shows will not be refunded. Substitution of an individual may be made at any time. If a meeting or conference is canceled and/or postponed due to inclement weather, registration fees will be automatically transferred to the rescheduled date of the conference. If attendees are unable to attend the rescheduled date, a substitution can be made, or the school division will be credited the registration fee to use for future events.

Helpful Virtual Tips

1. Make sure to log into the web conference five to ten minutes before the event is scheduled to start.

2. Be an active participant! Our presenters love to receive questions, it lets them know that you are paying attention. You can use the chat feature that will be found on the right hand side of your screen.

3. Be respectful, make sure when using the chatting feature keep your contributions helpful and respectful of the host and other participants.

4. Provide Feedback. It can be hard for a presenter to get feedback in a webinar format. Afterward make sure to fill out our survey so the presenters know everyone's experience.

5. Make sure to check out one of our Connectivity Sessions to get a first hand tutorial on how to navigate through EventMobi!

For more information or questions regarding the Annual Convention please contact Mikaela Coffey at Mikaela@vsba.org!
Beyond Meet and Confer: Public Employee Collective Bargaining Comes to Virginia

Join us for a live webinar on Tuesday, December 15, 2020
12:00 p.m.-1:00 p.m.

Join us for a live webinar with Cynthia Hudson and Bradford King, attorneys from SandsAnderson as they explain the new collective bargaining legislation. This session will provide an overview of the new provisions on Virginia's new law enabling local governments and school boards to bargain collectively with "unionized" employees. You do not want to miss out!

Register here for the webinar by clicking here!

Cost: $150 per registration (multiple registrations needed if viewing from multiple devices)
Date and Time: December 15, 2020 12:00 p.m.-1:00 p.m.
Presenters: Cynthia Hudson, Attorney, SandsAnderson and Bradford King, Attorney, SandsAnderson

Best,

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Newly Released State Data Shows Over 93 Percent of
PGCPS’ Class of 2020 Graduated on Time

PGCPS’ on-time graduation rate above 90 percent for fourth consecutive year

PRINCE GEORGE, Va. - Newly released data from the Virginia Department of Education has revealed Prince George County Public Schools’ on-time graduation rate rose to 93 percent in 2020, with more than nine out of ten students who entered the ninth grade during the 2016-2017 school year earning a diploma and graduating from high school within four years.

On Sept. 30, State Superintendent of Public Instruction James Lane announced, despite the closure of schools due to COVID-19 in mid-March, 92.3 percent of the 98,481 students in the commonwealth’s class of 2020 earned a Board of Education-approved diploma, up from 91.5 percent of the 2019 cohort. Additionally, VDOE reported the state-level dropout rate for the class of 2020 was 5.1 percent, down from the 5.6 percent for the previous graduating class.

“My first priority after schools closed was to make sure that every student in the class of 2020 who was on track to earn a diploma was able to graduate on time,” State Superintendent Lane said. “In addition to congratulating our 2020 graduates, I want to thank all of the educators and administrators who made full use of the flexibility provided under the emergency waivers I issued in the spring to ensure that students were not held back because being unable to take a Standards of Learning test or complete a required course.”

Last month’s announcement also saw division-level data released regarding on-time graduation and other key metrics. According to the Virginia Department of Education, 93.22 percent of Prince George County Public Schools’ class of 2020 received a Board of Education-approved diploma. The figure represents the highest on-time graduation rate for PGCPS based on available data dating back to 2008. Since 2008, the district’s on-time graduation rate has increased from 77.96 percent during that year to the current rate of 93.22 percent, with the last four years sustaining a 90-percent or higher rate.

Additionally, the dropout rate among PGCPS’ class of 2020 was 4.60 percent, with the school district maintaining a four-percent dropout rate over the last four years. Since 2008, PGCPS’s dropout rate has declined by over 13 percent based on VDOE data.
FOR IMMEDIATE RELEASE
Contact: Michael Campbell
Coordinator of Communications and Public Relations
Phone: 804-733-2700
Email: mcampbell@pgs.k12.va.us

Harrison, Walton Elementary Receive Purple Star Designation
For Excellence in Supporting Military Families

Four PGCPS Schools Now VDOE-Recognized Purple Star Award Winners

PRINCE GEORGE, Va. - Prince George County Public Schools' David A. Harrison and William A. Walton Elementary Schools have been selected to receive the 2020 Virginia Purple Star Designation from the Virginia Department of Education (VDOE) and the Virginia Council on the Interstate Compact on the Educational Opportunity of Military Children in recognition of both schools' commitment to serving students and families connected to the military.

For a school to receive the Purple Star Award, they must have a staff point of contact (POC) for military students and families who serves as the primary link between the military family and the school. Additionally, the school-based POC must complete specific VDOE modules relating to supporting military-connected children in the school setting. Other requirements include:

- The school keeps or links to a division-wide page dedicated to military student and family support that includes information on moving to and from the school division, academic planning, special needs navigation, and parental rights, and other matters of importance to military-connected families;
- The school division has assigned a central office staff member to be the contact for the school-based liaison and military families;
- The school maintains a student-led transition program to include a student transition team coordinator. This program should provide peer support for newly enrolled and withdrawing students to include those that are military-connected; and
- Division-wide efforts to support military students and families, including resolutions passed by the local school board and events aimed at recognizing the military and demonstrating a military-friendly culture across the school division community.
"Receiving the Purple Star Designation recognizes the efforts and accomplishments of the students, faculty & staff at Harrison Elementary," Harrison Elementary School Principal Christopher Scruggs said. "In comparison to other schools in our district, Harrison has the largest percentage of military families. Often, our military families remain with us for short periods of time, but no matter the amount of time, we always strive to provide the greatest impact while having fun too. We are grateful for the opportunity to work with our military families, and for the things they have taught us. Working together is what makes us Harrison Strong!"

“We are honored to receive the Purple Star Award,” Walton Elementary School Principal Chrystal Barnwell said. “We are committed to building strong relationships with our students and families. We are delighted to know that the VDOE and the Virginia Council recognize the many efforts of our faculty and staff to strengthen our partnership with our military families.”

“Prince George County Public Schools is proud of the accomplishments of Harrison Elementary and Walton Elementary in receiving this prestigious honor from the Virginia Department of Education.” Division Superintendent Dr. Lisa Pennycauff said. “Serving the needs of all our students, including our military-connected families is an important responsibility we take seriously. We thank Fort Lee and its military leaders for being valued partners in our educational efforts and their continued support of our school division.”

Both schools will be recognized for their achievement during the Nov. 2, 2020 Prince George School Board meeting.

Harrison Elementary and Walton Elementary are the latest PGCPS schools to receive a Purple Star Designation from The Virginia Council and VDOE. In October of last year, L.L. Beazley Elementary and North Elementary were among schools across nearly two dozen Virginia localities to be awarded the Purple Star.

To learn more about the Virginia Purple Star Designation Program, visit the Virginia Department of Education’s website at [http://doe.virginia.gov/support/student_family](http://doe.virginia.gov/support/student_family).
PRINC GEORGE, Va. - Prince George County Public Schools is expected to receive $1 million in federal Coronavirus Aid, Recovery, and Economic Security (CARES) Act funding from the state following Governor Ralph Northam's announcement of funding disbursements aimed at helping K-12 public schools in Virginia.

As part of this latest round of funding from the commonwealth, Prince George County Public Schools will receive $1,081,955. The money will help support COVID-19 preparedness and response measures for the current school year, including personal protective equipment, sanitation, technology for distance learning, and other needs.

In an October 8 press release, the Governor's Office stated more than $220 million in federal CARES Act funding would be disbursed to all 132 public school districts using an allocation formula of $175 per pupil based on fall enrollment, with a minimum of $100,000 for each school system.

"Students, teachers, principals, and parents are going to great lengths to navigate the COVID-19 pandemic amid a new school year, and we must do everything we can to support them," said Governor Northam. "This additional $220 million in federal funding will give our schools the resources they need to continue operating and provide Virginians with a world-class education, whether safely in person or remotely from home."

"This funding is critical as we continue to provide safe, high-quality education for Virginia students," said Virginia Superintendent of Public Instruction Dr. James Lane. "I am grateful to Governor Northam for his ongoing support of public education—and I can assure you that his funding will immediately be put to good use."

CARES Act funds can be used to cover costs that are necessary expenditures in response to the COVID-19 public health emergency that were not accounted for in the budget most recently adopted as of March 27, 2020 (the date of the CARES Act's enactment), and were incurred during the period between March 1 through December 31, 2020.

On October 15, the Prince George School Board voted to allocate the funding toward technology-related purchases to support virtual learning alongside instructional material purchases.
"We are appreciative of Governor Ralph Northam and the additional CARES Act funding being provided to Prince George County Public Schools," Division Superintendent Dr. Lisa Pennycuff said. "This funding will support our efforts to continue providing high-quality instruction in-person and virtually in a manner that protects the health of our school communities."

This is the third time the school division has received CARES Act funding this year. In May, $552,636 in CARES Act funding was allocated to Prince George County Public Schools by the Prince George County Board of Supervisors. Later in September, a follow-up disbursement of CARES Act funding totaling approximately $1.5 million was appropriated to the school division by the Board of Supervisors to help support a wide range of the school division's current needs, including technological and health-related spending.

For more information on Governor Northam's announcement, visit the Office of the Governor's website at https://governor.virginia.gov/. More information on the amount of funding allocated to each of the commonwealth's school divisions can be found here.