MEETING AGENDA

Prince George County School Board

For further information call 733-2700

TYPE OF MEETING: Regular

DATE: October 5, 2020

LOCATION: Prince George High School Commons

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

I. CALL TO ORDER

II. ROLL CALL

III. CLOSED MEETING – pursuant to Section 2.2-3711 of the Code of Virginia
     If needed

IV. CERTIFICATION OF CLOSED MEETING AND ACTIONS – If needed

V. PLEDGE OF ALLEGIANCE

VI. SCHOOL BOARD INVOCATION
VII. APPROVAL OF AGENDA

VIII. SPECIAL RECOGNITIONS

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

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

C Corporate Partners
   • Food Lion
   • Lowe’s
   • Loyalty Automotive
   • Community Foundation for a Greater Richmond

D New Faces in New Places
   • Miko Chan, Coordinator of Human Resources
   • Brian Sorrell, Assistant Principal – N.B. Clements Junior High School

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

IX. APPROVAL OF MINUTES

A. September 14, 2020 Regular School Board Meeting

B. September 24, 2020 Special Meeting – Work Session

X. PRESENTATIONS

A. Report from Rowanty Technical School – by Cheryl Simmers

B. 2016-21 Comprehensive Plan Review of Progress – William Barnes
   • Technology to Support Instruction – Scott Brubaker
   • Title I Gifted MYP-IB – Willie Elliott
   • Safe and Secure Learning Environment/Facilities – Ron Rhodes
   • Human Resources – Laura Estes
   • Finance – Monique Barnes
C. Branding Committee Update – Stephanie Bishop, Betsy Overkamp-Smith  

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. Request for Final Budget Adjustment - Categorical Transfer FY2019-20  
   Regular Fund Balance – Monique Barnes  
B. Request for Approval and Appropriation of the Title IV, Student Support  
   and Academic Enrichment Program,” Grant Funds for Use in FY21 -  
   Monique Barnes  
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  
D. Copier Lease – State Contract Lease – Monique Barnes/Scott Brubaker  

XV. DISCUSSION ITEMS  

A. Policy DJ-R – Small Purchasing Procedure – Monique Barnes  
C. SEAC Slate of Officers – William Barnes  
D. VSBA Policy Revisions May, July, August 2020 (Part 3) – Lisa Pennycuff
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

XVII. ADJOURNMENT
CLOSED SESSION

None
VIII. SPECIAL RECOGNITIONS

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

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

C Corporate Partners
   • Food Lion
   • Lowe’s
   • Loyalty Automotive
   • Community Foundation for a Greater Richmond

D New Faces in New Places
   • Miko Chan, Coordinator of Human Resources
   • Brian Sorrell, Assistant Principal – N.B. Clements Junior High School

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
The regular meeting of the Prince George County School Board was held at the Prince George High School Commons on Monday, September 14, 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
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. Rebecca Kirk, Clerk of the Board

I. CALL TO ORDER

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

II. ROLL CALL

Roll call indicated all School Board members present:
Present: Andrews, Eley, Johnson, Smith, Taylor

III. MOTION TO GO INTO A CLOSED MEETING TO DISCUSS SPECIFIC LEGAL MATTERS, PERSONNEL MATTERS, AND PUBLIC SAFETY MATTERS (pursuant to Section 2.2-3711 of the Code of Virginia)

A. Legal Matter - Section 2.2-3711.A.7
   1. Legal Matter L03/20-21

B. Personnel Matter – Section 2.2-3711.A.1 [added per addendum]
   1. P17/20-21
   2. P18/20-21
   3. P19/20-21
   4. P20/20-21
5. P21/20-21
6. P22/20-21 [added to the agenda]
7. P23/20-22 [added to the agenda]

C. Public Safety Matter Section 2.2-3711.A.19 [added per addendum]
   1. PS04/20-21
   2. PS05/20-21

Mr. Eley made a motion to go into a closed meeting to discuss specific legal, personal, and public safety matters, as amended, pursuant to the legal, personnel, and public safety exemptions of the VA Code §§2.2-3711.A.7, 2.2-3711.A.1, and 2.2-3711.A.19. Mr. Smith seconded the motion.

VOTE: Ayes: Unanimous

IV. CERTIFICATION OF CLOSED MEETING AND ACTIONS

Mr. Johnson welcomed guests present and via social media.

Mrs. Andrews made a motion to go back into an open meeting and certified that nothing had been discussed in the closed session other than what was stated in the original motion. Mr. Smith seconded the motion.

VOTE: Ayes: Unanimous

No action was taken on Legal Matter L03/20-21, information only.

No action was taken on Personnel Matters P17/20-21, P18/20-21, P19/20-21, P20/20-21, P22/20-21, information only.

Mr. Smith made a motion that in Personnel Matter P21/20-21, to approve the recommendation as provided. Ms. Taylor seconded the motion.

VOTE: Ayes: Unanimous

[For the record, approve compensation adjustment for a secondary teacher/Prince George High School head football coach].

No action was taken on Public Safety Matters PS04/20-21 or PS05/20-21, information only.

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

Staff requested additional information be added to the closed session agenda to include Personnel Matter P22/20-21. Mr. Eley requested a new item be added under XV. Discussion Item B. Hall of Fame Update.

Mr. Smith made a motion to approve the revised meeting agenda with additional items as presented. Ms. Taylor seconded the motion.

VOTE: Ayes: Unanimous

VIII. APPROVAL OF MINUTES

A. August 6, 2020 Regular School Board Meeting
B. August 20, 2020 Special School Board Meeting

Mr. Eley made a motion to collectively approve the minutes outlined above. Mr. Smith seconded the motion.

VOTE: Ayes: Unanimous

IX. SPECIAL RECOGNITIONS

A. VSBA Excellence in Workforce Readiness Awards – Donna Branch-Harris and Matt Weston
   • 3rd Place Award – After-School Logistics Workforce Development Program

Ms. Branch-Harris stated it was an honor to receive the VSBA Excellence in Workforce Readiness 3rd Place Award. This award recognizes Virginia school divisions who have achieved excellence in Workforce Readiness through an innovative program/project within the school community with emphasis on communication and collaboration with the business community, student engagement with the business community, or student entrepreneurial activities. The Community College Workforce Alliance, in partnership with John Tyler Community College and Reynolds Community College, serves students with a fast track to the workforce with training and credentialing programs in the areas of transportation and logistics, construction and trades, customer service, healthcare, and
manufacturing. Eleven high school students applied for and were accepted into the Certified Logistics Associate (CLA) Program. Out of these eleven students, nine students completed the program, eight gained safety package credentialing, seven students passed the CLA exam, two passed the Certified Logistics Technical credential exam, which was more rigorous than the CLA exam. Students were offered positions with Standard Motor Products and Food Lion Distribution Center within the county. Other students pursued the military, additional education, or other technical career. Ms. Branch-Harris and Mr. Weston were presented with a certificate of appreciation.

B. Drs. Singh Bhuller Outstanding Educator of the Year Award

- Announcement to be made at meeting

Dr. Laura Estes announced that Jenny Powers, Algebra I teacher at N.B. Clements Junior High School, was named the recipient of the 2020 Drs. Singh and Bhuller Tri-Cities Outstanding Educator of the Year Award from The John Randolph Foundation, which recognizes outstanding educators in the community. With this award, Mrs. Powers received a $4,000 grant to be used to enhance her teaching skills. Bonnie Falls, presented Mrs. Powers with the award from The John Randolph Foundation Scholarship Program. Mrs. Powers has been in education for 13 years of which 12 years have been serving students in Prince George schools. She is passionate about creating equitable access for all students to enhance their learning experiences.

X. PRESENTATIONS

A. 2016-21 Comprehensive Plan Review of Progress – William Barnes
   - Elementary Update – Robin Germanos
   - Secondary Update – Stephanie Bishop
   - SPED Update – Kae Partin
   - Career & Technical Education – Matt Weston

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.

Mr. Jason Chandler provided Mrs. Germanos’ elementary update. The three most important things for student achievement include staff professional development, instant student remediation, and a positive and supportive learning environment. Professional Development is provided on the Tiered Systems of Support to include Leveled Literacy Intervention, Math Buddies, Station Teaching, IXL, Diversity, Poverty, Writing Workshops, Performance Based Assessment Training, etc. During the summer of 2020, elementary teachers received training on Google Classroom to support students on virtual learning. Student remediation opportunities are now available before, during, and after school and intervention blocks are being worked into the master schedule. Teachers are working with students in smaller groups and teachers in grades 3-5 are using Station Teaching to help provide additional remediation.
Each elementary school offers a variety of family events to promote a positive school environment. He also spoke about how schools communicate with families with use of the school website, Facebook, and Twitter and Remind to keep parents informed of upcoming events. During the 2019-20 school year, teachers used Google Classroom and Zoom to communicate virtually with students and parents when the schools closed in March. He also provided baseline results of English and Math performance scores by each elementary school through 2018-19.

Ms. Bishop reported on opportunities for secondary students for SOL preparation and meaningful learning experiences using the 5Cs (Creative Thinking, Critical Thinking, Collaboration, Communication, and Citizenship). She indicated the increase in the SOL baseline performances for Math and English are due to grouping the 8th grade students with J.E.J. Moore student scores and the 9th grade student scores with Prince George High School. She also spoke about the numerous programs formed to involve parents to create a partnership to encourage a positive and supportive learning environment for students. She shared the planned 2020-21 events by school. However, these dates are subject to change and location may be in person or virtual depending on where we are on the continuum. There was an increase in virtual learning and dual enrollment and all secondary teachers were trained on virtual/e-learning as a learning platform for the new school year. Lastly, she indicated increasing the number of Performance Based Learning (PBL) activities for students to participate in meaningful activities for a supportive environment.

Mrs. Partin provided an update on improving academic achievements for students with disabilities. The Student Services staff continues to conduct information observations, school-based training and professional development for individual groups in schools and one-on-one training for Learning Specialists. The new baseline for students with disabilities showed growth in the area of English/Reading and Math. There was a 9.67% increase in 8th grade students with disabilities and a slight decrease in 11th grade students with disabilities in English/Writing. There was an increase in New Special Education Teacher’s Academy and the New Teacher’s Academy sessions and these teachers have the opportunity to participate in topics related to but not limited to instructional delivery, IEP documentation, technology integration, and providing services virtually. Two diagnostician positions were added to the staff to assist in the testing requirements of the evaluation process. Collaborative efforts with DARS and a private company agreed to set up a pre-employment program to increase job opportunities for students with disabilities, ages 18-22, and prepare these students for careers and lend support post-secondary after successful completion of the program. A new partnership was developed with Virginia Career Works and a placement agency to assist in training and job search. The new Transition Specialist will assist in providing support for programs and developing more comprehensive transitional goals for IEPs as well as look at developing a more comprehensive co-op program and job shadowing/coaching opportunities for students’ with disabilities. The graduation rate of students with disabilities goal is to provide a 10% improvement. The division has met this goal from 42.55% (2015-2016) to 68.33% (2019-20).
Mr. Weston stated that the CTE program has increased the number of students in the CTE program and they have expanded CTE career pathways by offering new opportunities (Cybersecurity Software Operations, Cybersecurity Systems Technology, Digital and Social Media Marketing, etc.), expanded CTE dual enrollment, concurrent enrollment and AP course offerings through John Tyler Community College and CodeRVA, and partnering with Standard Motor Products and the Community College Workforce Alliance to offer an after-school Workforce Development Program in Logistics. Career fairs and on-site job interviews are held on site. They have expanded the CTE student organization participation in CTE related competitions and scholarship offerings and partnered with local businesses for internship, clinical and co-op experiences. They also provide a Tech Career Day for all fifth grade students to introduce them to the CTE experience.

B. Secondary Science Progression Proposal – Stephanie Bishop, Jason Chandler and Matt McAllister

The Secondary Science Team is recommending that an Environmental Science and Biology course be added at the 9th grade level at N.B. Clements Junior High School. This will allow students the opportunity to have two years in high school to take advanced Science courses such as Dual Enrollment Anatomy and AP Biology. The addition of Biology in the 9th grade is essential to offering those additional sections of advanced Science at the high school level. If approved, the Science team will use the 2020-21 school year to plan the enhanced progression, create Environmental Science and AP Biology curriculum and pacing guides, and submit a Biology budget request. The cost will be approximately $4775.58 for lab equipment for 9th grade Biology course at Clements Junior High School.

Mr. Eley made a motion to move this item to action and approve the Secondary Science Progression recommendation so that staff can begin distributing to schools and curriculum can be written and proceed with a $5,000 budget. Mr. Smith seconded the motion.

VOTE: Ayes: Unanimous

SOL results will determine who is eligible to take the course next year. Ms. Taylor expressed this was a great opportunity for our students.

C. VHSL Athletics Update – Bruce Carroll

Mr. Carroll provided an update on VHSL sports. Phase III currently allows up to 250 people in attendance. Equipment may be shared but must be sanitized before being used by another athlete. Wellness checks and all other Phase II procedures remain in place. Each sport will play 60% of its regular season schedule. These games are to be made up of Central District teams based on Central District voting. He explained the number of games allowed for Central District participants and presented a schedule of events for winter sports for Junior Varsity and Varsity which begin in December for
practices and competition and end in February (i.e. basketball, gymnastics, indoor track, sideline cheer, swim and dive, and wrestling, some of which Prince George does not participate). Fall sports include competition cheer, cross country, field hockey, football, golf boys/girls, and volleyball, all of which begin practicing and competition in February and end in April. The spring sports season will begin in April for practices and competition and end in June (i.e. baseball, lacrosse, soccer, softball, tennis and track and field). The school sports schedule continues to be fluid and flexible and VHSL continues to work to finalize plans. Mr. Carroll also provided an update on uniform replacement schedules which is on a four-year rotation. The band and football uniforms are in production. Boys’ soccer uniforms are being designed and field hockey uniforms will be ordered for this year. Uniforms will be ordered on an annual basis based on the rotation schedule established.

XI. PUBLIC COMMENT – GENERAL

Mr. Johnson read the guidelines for the Public Comment Period stating it was an opportunity for citizens to address the school board concerning services, policies, and affairs of the Prince George School System. He stated each speaker would be allotted three minutes to make his/her comments and that he may grant an additional two minutes if deemed necessary.

Michael Blagmon, 6824 Cypress Court, stated he was a county resident and taxpayer and he gave a little background about himself growing up in a small, rural area, attending Virginia Tech and being the only black student in his class. He never observed racism but what lead him to tonight’s meeting was the current events in Prince George. He is hearing reports of retaliation on employees for voicing their opinions and bullying. He stated that people should speak up if they see something wrong and do the right thing for all involved.

Adam Trimmer, 6809 Cypress Court, stated he is an alumni of Prince George Schools. His comments were directed to transgender of color and how the school board responds to the LGBT movement and those of color. The school board needs to show more equity and quality for these people, “their lives matter”.

Lydia Murray, 4325 Shorebird Drive, is a former teacher in Prince George for ten years. She recently organized a peaceful, safe protest in the county. She explained she had coordinated with the county officials and police department for a peaceful and respectful protest. However, there are two teachers that attended the protest and they are now scared of retaliation and fear they will get punished for attending the rally. She wants equity and wants these people to feel they have a voice and can protest peacefully. Teachers are terrified to come forward. She is asking the board to not punish or retaliate against employees who attended the rally and requested a public statement from the board that they value black students and staff and equity is a high priority.
Mr. Jhovan Galbert is not a Prince George resident, but Mr. Johnson let him have an opportunity to speak about equality. He is the founder of the Movement, and he wanted a peaceful, respectable protest. “Mrs. Murray said it all,” but he wants to make sure that the teachers and students who attended the protest are not bullied or punished for their participation in the event.

XII. SCHOOL BOARD MEMBER COMMENT

Mr. Smith reflected on an interesting week and congratulated teachers, bus drivers, administrators, and other staff personnel for a smooth week. He stated his phone has “rung off the hook” with enthusiastic people talking about the smooth transition, how their children love school, and opportunity for parents to choose their child’s education option. He stated the school division has strategies in place, if and when there is a virus breakout in a school. “All lives matter” and we all need to be patient and understanding with each other.

Mrs. Andrews enjoyed the first day of school. She assisted Prince George High School in the office by answering phones. It has been an interesting week with a few bumps in the road, but she thanked the administrators, teachers, and other staff for making it a successful first week back to school.

Ms. Taylor thanked folks for coming to the meeting and she welcomed all to the 2020-21 school year. Dr. Pennycuff invited school board members to help at the schools the first day of school. She saw a lot of smiling parents and students on the first day. A lot of hard work has been put into the virtual and in-person programs and families are happy that they had a choice for their children. She asked that people be patient with one another as there has been sickness, death, and accidents within our community. We all need to get along and be kind to one another.

Mr. Eley thanked the administrators, custodians, teachers, parents, and grandparents. “These are unprecedented times, and we are all changing our lives.” He expressed to parents that if there are bumps in the road, “don’t panic, call an administrator and don’t rush to the media. Let the school address your concern. If the school cannot correct a problem, contact the school board office.”

Mr. Johnson addressed the speakers for Black Lives Matter and the LGBT, stating, “It’s the way of life and treat others the way you want to be treated.” Society can be better, but he understands and respects those who spoke tonight. He spoke about the effort from staff to return to school from top to bottom. “What an amazing job done the first day of school?” There were some challenges but overall, it was a great opening day. The traffic patterns at Prince George High School and N.B. Clements Junior High School have been reviewed and have gone from long back ups to a minimal wait time. He reflected on how North Elementary staff was able to identify and place a new kindergarten student in his right classroom within minutes. “Everyone did an amazing job”. He thanked the Board of Supervisors for sharing the COVID Cares Money with the school division. This has been a
blessing in advancing our technology with devices and equipment. “These are trying times and great things will come out of this.”

XIII. CONSENT AGENDA

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

Mr. Eley made a motion to approve the Consent Agenda as amended. Ms. Taylor seconded the motion.

Appointments
Lauren Spencer – Reading Interventionist, Moore – August 24, 2020
Amanda Range – Science Teacher, Clements - September 1, 2020
Deborah Smith – Office Associate I, Walton – September 14, 2020
Randy Hawkins – Highly Qualified Paraprofessional, PGHS – September 14, 2020
Hannah Taylor – Accounting Associate, SBO – September 14, 2020
Carol Suber – Car Driver, Transportation – September 8, 2020
Ann Smiley – Bus Driver, Transportation – September 8, 2020
Justin Faison – Bus Driver, Transportation – September 21, 2020

Resignations
Tracie Horne – Copy Aide, Clements – August 30, 2020
Brittany Tuzzo – Teacher, Moore – August 10, 2020
Christopher Reynolds – Technology Support Specialist, SBO – September 8, 2020
Monica Devers – Food Service Assistant, Harrison – August 25, 2020
Jennifer Birch – Food Service Assistant, Walton – August 20, 2020
Patricia Poitras – Highly Qualified Paraprofessional, Moore – September 8, 2020
Wendy Thomas – Bus Driver, Transportation – September 8, 2020
Mike Hanzlik – Shop Teacher, PGHS – September 3, 2020
Hannah Taylor – Administrative Associate II, PGHS – September 14, 2020
Ann Smiley – Car Driver, Transportation – September 8, 2020

Retirement
Lana Pearce – Food Service Coordinator, SBO – September 30, 2020

Revised Contracts
Tiffany Maxwell – Teacher, Beazley

Amanda Jones – Bus Driver
Jennie Kirby – Bus Driver  
Michelle Bryant – School Psychologist, SBO  
Caitlin Poppell – Teacher, PGHS  
Christopher Powell – Teacher, PGHS  
Hannah Houston – Teacher, PGHS  
Kevin Moore – Teacher, PGHS  
Kiersten Humphries – Teacher, Moore  
Regan Brown – Teacher, PGHS  
Sherri Jones – Teacher, PGHS

2020-21 Department Chairs and Club Sponsors (see attached list)  
2020-21 Coaching Assignments (see attached list)

**Board Requests**

**Waiting for Home to be Constructed**
Mr. and Mrs. Ernest Dillard request permission for their child, Olivia Carpenter, to start the school year at N.B. Clements Junior High School. They are currently living in Chester and are constructing a new home and expect occupancy by November 1, 2020.

**Waiting for Housing at Fort Lee**
Mr. Christopher Wahlstrom requests permission for his children, Benjamin and Aubrey Wahlstrom, to start school at North Elementary School. Their anticipated occupancy date is September 15, 2020.

**Religious Exemptions - Section 22.1-254.B.1 of the Code of Virginia**
Amanda Rowsey requests permission for her children, Logan and Riley Rowsey, to be exempt from compulsory attendance.
Ms. Jennifer Birch requests permission for her child, Katherine Birch, to be exempt from compulsory attendance.

**Other**
Mr. and Mrs. Travis Elliott request permission for their child, Ashia M. Elliott, to complete her senior year at Prince George High School for the 2020-21 school year. They may be relocating outside of the Prince George area before the 2020-21 school year begins.
Ms. Precious Dicks requests permission for her child, Zamaria Farmer, to be released from compulsory attendance to pursue getting her GED.

**Bold indicates amendments**

**VOTE:** Ayes: Unanimous

**XIV. ACTION ITEMS**

A. Special Education Advisory Committee Membership – William Barnes
Mr. Barnes presented a proposed slate of members who have indicated an interest in serving on the SEAC Committee and who were in good standing at the end of the previous school year.

Mr. Eley made a motion to approve all current SEAC members presented by staff. Mrs. Andrews seconded the motion.

VOTE: Ayes: Unanimous

B. Nomination of Chris Johnson for VSBA Regional Vice Chairman, Southside Region [added to agenda]

The VSBA, Southside Region, has an opportunity for regional service for the upcoming year. Mr. Johnson has expressed interest in serving in this capacity. If approved by the local school board, his name would be submitted to the VSBA Nominating Committee by Region in November.

Mr. Smith made a motion to nominate Chris Johnson for consideration for the VSBA Regional Vice-Chair of the Southside Region. Ms. Taylor seconded the motion.

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

XV. DISCUSSION ITEMS


Mrs. Barnes shared financial information from the August 2020 financial report. The regular fund had 92.9% of the FY21 expenditure budget remaining at the end of August 2020 and this compares with 90.7% of the FY2020 expenditure budget remaining at the same time last year. As of August 31, 2020, we had received 10.8% of our budgeted revenue for FY2021, at the same time in 2019, the revenue receipts were 8.6% of the FY2020 budgeted revenue. Also included in the report is information on period 13 for FY20. As a public entity we operate on a modified accrual basis. Looking at period 13 for FY20, we received 101.9% of our budgeted revenue as of August 31, 2020 and expended 98.9% of the FY20 expenditure budget.

B. Hall of Fame Update – Rob Eley [added to agenda]

Mr. Eley reported that the first meeting for the Hall of Fame committee will be on September 21, 2020. He will continue to provide updates to the School Board on their progress.
XVI. INFORMATION ITEMS/SUPERINTENDENT’S REPORT

A. Active Enrollment Summary September 8, 2020
B. Out-of-District Requests 2020-21
C. October – VSBA Bullying Prevention Month
D. Lowe’s Store Donation
E. Media Release Relating to In-Person Instruction
F. Media Release Relating to Summer Meals Program Extension
G. VSBA Legislative Advocacy (Virtual) Conference - September 24, 2020
H. VSBA Superintendent Evaluation Workshop (Virtual) – October 7, 2020
I. November - VSBA – “Take Your Legislator to School Work” Month
J. VSBA Education Foundation Workshop (Virtual) – November 5, 2020
K. 2020 VSBA Annual Convention and Clerk’s (Virtual) Conference – November 19-20, 2020

Dr. Pennycuff thanked faculty, staff and families for a great opening week. She spoke about equity and families being first. She was proud that the division could offer the families a choice for a solid education. Parents chose the best option for their children and their situation. Some parents cannot be at home with their children and some learn better in person than virtual. She thanked the parents and staff for sharing their thoughts and concerns. She recognized and thanked community partners who have offered donations to the school division: Food Lion (bottled water), Lowes (200 masks and gallons of hand sanitizer), and Loyalty Automotive ($50,000 to support technology at North Elementary and other schools).

When the division developed its Return to Learn Plan, we knew some adjustments would have to be made to the plan if staff or students were exposed to the virus and had to be quarantined. Students and staff that are quarantined may still continue virtual learning. It is extremely important that our staff and students practice social distancing. In the situation at North Elementary School, a person had been exposed to COVID and they had not practiced six feet apart for 15 minutes. As a precaution, 24 students have been asked to quarantine for 14 days. We are thankful that we can offer these students virtual learning while they are out. Our teachers are doing an amazing job with virtual instruction. We regroup daily with our administrators to discuss what worked today and what is important for tomorrow. “I am thankful for our team and for their support as we figure out how we can overcome any difficulties.”

XVII. MOTION TO GO INTO A CLOSED MEETING TO DISCUSS SPECIFIC PERSONNEL MATTERS (pursuant to Va. Code § 2.2-3711) [added to agenda]

A. Personnel Matter - Section 2.2-3711.A.1

1. Personnel Matter P23/20-21 [added to agenda]
Mr. Eley made a motion to go into a closed meeting to discuss a specific personal matter pursuant to the personnel exemptions of the VA Code §2.2-3711.A.1. Mr. Smith seconded the motion.

VOTE: Ayes: Unanimous

XVIII. CERTIFICATION OF CLOSED MEETING AND ACTIONS [added to agenda]

Mr. Smith made a motion to go back into an open meeting and certified that nothing had been discussed in the closed session other than what was stated in the original motion. Mr. Eley seconded the motion.

VOTE: Ayes: Unanimous

No action was taken on Personnel Matter P23/20-21, information only.

XIX. ADJOURNMENT [renumbered]

Mr. Smith made a motion to adjourn the meeting at 9:25 p.m. Mrs. Andrews seconded the motion.

VOTE: Ayes: Unanimous

The meeting adjourned at 9:25 p.m.

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

Approved:

__________________________
Christopher A. Johnson - Chairman of the Board

Attest:

__________________________
Rebecca B. Kirk, Clerk of the Board
CERTIFICATION OF CLOSED MEETINGS

WHEREAS, 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

WHEREAS, 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;

NOW, THEREFORE, BE IT RESOLVED that 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.

VOTE
Ayes: 5

Rebecca B. Kirk - Clerk of the Board
September 14, 2020
Meeting Date
A special meeting/Work Session of the Prince George School Board came to order at 5:30 p.m. on Thursday, September 24, 2020, at the Prince George High School Commons.

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. Rebecca Kirk, Clerk of the Board

I. CALL TO ORDER

Mr. Johnson, Chairman, called the special meeting to order at 5:30 P.M.

II. ROLL CALL

Roll call indicated all School Board members present:
Present: Andrews, Eley, Johnson, Smith, Taylor

III. MOTION TO GO INTO A CLOSED MEETING TO DISCUSS SPECIFIC PUBLIC SAFETY, PERSONNEL, AND STUDENT MATTERS (pursuant to Va. Code § 2.2-3711)

A. Public Safety Matters - Section 2.2-3711.A.19
   1. PS06/20-21
   2. PS07/20-21
B. Personnel Matter – Section 2.2-3711.A.1
   1. P24/20-21
C. Student Matter – Section 2.2-3711.A.2
   1. Student Residency
Ms. Taylor made a motion to go into a closed meeting to discuss specific public safety, personnel and student matters pursuant to the public safety, personnel, and student exemptions of the VA Code §§2.2-3711.A.19, 2.2-3711.A.1, and 2.2-3711.A.2. Mrs. Andrews seconded the motion.

VOTE: Ayes: Unanimous

IV. CERTIFICATION OF CLOSED MEETING AND ACTIONS

Mrs. Andrews made a motion to go back into an open meeting and certified that nothing had been discussed in the closed session other than what was stated in the original motion. Mr. Smith seconded the motion.

Mr. Johnson welcomed guests present and via streamlined means.

No action was taken on Public Safety Matters PS06/20-21 or PS07/20-21.

Mr. Eley made a motion to approve the recommendation for the Assistant Principal position at N.B. Clements Junior High School as presented. Mr. Smith seconded the motion.

VOTE: Ayes: Unanimous

[For the record, Brian Sorrell was appointed as the Assistant Principal at N.B. Clements Junior High School].

No action was taken on Student Matter C1.

V. PLEDGE OF ALLEGIANCE – led by Rob Eley

VI. SCHOOL BOARD INVOCATION – led by Cecil Smith

VII. APPROVAL OF AGENDA

Mr. Eley made a motion to approve the agenda as amended. Ms. Taylor seconded the motion.

VOTE: Ayes: Unanimous
VIII. CONSENT AGENDA

A. Personnel Report

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

Resignations
Elizabeth Dunlow – Bus Driver, Transportation – September 4, 2020
Evelyn Banks – Custodian, Walton – September 18, 2020
Audrey Vancheri – Paraprofessional, Harrison – October 2, 2020

Retirement
Zetta Ethington – Co-Director of Student Services, SBO – October 1, 2020

Appointments
Deana Brown – Bus Driver, Transportation – October 12, 2020
Corey Hamlin – Custodian, North - October 12, 2020

Re-Appointment
Patricia Poitras – Highly Qualified Paraprofessional, Moore – September 25, 2020

Other
Tammy Terry – Custodian, North – September 9, 2020

Revised Contract
Angela Peck – Custodian, South – October 1, 2020

Bold indicates amendments to Personnel Report.

VOTE: Ayes: Unanimous

IX. ACTION ITEMS

A. Auction of Vehicles – Dustin Menhart

We continue to monitor and upgrade the school division fleet and have identified four units that have reached their asset equity life to benefit the department. These four units have a higher cost of maintenance required than the overall value or resource they can provide to our students.

Mr. Smith made a motion to approve the transportation department to auction off these identified vehicles through Waymack Auction Service LLC. Mr. Eley seconded the motion.
VOTE: Ayes: Unanimous

X. DISCUSSION ITEMS

A. Update on Walton Elementary School – Tyler Whately, Moseley Architects

Mr. Whately provided a summary on the improvement made at Walton Elementary to include HVAC upgrades where all ventilation/outside air rates meet or exceed industry standards. They have provided the school with “new lungs”. There are still some punch list items needed to finalize the project but the ventilation and outside air has been balanced and the dehumidifiers may be removed.

Mr. Johnson commended Moseley Architects for their efforts to improve the air quality in the classrooms to help keep our kids and staff staff. Mr. Eley thanked Moseley for getting Walton back “on its leg”. As a parent, he thanked them for making it work for the kids. He knows this has been a great concern for parents and he appreciates all of Moseley’s efforts to correct the problem. Dr. Pennycuff is thankful to extend our timeline at Walton to keep kids and staff staff while the new school is being built.

B. Facilities Study/Planning for Deferred Maintenance

Mr. Menhart stated that the school division engaged Moseley Architects in the summer of 2020 to review of list of prioritized works that were included in a facility study and assessment recently completed by Faithful and Gould (F&G). There were 4 basic areas of safety concern:

Moore Fire Alarm System – the fire alarm panel is obsolete and no parts are available. However, we have found a retrofit for approximately $50K. F&G’s initial review determined the fire alarm was obsolete and that a new system would need to be installed, worth thousands of dollars. However, Moseley found that it could be retrofitted at a much lower cost.

Chiller and Cooling Tower at Prince George High School (PGHS)– F&G’s original study indicated the current chiller was at the end of its life. Moseley stated that due to the age of the cooling tower and chiller at PGHS, a replacement is more than justified, and a replacement cost would be approximately $500K.

Elimination of Water Intrusion at Moore Middle School – The gutters, drain spouts, and water catchment areas at Moore require an overhaul to help assist the water intrusion occurring. To completely correct water intrusion, it would cost approximately $50K.

Bleachers at PGHS – The original bleachers are still being used since the opening of the high school in 1977. Bleacher life is typically 25-30 years. There are 4 issues with the current bleachers that cause concern for safety. 1) there are spaces at the footboards/seatboards, which a child could slip through and the bleachers are not under
current code; 2) seat levels exceed 8” in height from row to row, which is out of code; 3) does not have designated area for wheelchair/ADA spaces as required by FDA ADA regulations; and 4) only 2 aisle ways and the aisle rails have to be physically placed for each use. Five aisles would provide proper egress that is required for today’s current building code requirements. 

While the bleachers are grandfathered under the code for the year they were built, if we do any repairs/updates, we must correct to comply with all requirements of the current code. It is estimated that bleacher replacement would cost approximately $310K.

While safety is considered first, Moseley Architects indicated that the current overall seating of 2,500 could possibly reduce to 1870 to meet the required current standards.

We have identified our top 4 deferred maintenance priorities as our most critical needs. However, we cannot spend additional money until it is appropriated to the school division. Mrs. Barnes indicated that we have an unaudited balance over $1.9 million dollars. The audit will be completed in November. Mr. Johnson stated the current Capital Improvement Process is currently on hold, but the school division wants to be able to repair our critical needs and put money in an off-site improvement fund. If the school system can save money, the community will benefit. We are trying to be good partners.

It was the consensus of the board to request a reappropriation of funds action at the October meeting to reserve for the top four deferred maintenance priorities and an off-site improvement fund for the new elementary school.

There has not been any information on the sales tax projection. If we get an increase from the state, the board would have to get the amount reappropriated to the school division.

Dr. Pennycuff is thankful for a great team to prioritize our projects.

**XI. ADJOURNMENT**

Mr. Smith made a motion to adjourn the meeting at 7:30 p.m. Mr. Eley seconded the motion.

**VOTE:** Ayes: Unanimous

The meeting adjourned at 7:30 p.m.

IN WITNESS WHEREOF, we set our signatures this ___ day of October, 2020.
CERTIFICATION OF CLOSED MEETINGS

WHEREAS, 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

WHEREAS, 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.

NOW, THEREFORE, BE IT RESOLVED that 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.

VOTE
Ayes: 5

Rebecca B. Kirk – Clerk of the Board
September 24, 2020
Meeting Date
Date: October 5, 2020

Presenter: Lisa Pennycuff, Ed.D.

Approved: _____________
Disapproved: ______________
Tabled: ______________

Topic:
2016-2021 Prince George County Public Schools’ Comprehensive Plan Review of Progress

Rationale:
The state 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. This report will be made in two parts and delivered at the September and October School Board Meetings. The updates for September included: Elementary Education, Secondary Education, Special Education, and Career and Technical Education (CTE). The updates for October include: Technology to Support Instruction, Title I Gifted MYB-IB, Safe and Secure Learning Environmental/Facilities, Human Resources, and Finance.

Recommendation: Informational
TOPIC:

Prince George County Public Schools’ Comprehensive Planning Process for 2022-2027

RATIONALE:

The state code of Virginia requires that school divisions develop a comprehensive, unified long-range plan every five years to improve classroom instruction and student achievement. Prince George County Public Schools Comprehensive Plan is currently in year 5 of our current 5-year plan. The comprehensive planning process will take place from November 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 (PK-5, 6-8, and 9-12), and a stakeholder survey. This evening, the work plan and timeline for this process are presented for your information. School Board members first opportunities for input for the new plan will begin in October 2020.

RECOMMENDATION: Informational
Date: October 5, 2020
Presenter: Dr. Lisa Pennycuff

TOPIC: PERSONNEL REPORT

A. Appointments
B. Resignations - 1
C. Other - 1

RECOMMENDATION: Approval
TOPIC: BOARD REQUESTS

A. Facility Use - 1

B. Religious Exemptions - Section 22.1-254.B.1 of the Code of Virginia - 1

C. Other - 2

RECOMMENDATION: Approve
TOPIC: Request for Final Budget Adjustments- Categorical Transfers for the 2019-2020 Regular/Operating Fund Budget

RATIONALE: Accounting standards do not permit us 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. The following 2019-20 budget (prior year) transfers are needed to clear the categorical deficit at June 30, 2020.

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.

Allowable transfers have been made to clear all deficits at this point, with two (2) major categories still overspent at year-end:

- Maintenance & Operations $194,811
- Technology $260,910

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>AVAILABLE BALANCE</th>
<th>BUDGET REDUCTION</th>
<th>BUDGET INCREASE</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTRUCTION</td>
<td>$730,631</td>
<td>($310,000)</td>
<td></td>
<td>Savings generated from unfilled positions in FY20 &amp; Covid-19</td>
</tr>
<tr>
<td>ADMINISTRATION &amp; HEALTH</td>
<td>$365,954</td>
<td>($160,000)</td>
<td></td>
<td>Savings generated from unfilled positions</td>
</tr>
<tr>
<td>TRANSPORTATION</td>
<td>$87,215</td>
<td></td>
<td></td>
<td>Savings in fuel consumption</td>
</tr>
<tr>
<td>MAINTENANCE &amp; OPERATIONS</td>
<td>($194,811)</td>
<td></td>
<td>$200,000</td>
<td>Overage generated due to increased costs in Utilities and Supplies</td>
</tr>
<tr>
<td>TECHNOLOGY</td>
<td>($260,910)</td>
<td>$270,000</td>
<td>Overage generated due to increased costs for technology equipment</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
<td>----------</td>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>$728,079</td>
<td>($470,000)</td>
<td>$470,000</td>
<td>$728,097</td>
</tr>
</tbody>
</table>

RECOMMENDATION: Approval by School Board to process categorical transfers as listed.

ATTACHMENTS: June 30 Finance Report Period 13
### PRINCE GEORGE COUNTY PUBLIC SCHOOLS

#### Financial Report for JUNE 2020 - Period 13 - Final Unaudited

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Adopted</th>
<th>Adopted Changes</th>
<th>Revised</th>
<th>Prior Period Actual</th>
<th>Current Month Actual</th>
<th>Year to Date Encumbered</th>
<th>Remaining Revenue Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Regular Fund</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Funds</td>
<td>$260,000.00</td>
<td>$260,000.00</td>
<td>$269,133.04</td>
<td>($9,133.04)</td>
<td>-3.51%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Funds</td>
<td>$43,350,166.00</td>
<td>$43,350,166.00</td>
<td>$43,765,595.24</td>
<td>($415,429.24)</td>
<td>-0.96%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Funds</td>
<td>$4,528,000.00</td>
<td>$4,528,000.00</td>
<td>$5,300,284.21</td>
<td>($772,284.21)</td>
<td>-17.06%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Transfer</td>
<td>$16,540,148.00</td>
<td>$147,689.60</td>
<td>$16,687,837.00</td>
<td>$0.00</td>
<td>0.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Regular Fund Revenue</strong></td>
<td>$64,678,314.00</td>
<td>$147,689.60</td>
<td>$64,826,003.60</td>
<td>$0.00</td>
<td>($1,196,845.89)</td>
<td>-1.85%</td>
<td></td>
</tr>
<tr>
<td><strong>Federal Funds</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Grants</td>
<td>$2,364,080.00</td>
<td>$47,415.00</td>
<td>$2,411,495.00</td>
<td>$1,886,781.14</td>
<td>6.83%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Federal Funds Revenue</strong></td>
<td>$2,364,080.00</td>
<td>$47,415.00</td>
<td>$2,411,495.00</td>
<td>$1,886,781.14</td>
<td>6.83%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Textbook Fund</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Funds</td>
<td>$469,405.00</td>
<td>$469,405.00</td>
<td>$474,509.99</td>
<td>($5,104.99)</td>
<td>-1.09%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of Fund Balance</td>
<td>$650,000.00</td>
<td>$650,000.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>100.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer from School Fund</td>
<td>$147,503.00</td>
<td>$147,503.00</td>
<td>$147,503.00</td>
<td>$0.00</td>
<td>0.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Textbook Fund Revenue</strong></td>
<td>$1,266,908.00</td>
<td>$0.00</td>
<td>$1,266,908.00</td>
<td>$644,895.01</td>
<td>50.90%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Nutritional Services Fund</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue - Interest</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>0.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cafeteria Receipts</td>
<td>$1,334,135.00</td>
<td>$1,334,135.00</td>
<td>$938,401.48</td>
<td>$0.00</td>
<td>29.66%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Commodities</td>
<td>$180,000.00</td>
<td>$180,000.00</td>
<td>$178,508.56</td>
<td>$1,491.44</td>
<td>0.83%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Funds</td>
<td>$63,756.00</td>
<td>$63,756.00</td>
<td>$108,208.00</td>
<td>($44,452.39)</td>
<td>-69.72%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Funds</td>
<td>$1,590,061.00</td>
<td>$1,590,061.00</td>
<td>$1,645,749.12</td>
<td>($55,688.12)</td>
<td>-3.50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contingency</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>0.00#DIV/0!</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Nutritional Services Fund Revenue</strong></td>
<td>$3,167,952.00</td>
<td>$0.00</td>
<td>$3,167,952.00</td>
<td>$2,620,670.04</td>
<td>9.38%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL ALL SCHOOL FUNDS</strong></td>
<td>$71,477,254.00</td>
<td>$195,104.60</td>
<td>$71,672,358.60</td>
<td>$70,613,234.48</td>
<td>($90,083.93)</td>
<td>-0.13%</td>
<td></td>
</tr>
</tbody>
</table>

---

*Note: The percentage column represents the percentage change from the revised to the actual amount.*
## PRINCE GEORGE COUNTY PUBLIC SCHOOLS

### Financial Report for JUNE 2020 - Period 13 - Final Unaudited

<table>
<thead>
<tr>
<th></th>
<th>Adopted</th>
<th>Adopted Changes</th>
<th>Revised</th>
<th>Prior Period Actual</th>
<th>Current Month Actual</th>
<th>Year to Date Encumbered</th>
<th>Available Budget Amount</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Regular Fund</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>$46,432,779.00</td>
<td>$46,432,779.00</td>
<td>$45,546,654.73</td>
<td>$155,493.36</td>
<td>$45,702,148.09</td>
<td>$0.00</td>
<td>$730,630.91</td>
<td>1.57%</td>
</tr>
<tr>
<td>Technology</td>
<td>$2,835,166.00</td>
<td>$2,835,166.00</td>
<td>$3,219,060.17</td>
<td>($122,984.01)</td>
<td>$3,096,076.16</td>
<td>$0.00</td>
<td>($260,910.16)</td>
<td>-9.20%</td>
</tr>
<tr>
<td>Total Instruction</td>
<td>$49,267,945.00</td>
<td>$0.00</td>
<td>$48,765,714.90</td>
<td>$32,509.35</td>
<td>$48,978,224.25</td>
<td>$0.00</td>
<td>$469,720.75</td>
<td>0.95%</td>
</tr>
<tr>
<td>Admin., Health &amp; Attendance</td>
<td>$3,667,741.00</td>
<td>$3,667,741.00</td>
<td>$3,371,433.37</td>
<td>($69,646.32)</td>
<td>$3,301,787.05</td>
<td>$0.00</td>
<td>$365,953.95</td>
<td>9.98%</td>
</tr>
<tr>
<td>Pupil Transportation</td>
<td>$4,534,750.00</td>
<td>$4,534,750.00</td>
<td>$4,444,060.93</td>
<td>$4,473,654.58</td>
<td>$4,447,345.89</td>
<td>$0.00</td>
<td>$87,215.42</td>
<td>1.92%</td>
</tr>
<tr>
<td>Maintenance &amp; Operations</td>
<td>$5,915,625.00</td>
<td>$5,915,625.00</td>
<td>$6,237,734.86</td>
<td>($127,299.17)</td>
<td>$6,110,435.60</td>
<td>$0.00</td>
<td>($194,810.69)</td>
<td>-3.29%</td>
</tr>
<tr>
<td>Capital Improvements</td>
<td>$322,253.00</td>
<td>$147,689.60</td>
<td>$564,737.32</td>
<td>($94,794.72)</td>
<td>$469,942.60</td>
<td>$0.00</td>
<td>$0.00</td>
<td>0.00%</td>
</tr>
<tr>
<td>Contingency Fund</td>
<td>$350,000.00</td>
<td>$350,000.00</td>
<td>$350,000.00</td>
<td>$350,000.00</td>
<td>$350,000.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>0.00%</td>
</tr>
<tr>
<td>Debt Service</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>#DIV/0!</td>
</tr>
<tr>
<td>County CIP Transfer</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>#DIV/0!</td>
</tr>
<tr>
<td>County CSA Transfer</td>
<td>$620,000.00</td>
<td>$620,000.00</td>
<td>$620,000.00</td>
<td>$620,000.00</td>
<td>$620,000.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>Total Regular Fund</strong></td>
<td>$64,678,314.00</td>
<td>$147,689.60</td>
<td>$64,826,003.60</td>
<td>$94,242.79</td>
<td>$64,097,924.17</td>
<td>$0.00</td>
<td>$728,079.43</td>
<td>1.12%</td>
</tr>
</tbody>
</table>

| **Federal Funds**        |         |                 |         |                     |                      |                         |                         |            |
| Instruction - Title I    | $624,151.00  | $624,151.00    | $621,244.18 | $0.00 | $621,244.18 | $0.00 | $2,906.82 | 0.47%      |
| All Grants               | $1,739,929.00 | $47,415.00   | $1,787,344.00 | $1,638,259.88 | ($127,915.56) | $1,625,468.32 | $0.00 | $161,875.68 | 9.06%      |
| **Total Federal**        | $2,364,080.00 | $47,415.00   | $2,411,495.00 | $2,259,504.06 | ($127,915.56) | $2,246,712.50 | $0.00 | $164,782.50 | 6.83%      |

| **Textbook Fund**        |         |                 |         |                     |                      |                         |                         |            |
| $1,266,908.00            | $1,266,908.00 | $983,038.83   | $983,038.83 | $0.00 | $983,038.83 | $0.00 | $283,869.17 | 22.41%     |

| **Nutritional Services Fund** |         |                 |         |                     |                      |                         |                         |            |
| $3,167,952.00            | $3,167,952.00 | $2,948,339.33 | $2,948,339.33 | $0.00 | $2,948,339.33 | $0.00 | $219,612.67 | 6.93%      |

**TOTAL ALL SCHOOL FUNDS** | $71,477,254.00 | $195,104.60 | $71,672,358.60 | $70,194,563.60 | $81,451.23 | $70,276,014.83 | $0.00 | $1,396,343.77 | 1.95%      |
## Fund Balance from Operations

<table>
<thead>
<tr>
<th></th>
<th>07/01/19 Beginning Balance</th>
<th>Prior Period Y.T.D.</th>
<th>Current Month</th>
<th>Current Y.T.D.</th>
<th>Current Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Fund</td>
<td>$0.00</td>
<td>$1,460,769.36</td>
<td>$464,155.96</td>
<td>$1,924,925.32</td>
<td>$1,924,925.32</td>
</tr>
<tr>
<td>Federal Funds</td>
<td>$0.00</td>
<td>($372,722.92)</td>
<td>$372,722.92</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Textbook Fund</td>
<td>$708,148.28</td>
<td>($341,706.27)</td>
<td>($19,319.57)</td>
<td>($361,025.84)</td>
<td>$347,122.44</td>
</tr>
<tr>
<td>Nutritional Services Fund</td>
<td>$1,208,954.11</td>
<td>($327,669.29)</td>
<td>$71,688.95</td>
<td>($77,471.78)</td>
<td>$1,131,482.33</td>
</tr>
<tr>
<td>Carryover State &amp; Local Funds</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total All School Funds</strong></td>
<td><strong>$1,917,102.39</strong></td>
<td><strong>$418,670.88</strong></td>
<td><strong>$889,248.26</strong></td>
<td><strong>$1,486,427.70</strong></td>
<td><strong>$3,403,530.09</strong></td>
</tr>
</tbody>
</table>

**PRINCE GEORGE COUNTY PUBLIC SCHOOLS**

Financial Report for JUNE 2020 - Period 13 - Final Unaudited

Fund Balance from Operations
TOPIC: Request for Approval and Appropriation of the Title IV, Student Support and Academic Enrichment Program, Grant Funds for Use in FY21

RATIONALE: Prince George County Public Schools has been allocated $48,740.47 in Title IV funds. Title IV funds offer an ability to transfer to Title I, 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, the FY20 allocation, in preparation for the Cohort Program with The College of William and Mary that began this fall, Prince George County Public Schools has not spent the FY20 allocation of $47,415.11. The FY20 and FY21 allocations need to be appropriated for use in the FY21 Federal Grant Fund.

<table>
<thead>
<tr>
<th>Grant</th>
<th>Current FY21 Budget</th>
<th>FY20 Allocation</th>
<th>FY21 Allocation</th>
<th>Revised FY21 Budget</th>
<th>Expenditure Account</th>
<th>Revenue Accounts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title IV SSAEG Grant</td>
<td>$0.00</td>
<td>$47,415.11</td>
<td>$48,740.47</td>
<td>$96,155.58</td>
<td>0510-06-201-6002-61100-100-900-820-43130-</td>
<td>0510-30-000-0000-00000-000-000-820-333820-</td>
</tr>
</tbody>
</table>

RECOMMENDATION: To approve and refer to Board of Supervisors for the total appropriation of $96,155.58 of these funds to be included into the FY21 Federal Grant Fund for the division.

ATTACHMENTS: Superintendent’s Memo and Allocation
DATE: July 17, 2020

TO: Division Superintendents

FROM: James F. Lane, Ed.D., Superintendent of Public Instruction


Attached are the 2020-2021 Title IV, Part A, federal allocations for each school division (Attachment B). Allocations are based on the Title I formulas applied by the U.S. Department of Education, and reflect adjustments made by the Virginia Department of Education to account for state-level set-asides. Under section 4105(a) of the Every Student Succeeds Act of 2015, no school division may receive an allocation that is less than $10,000, and a ratable reduction process must be applied to ensure that the minimum award is at least $10,000. The terms of the grant award are provided in Attachment C. The total amount of the allocation is available to school divisions as of July 1, 2020, through the reimbursement process.

The procedures and forms for submitting an application for Title IV, Part A, were previously provided to school division program coordinators. Applications were due on July 1, 2020. Questions about the Title IV, Part A, allocations or application process should be directed to Marsha Granderson, Title IV Coordinator, at Marsha.Granderson@doe.virginia.gov or (804) 786-1993.

JFL/LS/mg

Attachments

A. Additional Required Special Terms and Conditions for Grant Awards or Cooperative Agreements (Word)
B. Elementary and Secondary Education Act of 1965, Title IV, Part A, 2020-2021 Grant Allocations (XLS)
C. Elementary and Secondary Education Act of 1965, Title IV, Part A, Terms of Grant Award (Word)
## 2020-2021 Grant Allocations

<table>
<thead>
<tr>
<th>Division No</th>
<th>School Division/LEA</th>
<th>2020-2021 Total Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>038</td>
<td>Grayson</td>
<td>$52,830.01</td>
</tr>
<tr>
<td>039</td>
<td>Greene</td>
<td>$33,118.37</td>
</tr>
<tr>
<td>040</td>
<td>Greensville</td>
<td>$36,167.03</td>
</tr>
<tr>
<td>041</td>
<td>Halifax</td>
<td>$120,909.77</td>
</tr>
<tr>
<td>042</td>
<td>Hanover</td>
<td>$84,659.63</td>
</tr>
<tr>
<td>043</td>
<td>Henrico</td>
<td>$874,726.48</td>
</tr>
<tr>
<td>044</td>
<td>Henry</td>
<td>$194,288.52</td>
</tr>
<tr>
<td>045</td>
<td>Highland</td>
<td>* $10,000.00</td>
</tr>
<tr>
<td>046</td>
<td>Isle of Wight</td>
<td>$48,992.05</td>
</tr>
<tr>
<td>047</td>
<td>James City</td>
<td>$81,799.17</td>
</tr>
<tr>
<td>048</td>
<td>King George</td>
<td>$30,713.29</td>
</tr>
<tr>
<td>049</td>
<td>King Queen</td>
<td>* $15,662.08</td>
</tr>
<tr>
<td>050</td>
<td>King William</td>
<td>* $18,472.41</td>
</tr>
<tr>
<td>051</td>
<td>Lancaster</td>
<td>$31,084.90</td>
</tr>
<tr>
<td>052</td>
<td>Lee</td>
<td>$128,110.12</td>
</tr>
<tr>
<td>053</td>
<td>Loudoun</td>
<td>$117,016.59</td>
</tr>
<tr>
<td>054</td>
<td>Louisa</td>
<td>$71,484.43</td>
</tr>
<tr>
<td>055</td>
<td>Lunenburg</td>
<td>$43,083.64</td>
</tr>
<tr>
<td>056</td>
<td>Madison</td>
<td>* $29,160.68</td>
</tr>
<tr>
<td>057</td>
<td>Mathews</td>
<td>* $15,102.39</td>
</tr>
<tr>
<td>058</td>
<td>Mecklenburg</td>
<td>$108,363.26</td>
</tr>
<tr>
<td>059</td>
<td>Middlesex</td>
<td>* $26,938.40</td>
</tr>
<tr>
<td>060</td>
<td>Montgomery</td>
<td>$141,174.72</td>
</tr>
<tr>
<td>062</td>
<td>Nelson</td>
<td>$39,237.55</td>
</tr>
<tr>
<td>063</td>
<td>New Kent</td>
<td>* $19,856.28</td>
</tr>
<tr>
<td>065</td>
<td>Northampton</td>
<td>$54,336.43</td>
</tr>
<tr>
<td>066</td>
<td>Northumberland</td>
<td>$37,679.09</td>
</tr>
<tr>
<td>067</td>
<td>Nottoway</td>
<td>$63,995.88</td>
</tr>
<tr>
<td>068</td>
<td>Orange</td>
<td>$56,891.47</td>
</tr>
<tr>
<td>069</td>
<td>Page</td>
<td>$67,222.84</td>
</tr>
<tr>
<td>070</td>
<td>Patrick</td>
<td>$51,806.70</td>
</tr>
<tr>
<td>071</td>
<td>Pittsylvania</td>
<td>$175,902.10</td>
</tr>
<tr>
<td>072</td>
<td>Powhatan</td>
<td>* $21,582.50</td>
</tr>
<tr>
<td>073</td>
<td>Prince Edward</td>
<td>$73,104.92</td>
</tr>
<tr>
<td>074</td>
<td>Prince George</td>
<td>$48,740.47</td>
</tr>
<tr>
<td>075</td>
<td>Prince William</td>
<td>$863,398.36</td>
</tr>
<tr>
<td>077</td>
<td>Pulaski</td>
<td>$79,154.23</td>
</tr>
<tr>
<td>DIVISION NO</td>
<td>SCHOOL DIVISION/LEA</td>
<td>2019-2020 TOTAL ALLOCATION</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>038</td>
<td>GRAYSON</td>
<td>$51,824.65</td>
</tr>
<tr>
<td>039</td>
<td>GREENE</td>
<td>$31,025.09</td>
</tr>
<tr>
<td>040</td>
<td>GREENSVILLE</td>
<td>$35,478.77</td>
</tr>
<tr>
<td>041</td>
<td>HALIFAX</td>
<td>$112,661.67</td>
</tr>
<tr>
<td>042</td>
<td>HANOVER</td>
<td>$83,048.54</td>
</tr>
<tr>
<td>043</td>
<td>HENRICO</td>
<td>$673,305.36</td>
</tr>
<tr>
<td>044</td>
<td>HENRY</td>
<td>$195,641.89</td>
</tr>
<tr>
<td>045</td>
<td>HIGHLAND</td>
<td>* $10,000.00</td>
</tr>
<tr>
<td>046</td>
<td>ISLE OF WIGHT</td>
<td>$48,059.73</td>
</tr>
<tr>
<td>047</td>
<td>JAMES CITY</td>
<td>$75,105.40</td>
</tr>
<tr>
<td>048</td>
<td>KING GEORGE</td>
<td>$30,128.81</td>
</tr>
<tr>
<td>049</td>
<td>KING QUEEN</td>
<td>* $15,364.03</td>
</tr>
<tr>
<td>050</td>
<td>KING WILLIAM</td>
<td>* $18,120.88</td>
</tr>
<tr>
<td>051</td>
<td>LANCASTER</td>
<td>$30,493.35</td>
</tr>
<tr>
<td>052</td>
<td>LEE</td>
<td>$125,672.17</td>
</tr>
<tr>
<td>053</td>
<td>LOUDOUN</td>
<td>$119,277.52</td>
</tr>
<tr>
<td>054</td>
<td>LOUISA</td>
<td>$70,124.07</td>
</tr>
<tr>
<td>055</td>
<td>LUNENBURG</td>
<td>$40,880.97</td>
</tr>
<tr>
<td>056</td>
<td>MADISON</td>
<td>* $28,605.75</td>
</tr>
<tr>
<td>057</td>
<td>MATHEWS</td>
<td>* $14,366.58</td>
</tr>
<tr>
<td>058</td>
<td>MECKLENBURG</td>
<td>$106,146.89</td>
</tr>
<tr>
<td>059</td>
<td>MIDDLESEX</td>
<td>* $26,425.76</td>
</tr>
<tr>
<td>060</td>
<td>MONTGOMERY</td>
<td>$133,104.93</td>
</tr>
<tr>
<td>062</td>
<td>NELSON</td>
<td>$37,521.89</td>
</tr>
<tr>
<td>063</td>
<td>NEW KENT</td>
<td>* $19,580.28</td>
</tr>
<tr>
<td>065</td>
<td>NORTHAMPTON</td>
<td>$55,133.03</td>
</tr>
<tr>
<td>066</td>
<td>NORTHUMBERLAND</td>
<td>$34,734.39</td>
</tr>
<tr>
<td>067</td>
<td>NOTTOWAY</td>
<td>$62,778.03</td>
</tr>
<tr>
<td>068</td>
<td>ORANGE</td>
<td>$59,342.49</td>
</tr>
<tr>
<td>069</td>
<td>PAGE</td>
<td>$65,457.06</td>
</tr>
<tr>
<td>070</td>
<td>PATRICK</td>
<td>$56,384.35</td>
</tr>
<tr>
<td>071</td>
<td>PITTsylvania</td>
<td>$191,727.40</td>
</tr>
<tr>
<td>072</td>
<td>POWHATAN</td>
<td>* $21,487.21</td>
</tr>
<tr>
<td>073</td>
<td>PRINCE EDWARD</td>
<td>$71,713.72</td>
</tr>
<tr>
<td>074</td>
<td>PRINCE GEORGE</td>
<td>* $47,415.11</td>
</tr>
<tr>
<td>075</td>
<td>PRINCE WILLIAM</td>
<td>$828,060.03</td>
</tr>
<tr>
<td>077</td>
<td>PULASKI</td>
<td>$76,250.95</td>
</tr>
</tbody>
</table>
**TOPIC:** 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

**RATIONALE:** As Federal Grant Award amounts are not made available to school divisions until late summer/early fall each year, Prince George County Public Schools builds its budget based on the previous year’s budget. The allocations for Title I, VI-B 611 and 619 have been released. So that PGCPS can spend the grants, a supplemental appropriation by the School Board and approved by the Board of Supervisors is required to increase the budget to match the allocations.

<table>
<thead>
<tr>
<th></th>
<th>Current FY21 Budget</th>
<th>FY21 Allocation</th>
<th>Supplemental Appropriation</th>
<th>Revised FY21 Budget</th>
<th>Expenditure Account #</th>
<th>Revenue Account #</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title I A</strong></td>
<td>$624,151.00</td>
<td>$693,454.16</td>
<td>$69,303.16</td>
<td>$693,454.16</td>
<td>0510-06-201-6000-61100-100-900-802-41120-0510-30-000-0000-00802-333802-00000000-00000000-00000000-816-333817-</td>
<td></td>
</tr>
<tr>
<td><strong>Title VI-B (611)</strong></td>
<td>$1,085,904.00</td>
<td>$1,140,271.00</td>
<td>$54,367.00</td>
<td>$1,140,271.00</td>
<td>0510-06-201-6001-61100-200-020-816-41125-0510-30-000-0000-00000000-00000000-00000000-816-333817-</td>
<td></td>
</tr>
<tr>
<td><strong>Title VI-B (619) - Pre-K</strong></td>
<td>$29,144.00</td>
<td>$30,079.00</td>
<td>$935.00</td>
<td>$30,079.00</td>
<td>0510-06-201-6000-61100-200-340-817-41125-0510-30-000-0000-00000000-00000000-00000000-816-333817-</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$1,739,199.00</td>
<td>$1,863,804.16</td>
<td>$124,605.16</td>
<td>$1,863,804.16</td>
<td>0510-06-201-6000-61100-100-900-802-41120-0510-30-000-0000-00802-333802-00000000-00000000-00000000-816-333817-</td>
<td></td>
</tr>
</tbody>
</table>

**RECOMMENDATION:** 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 Grant Fund for the division.

**ATTACHMENTS:** Superintendent’s Memos and Allocations
DATE: September 4, 2020  
TO: Division Superintendents  
FROM: James F. Lane, Ed.D., Superintendent of Public Instruction  

Attached are the 2020-2021 Title I, Part A, and Title I, Part D, Subpart 2, allocations for each school division (Attachment B). The final school division allocations are based on the Title I formulas applied by the U.S. Department of Education (USED) and reflect adjustments made by the Virginia Department of Education to account for state-level set-asides and funding allotted for services provided through the private school services bypass agreement, as applicable. As required in Section 1122(c) of ESEA, the variable hold-harmless provision was applied to the allocations.

The amount of the Title I, Part A, allocation available through the reimbursement process as of July 1, 2020, is 35.04 percent, and the remaining 64.96 percent is available as of October 1, 2020. The total amount of the Title I, Part D, Subpart 2, allocation is available as of July 1, 2020, through the reimbursement process. Attachment A contains the Additional Required Special Terms and Conditions for Grant Awards or Cooperative Agreements. The terms of the grant awards are available in Attachments C (Title I, Part A) and D (Title I, Part D, Subpart 2).

The procedures and forms for submitting an application for Title I, Part A, and Title I, Part D, Subpart 2, were previously provided to school division program coordinators. Applications were due on July 1, 2020. Questions about the Title I, Part A, allocations or application process should be directed to Shyla Vesitis, Title I Coordinator, at Shyla.Vesitis@doe.virginia.gov or (804) 225-3711. Questions about the Title I, Part D, Subpart 2, allocations or application process should be directed to Tiffany Frierson, Title I Specialist, at Tiffany.Frierson@doe.virginia.gov or (804) 371-2682.

JFL/LS/sv
Attachments

A. Additional Required Special Terms and Conditions for Grant Awards or Cooperative Agreements (Word)
C. Elementary and Secondary Education Act of 1965, Title I, Part A, Terms of Grant Award (Word)
D. Elementary and Secondary Education Act of 1965, Title I, Part D, Subpart 2, Terms of Grant Award (Word)
## ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965
### TITLE I, PART A AND TITLE I, PART D, SUBPART 2 GRANT ALLOCATIONS
#### 2020-2021 GRANT AWARD
##### SEPTEMBER 2020

<table>
<thead>
<tr>
<th>Division Number</th>
<th>School Division/LEA</th>
<th>Formula Count</th>
<th>Amount that Title I, Part A Allocation is Reduced for Bypass Provision</th>
<th>Title I, Part A Basic, Targeted, EFIG, and Concentration Grant Allocation</th>
<th>35.04% Portion of Title I, Part A Allocation Available on July 1, 2020</th>
<th>64.96% Portion of Title I, Part A Allocation Available on October 1, 2020</th>
<th>Title I, Part D, Subpart 2 Grant Allocation</th>
<th>Total Title I, Part A and Title I, Part D, Subpart 2 2020-2021 Grant Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>059</td>
<td>MIDDLESEX</td>
<td>278</td>
<td>-</td>
<td>377,326.80</td>
<td>132,209.49</td>
<td>245,117.31</td>
<td>-</td>
<td>377,326.80</td>
</tr>
<tr>
<td>060</td>
<td>MONTGOMERY</td>
<td>1,461</td>
<td>-</td>
<td>1,888,070.94</td>
<td>661,550.93</td>
<td>1,226,520.01</td>
<td>-</td>
<td>1,888,070.94</td>
</tr>
<tr>
<td>062</td>
<td>NELSON</td>
<td>373</td>
<td>-</td>
<td>514,239.40</td>
<td>180,181.55</td>
<td>334,057.85</td>
<td>-</td>
<td>514,239.40</td>
</tr>
<tr>
<td>063</td>
<td>NEW KENT</td>
<td>223</td>
<td>-</td>
<td>256,496.44</td>
<td>89,872.40</td>
<td>166,624.04</td>
<td>-</td>
<td>256,496.44</td>
</tr>
<tr>
<td>065</td>
<td>NORTHAMPTON</td>
<td>465</td>
<td>-</td>
<td>701,898.81</td>
<td>245,934.52</td>
<td>455,964.29</td>
<td>-</td>
<td>701,898.81</td>
</tr>
<tr>
<td>066</td>
<td>NORTHUMBERLAND</td>
<td>324</td>
<td>-</td>
<td>484,059.10</td>
<td>169,606.84</td>
<td>314,452.26</td>
<td>-</td>
<td>484,059.10</td>
</tr>
<tr>
<td>067</td>
<td>NOTTOWAY</td>
<td>558</td>
<td>-</td>
<td>850,726.70</td>
<td>298,081.51</td>
<td>552,645.19</td>
<td>-</td>
<td>850,726.70</td>
</tr>
<tr>
<td>068</td>
<td>ORANGE</td>
<td>646</td>
<td>-</td>
<td>734,903.87</td>
<td>257,498.98</td>
<td>477,404.89</td>
<td>-</td>
<td>734,903.87</td>
</tr>
<tr>
<td>069</td>
<td>PAGE</td>
<td>640</td>
<td>-</td>
<td>877,823.69</td>
<td>307,575.88</td>
<td>570,247.81</td>
<td>-</td>
<td>877,823.69</td>
</tr>
<tr>
<td>070</td>
<td>PATRICK</td>
<td>490</td>
<td>-</td>
<td>669,220.56</td>
<td>234,484.56</td>
<td>434,736.00</td>
<td>-</td>
<td>669,220.56</td>
</tr>
<tr>
<td>071</td>
<td>PITTSVILLENA</td>
<td>1,870</td>
<td>-</td>
<td>2,140,813.82</td>
<td>750,108.14</td>
<td>1,390,705.68</td>
<td>-</td>
<td>2,140,813.82</td>
</tr>
<tr>
<td>072</td>
<td>POWHATAN</td>
<td>268</td>
<td>-</td>
<td>278,795.09</td>
<td>97,685.50</td>
<td>181,109.59</td>
<td>-</td>
<td>278,795.09</td>
</tr>
<tr>
<td>073</td>
<td>PRINCE EDWARD</td>
<td>708</td>
<td>-</td>
<td>981,489.36</td>
<td>343,898.73</td>
<td>637,590.63</td>
<td>-</td>
<td>981,489.36</td>
</tr>
<tr>
<td>074</td>
<td>PRINCE GEORGE</td>
<td>597</td>
<td>-</td>
<td><strong>693,454.16</strong></td>
<td><strong>242,975.64</strong></td>
<td><strong>450,478.52</strong></td>
<td>-</td>
<td><strong>693,454.16</strong></td>
</tr>
<tr>
<td>075</td>
<td>PRINCE WILLIAM</td>
<td>7,293</td>
<td>150,101.00</td>
<td>12,066,737.19</td>
<td>4,227,998.57</td>
<td>7,838,738.62</td>
<td>120,110.48</td>
<td>12,186,847.67</td>
</tr>
<tr>
<td>077</td>
<td>PULASKI</td>
<td>820</td>
<td>-</td>
<td>1,129,753.35</td>
<td>395,848.15</td>
<td>733,905.20</td>
<td>-</td>
<td>1,129,753.35</td>
</tr>
<tr>
<td>078</td>
<td>RAPPAHANNOCK</td>
<td>119</td>
<td>-</td>
<td>157,253.50</td>
<td>55,099.20</td>
<td>102,154.30</td>
<td>-</td>
<td>157,253.50</td>
</tr>
<tr>
<td>079</td>
<td>RICHMOND</td>
<td>231</td>
<td>-</td>
<td>322,721.20</td>
<td>113,076.53</td>
<td>209,644.67</td>
<td>-</td>
<td>322,721.20</td>
</tr>
<tr>
<td>080</td>
<td>ROANOKE</td>
<td>1,083</td>
<td>-</td>
<td>1,355,223.64</td>
<td>474,849.46</td>
<td>880,374.18</td>
<td>-</td>
<td>1,355,223.64</td>
</tr>
<tr>
<td>081</td>
<td>ROCKBRIDGE</td>
<td>440</td>
<td>-</td>
<td>574,363.03</td>
<td>201,247.95</td>
<td>373,115.08</td>
<td>-</td>
<td>574,363.03</td>
</tr>
<tr>
<td>082</td>
<td>ROCKINGHAM</td>
<td>1,193</td>
<td>-</td>
<td>1,510,428.59</td>
<td>529,230.88</td>
<td>981,197.71</td>
<td>-</td>
<td>1,510,428.59</td>
</tr>
<tr>
<td>083</td>
<td>RUSSELL</td>
<td>774</td>
<td>-</td>
<td>1,137,398.36</td>
<td>398,526.84</td>
<td>738,871.52</td>
<td>-</td>
<td>1,137,398.36</td>
</tr>
<tr>
<td>084</td>
<td>SCOTT</td>
<td>659</td>
<td>-</td>
<td>872,752.99</td>
<td>305,799.18</td>
<td>566,953.81</td>
<td>-</td>
<td>872,752.99</td>
</tr>
<tr>
<td>085</td>
<td>SHENANDOAH</td>
<td>921</td>
<td>-</td>
<td>1,137,733.01</td>
<td>398,644.10</td>
<td>739,088.91</td>
<td>-</td>
<td>1,137,733.01</td>
</tr>
<tr>
<td>086</td>
<td>SMYTH</td>
<td>1,005</td>
<td>-</td>
<td>1,335,161.43</td>
<td>467,819.97</td>
<td>867,341.46</td>
<td>-</td>
<td>1,335,161.43</td>
</tr>
<tr>
<td>087</td>
<td>SOUTHAMPTON</td>
<td>442</td>
<td>-</td>
<td>601,175.86</td>
<td>210,642.75</td>
<td>390,533.11</td>
<td>-</td>
<td>601,175.86</td>
</tr>
<tr>
<td>088</td>
<td>SPOTSILVANIA</td>
<td>2,406</td>
<td>-</td>
<td>3,153,615.93</td>
<td>1,104,978.37</td>
<td>2,048,637.56</td>
<td>-</td>
<td>3,153,615.93</td>
</tr>
<tr>
<td>089</td>
<td>STAFFORD</td>
<td>1,641</td>
<td>46,978.00</td>
<td>1,931,340.75</td>
<td>676,712.01</td>
<td>1,254,628.74</td>
<td>-</td>
<td>1,931,340.75</td>
</tr>
<tr>
<td>090</td>
<td>SURRY</td>
<td>157</td>
<td>-</td>
<td>214,914.76</td>
<td>75,302.82</td>
<td>139,611.94</td>
<td>-</td>
<td>214,914.76</td>
</tr>
</tbody>
</table>
DATE: July 17, 2020

TO: Division Superintendents

FROM: James F. Lane, Ed.D., Superintendent of Public Instruction


Attached are the 2020-2021 Individuals with Disabilities Education Act (IDEA) Part B (Sections 611 and 619) federal allocations through the U.S. Department of Education (USED) for school divisions and state operated programs (SOPs) that qualify based on submission of an approvable 2020-2021 annual plan.

Please note that as part of your application for fiscal year (FY) 2020-2021, your school division or SOP has provided certifications that its application will comply with the IDEA 2004, at 20 USC § 1413(a)(1), and its federal implementing regulations, at 34 CFR Parts 300 and 301, and that the school division or SOP will operate its Part B program in accordance with all of the required assurances and certifications that are consistent with the Virginia Department of Education's (VDOE's) policies and procedures. It further certifies that the application is a material representation of its compliance with the provisions of Education Department General Administrative Regulations (EDGAR) and 2 CFR, as applicable.

Virginia’s total federal fiscal year (FFY) 2020 grant award is $308,813,311 with $82,719,823 currently available for award under the Department of Education Appropriations Act, 2020, Title III of Division A of the Further Consolidated Appropriations Act, 2020 (Public Law 116-94) for the IDEA Part B Section 611. The portion of the Section 611 flow-through allocation available through the reimbursement process as of July 1, 2020, is approximately 26.79 percent to school divisions and SOPs that have submitted an approvable annual plan. The remaining 73.21 percent is available as of October 1, 2020, through the reimbursement process to school divisions and SOPs that have an approved annual plan. The entire allocation for Section 619 funds is available as of July 1, 2020, through the reimbursement process to school divisions and SOPs that have submitted an approvable annual plan.

Upon final approval of a school division or SOP application by VDOE, each sub-recipient will need to log on to the Department of Education’s Online Management of Education Grant Awards (OMEGA) system to review the grant’s status and to distribute the grant award budgets to the
appropriate object code level. Questions regarding this process should be sent to OMEGA SUPPORT. You may also call (804) 371-0993 for assistance.

Approval of the annual plan establishes the eligibility of school divisions and SOPs to receive funding under the Department of Education Appropriations Act, 2020, Title III of Division A of Further Consolidation Appropriations Act, 2020 (Public Law 116-94) for the IDEA Part B Sections 611 and 619. These funds are available for obligation from July 1, 2020, through September 30, 2022, in accordance with 34 CFR §76.709.

These funds are made available on the condition that sub-recipients operate consistent with all requirements of P.L. 108-446 and applicable regulations, and make such changes to existing policies and procedures as are necessary to bring those policies and procedures into compliance as soon as possible. School divisions are reminded that such changes must be submitted to their local school boards for approval.

2020-2021 Part B (Section 611) Flow-Through Funding

Amounts for each sub-recipient are listed in Attachment A. As noted above, the amount shown in your award for the Section 611 program is approximately 26.79 percent of the total federal fiscal year (FFY) 2020 award. Of the $272,434,366 appropriated amount in FFY 2020 for sub-recipient awards, $72,975,230.44 is available for awards on July 1, 2020, and $199,459,135.56 will be available for awards on October 1, 2020. No funds may be obligated after September 30, 2022, and final claims for reimbursement must be submitted via the OMEGA system no later than November 15, 2022. Funds are provided to school divisions and SOPs through an expenditure reimbursement process and funds must be expended in accordance with each sub-recipient’s approved application or subsequent amendments as approved by VDOE. Because original grant applications were based on estimated amounts, most sub-recipients will need to submit (via OMEGA) a budget amendment addressing the difference between estimated Section 611 funds and funds actually awarded.

2020-2021 Part B (Section 619) Pre-School Funding

Amounts for each sub-recipient are listed in Attachment B. The amount in your award for Section 619 represents the full amount of funds to which you are entitled. No funds may be obligated after September 30, 2022, and final claims for reimbursement must be submitted via OMEGA no later than November 15, 2022. Funds are provided to school divisions and certain SOPs through an expenditure reimbursement process and must be expended in accordance with each sub-recipient’s approved application or subsequent amendments as approved by VDOE. Because original grant applications were based on estimated amounts, most sub-recipients will need to submit (via OMEGA) a budget amendment addressing the difference between estimated Section 619 funds and funds actually awarded.

Reimbursement

Reimbursement for expenditures pursuant to these awards may not be honored if program or budget modifications are made without prior approval by VDOE. Equipment purchases
exceeding $5,000 (per item) and all out-of-state travel must be approved in advance by the VDOE. Please be reminded that as sub-recipients, you must consider the following factors when considering the use of funds for conferences or meetings:

- Ensure that attending or hosting a conference or meeting is consistent with the division’s approved application and is reasonable and necessary to achieve the goals and objectives of the grant;
- Ensure that the primary purpose of the conference or meeting is to disseminate technical information (e.g., provide information on specific programmatic requirements, best practices in a particular field, or theoretical, empirical, or methodological advances made in a particular field; conduct training or professional development; plan/coordinate the work being done under the grant); and
- Consider whether there are more effective or efficient alternatives that can accomplish the desired results at a lower cost, for example, using webinars or video conferencing.

Reimbursement for travel related conferences or meetings, including food, must follow all applicable statutory and regulatory requirements in determining whether costs are reasonable and necessary, especially the Cost Principles for federal grants set out at 2 CFR Part 200 Subpart E of the “Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards.” It must also be limited to amounts stipulated by state travel regulations. Please also remember that alcoholic beverages and entertainment costs which include costs for amusement, diversion, and social activities are non-allowable costs. Foods for the conference or meeting can only be reimbursed if it is necessary to accomplish legitimate meeting or conference business (e.g., working lunch might be allowable if attendance at lunch is needed to ensure full participation by attendees in essential discussions and speeches concerning the purpose of the conference and to achieve the goals and objectives of the project).

Funds available under the provisions of IDEA may be used to support only the excess costs of educating individuals with disabilities as outlined in your approved application or subsequent amendments approved by the VDOE. Reimbursement requests must be submitted electronically via OMEGA.

**Participant Support Costs Requirements (PSCs)**

As part of the Uniform Guidance enacted on July 1, 2015, school divisions must submit a request and obtain prior approval from the VDOE to use Part B funds for participant support costs. “Participant support costs” are defined as “stipends or subsistence allowances, travel allowances and registration fees paid to or on behalf of participants or trainees (but not employees) in connection with conferences, or training projects.”

Requests for prior written approval must be submitted at least 30 days prior to the event and the documentation should: (1) Identify the total amount of participant support costs to be charged to the IDEA Part B grant; (2) Provide a statement confirming that the Participant Support Costs (PSCs) will improve the IDEA Part B program and are reasonable, necessary, and allocable to the IDEA Part B grant; and (3) Provide a description that includes: the activities for which the costs will be used, elements of the costs (i.e., travel, registration, and individual participant
costs), the specific timeframe of the activities, and the role of participants or trainees related to the IDEA Part B program.

Requests for participant support costs related to the statutorily mandated duties of the Local Advisory Committee (LAC), as required under CFR §300.714, do not require prior approval from VDOE.

**Comprehensive Coordinated Early Intervening Services (CCEIS) and CEIS**

School divisions who were identified to have significant disproportionality are required to set-aside exactly 15 percent of its IDEA Total Part B funds to provide Comprehensive Coordinated Early Intervening Services (CCEIS). School divisions not required to set-aside funds for Comprehensive Coordinated Early Intervening Services (CEIS) may voluntarily set-aside up to a maximum of 15 percent of their total Part B funds. A budget amendment must be submitted via OMEGA if a school division is required or chooses to voluntarily set-aside Part B funds for CEIS. The planned CEIS activities must be pre-approved by VDOE and funds must be used accordingly and for that purpose only. A unique project code has been created for monitoring CCEIS and CEIS related activities and the amounts loaded in OMEGA reflects the required 15 percent set-aside amount or the voluntary set-aside amount. If the division chooses not to voluntarily set-aside Part B funds for CEIS, a budget amendment must be submitted via OMEGA. Unspent CCEIS funds at the conclusion of the grant award period will revert back to the U.S. Department of Education (USED) for school divisions that are required to set-aside funds for CCEIS.

When requesting reimbursements, use the designated CCEIS/CEIS project code in OMEGA to identify CCEIS/CEIS related expenditures.

**Proportionate Set Aside Requirements (PSA)**

The proportionate share set-aside amount for each required school divisions must be expended during the grant period on the provision of special education and related services for the parentally-placed private school students with disabilities enrolled in private schools and homeschooled children located in the LEA. Funds not obligated or spent at the end of the first fiscal year of the grant must be carried forward for one additional year. Any unspent funds after the one year carry over period can be spent for other special education and related services activities.

When requesting reimbursements, use the drop down button in OMEGA to identify Proportionate Set-Aside (PSA) related expenditures.

**Special Terms and Conditions**

The Additional Required Special Terms and Conditions for Grant Awards or Cooperative Agreements consist provisions for the following:

- Intellectual Property that must be applied for all grants or cooperative agreements regardless of funding source (General, Special, Federal);
- Suspension and Debarment Compliance - Non-Procurement Covered Transactions;
• Federal Funding in Public Announcements;
• Prohibition of Text Messaging and Emailing While Driving During Official Federal Grant Business; and
• Monitoring and Reporting.

Amendments to the Annual Plan/Funding Applications

Amendments to the 2020-2021 annual plan and application for federal funds must be submitted to VDOE for approval as they are adopted by each school division.

Any funding application amendment requests must be submitted via OMEGA.

Additional Information

The VDOE and auditors shall have access to sub-recipient records and financial statements as necessary to meet monitoring requirements in 2 CFR 200. This federal award is not for research and development. School divisions shall adhere to their approved negotiated indirect cost (IDC) rate that can be accessed at Local Education Agency Indirect Cost Rates for Indirect Cost Recovery on Federal Grants. If a rate has not been negotiated or approved, the school division or SOP may be eligible to use the de minimis rate of ten (10) percent as stated in §200.414 indirect (F&A) costs.

Questions pertaining to subgrant awards, including questions regarding annual plans, should be directed to the contact person listed in each attachment or to Sped-Finance@doe.virginia.gov. Questions about allowable CEIS activities should be directed to Joe Wharff, at Joseph.Wharff@doe.virginia.gov; telephone (804) 225-3370.

Questions about identification of school divisions required to provide CEIS due to disproportionality should be directed to Jeff Phenicie, at Jeff.Phenicie@doe.virginia.gov; telephone (804) 786-0308.

Questions pertaining to OMEGA should be directed to OMEGA Support, at OMEGA.support@doe.virginia.gov; telephone (804) 371-0993.

JFL/tlc

Attachments:
A. Section 611, Flow-through Funds (Excel)
B. Section 619, Pre-school Funds (Excel)
C. Special Terms and Conditions (Word)
## Virginia Department of Special Education and Student Services

### Grant Award Notification Final Allocations

**Grant Award Start Date:** July 1, 2020

**Grant Award Expiration Date:** September 30, 2022

**Federal Award Number:** H027A200107

(Note: Subgrants are uniquely identified in OMEGA via combined use of payee code, project code, and fed. award #)

<table>
<thead>
<tr>
<th>SCHOOL DIVISION/SOP</th>
<th>2020-2021 AWARD $</th>
<th>26.79 %</th>
<th>73.21 %</th>
<th>CCEIS/CEIS SET-ASIDE AMOUNTS</th>
<th>NET OF CCEIS/CEIS ALLOCATION $</th>
<th>PAYEE CODE NUMBER</th>
<th>PROJECT CODE NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>HALIFAX</td>
<td>$1,491,155.00</td>
<td>$399,426.04</td>
<td>$1,091,728.96</td>
<td>$(236,706.80)</td>
<td>$1,254,449.00</td>
<td>041</td>
<td>APE34071</td>
</tr>
<tr>
<td>HANOVER</td>
<td>$3,399,329.00</td>
<td>$910,556.26</td>
<td>$2,488,772.74</td>
<td></td>
<td>$3,399,329.00</td>
<td>042</td>
<td>APE34071</td>
</tr>
<tr>
<td>HENRICO</td>
<td>$10,409,946.00</td>
<td>$2,788,444.86</td>
<td>$7,621,501.14</td>
<td>$(1,592,180.55)</td>
<td>$8,817,765.45</td>
<td>043</td>
<td>APE34071</td>
</tr>
<tr>
<td>HIGHLAND</td>
<td>$2,136,747.00</td>
<td>$572,556.59</td>
<td>$1,564,390.41</td>
<td></td>
<td>$2,136,747.00</td>
<td>044</td>
<td>APE34071</td>
</tr>
<tr>
<td>ISLE OF WIGHT</td>
<td>$1,089,410.00</td>
<td>$291,813.21</td>
<td>$797,596.79</td>
<td></td>
<td>$1,089,410.00</td>
<td>046</td>
<td>APE34071</td>
</tr>
<tr>
<td>KING GEORGE</td>
<td>$233,908.00</td>
<td>$67,521.88</td>
<td>$165,386.12</td>
<td></td>
<td>$233,908.00</td>
<td>048</td>
<td>APE34071</td>
</tr>
<tr>
<td>KING &amp; QUEEN</td>
<td>$231,694.00</td>
<td>$62,062.37</td>
<td>$169,631.63</td>
<td></td>
<td>$231,694.00</td>
<td>049</td>
<td>APE34071</td>
</tr>
<tr>
<td>KING WILLIAM</td>
<td>$468,239.00</td>
<td>$125,424.15</td>
<td>$342,814.85</td>
<td></td>
<td>$468,239.00</td>
<td>050</td>
<td>APE34071</td>
</tr>
<tr>
<td>LEE</td>
<td>$56,616.00</td>
<td>$15,165.36</td>
<td>$41,450.64</td>
<td></td>
<td>$56,616.00</td>
<td>045</td>
<td>APE34071</td>
</tr>
<tr>
<td>LORD AND ISLE</td>
<td>$999,570.00</td>
<td>$267,728.69</td>
<td>$731,891.31</td>
<td>$(154,674.30)</td>
<td>$844,895.70</td>
<td>058</td>
<td>APE34071</td>
</tr>
<tr>
<td>MIDDLESEX</td>
<td>$307,047.00</td>
<td>$82,246.69</td>
<td>$224,800.31</td>
<td></td>
<td>$307,047.00</td>
<td>066</td>
<td>APE34071</td>
</tr>
<tr>
<td>MECKLENBURG</td>
<td>$999,570.00</td>
<td>$267,728.69</td>
<td>$731,891.31</td>
<td>$(154,674.30)</td>
<td>$844,895.70</td>
<td>052</td>
<td>APE34071</td>
</tr>
<tr>
<td>MONTGOMERY</td>
<td>$2,185,226.00</td>
<td>$585,342.35</td>
<td>$1,599,883.65</td>
<td></td>
<td>$2,185,226.00</td>
<td>060</td>
<td>APE34071</td>
</tr>
<tr>
<td>NELSON</td>
<td>$456,201.00</td>
<td>$122,199.61</td>
<td>$334,001.39</td>
<td></td>
<td>$456,201.00</td>
<td>062</td>
<td>APE34071</td>
</tr>
<tr>
<td>NORTHAMPTON</td>
<td>$687,168.00</td>
<td>$184,067.24</td>
<td>$503,100.76</td>
<td></td>
<td>$687,168.00</td>
<td>063</td>
<td>APE34071</td>
</tr>
<tr>
<td>NORTHUMBERLAND</td>
<td>$307,047.00</td>
<td>$82,246.69</td>
<td>$224,800.31</td>
<td></td>
<td>$307,047.00</td>
<td>069</td>
<td>APE34071</td>
</tr>
<tr>
<td>NOTTOWAY</td>
<td>$605,460.00</td>
<td>$162,180.65</td>
<td>$443,279.35</td>
<td></td>
<td>$605,460.00</td>
<td>059</td>
<td>APE34071</td>
</tr>
<tr>
<td>ROCKBRIDGE</td>
<td>$2,553,045.00</td>
<td>$683,728.96</td>
<td>$1,869,316.04</td>
<td></td>
<td>$2,553,045.00</td>
<td>078</td>
<td>APE34071</td>
</tr>
<tr>
<td>SCOTT</td>
<td>$807,446.00</td>
<td>$216,285.33</td>
<td>$591,160.67</td>
<td></td>
<td>$807,446.00</td>
<td>084</td>
<td>APE34071</td>
</tr>
<tr>
<td>SHENANDOAH</td>
<td>$1,318,791.00</td>
<td>$353,265.01</td>
<td>$965,526.00</td>
<td></td>
<td>$1,318,791.00</td>
<td>085</td>
<td>APE34071</td>
</tr>
</tbody>
</table>

**July 1, 2020**

**October 1, 2020**
VIRGINIA DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION AND STUDENT SERVICES
2020-2021 PART B, Section 619, Preschool Subgrant Awards (CFDA #84.173A)
Final Allocations
Beginning Date: July 1, 2020
Expiration Date: September 30, 2022
Federal Award Number: H173A200112
(Note: Subgrants are uniquely identified in OMEGA via combined use of payee code, project code, and fed. award #)

<table>
<thead>
<tr>
<th>SCHOOL DIVISION/SOP</th>
<th>TOTAL CALCULATED ALLOCATION</th>
<th>2020-2021 AWARD</th>
<th>PAYEE CODE NUMBER</th>
<th>PROJECT CODE NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>PATRICK</td>
<td>$13,927.00</td>
<td>-</td>
<td>$13,927.00</td>
<td>070</td>
</tr>
<tr>
<td>PITTSYLVANIA</td>
<td>$28,784.00</td>
<td>-</td>
<td>$28,784.00</td>
<td>071</td>
</tr>
<tr>
<td>POWHATAN</td>
<td>$22,119.00</td>
<td>-</td>
<td>$22,119.00</td>
<td>072</td>
</tr>
<tr>
<td>PRINCE EDWARD</td>
<td>$20,361.00</td>
<td>-</td>
<td>$20,361.00</td>
<td>073</td>
</tr>
<tr>
<td>PRINCE GEORGE</td>
<td>$30,079.00</td>
<td>-</td>
<td>$30,079.00</td>
<td>074</td>
</tr>
<tr>
<td>PRINCE WILLIAM</td>
<td>$360,706.00</td>
<td>-</td>
<td>$360,706.00</td>
<td>075</td>
</tr>
<tr>
<td>PULASKI</td>
<td>$34,527.00</td>
<td>-</td>
<td>$34,527.00</td>
<td>076</td>
</tr>
<tr>
<td>RAPPAHANNOCK</td>
<td>$6,607.00</td>
<td>-</td>
<td>$6,607.00</td>
<td>077</td>
</tr>
<tr>
<td>RICHMOND COUNTY</td>
<td>$11,593.00</td>
<td>6,244.00</td>
<td>$17,837.00</td>
<td>078</td>
</tr>
<tr>
<td>RODANECO COUNTY</td>
<td>$91,805.00</td>
<td>-</td>
<td>$91,805.00</td>
<td>079</td>
</tr>
<tr>
<td>ROCKBRIDGE</td>
<td>$18,004.00</td>
<td>-</td>
<td>$18,004.00</td>
<td>080</td>
</tr>
<tr>
<td>ROCKINGHAM</td>
<td>$66,709.00</td>
<td>-</td>
<td>$66,709.00</td>
<td>081</td>
</tr>
<tr>
<td>RUSSELL</td>
<td>$36,768.00</td>
<td>-</td>
<td>$36,768.00</td>
<td>082</td>
</tr>
<tr>
<td>SCOTT</td>
<td>$32,172.00</td>
<td>-</td>
<td>$32,172.00</td>
<td>083</td>
</tr>
<tr>
<td>SHENANDOAH</td>
<td>$41,943.00</td>
<td>-</td>
<td>$41,943.00</td>
<td>084</td>
</tr>
<tr>
<td>SOUTHERN VIRGINIA</td>
<td>$55,002.00</td>
<td>-</td>
<td>$55,002.00</td>
<td>085</td>
</tr>
<tr>
<td>SOUTHAMPTON</td>
<td>$13,461.00</td>
<td>-</td>
<td>$13,461.00</td>
<td>086</td>
</tr>
<tr>
<td>SPOTSILYVANIA</td>
<td>$92,711.00</td>
<td>-</td>
<td>$92,711.00</td>
<td>087</td>
</tr>
<tr>
<td>STAFFORD</td>
<td>$89,605.00</td>
<td>-</td>
<td>$89,605.00</td>
<td>088</td>
</tr>
<tr>
<td>SURRY</td>
<td>$4,648.00</td>
<td>-</td>
<td>$4,648.00</td>
<td>089</td>
</tr>
<tr>
<td>SUSSEX</td>
<td>$9,680.00</td>
<td>-</td>
<td>$9,680.00</td>
<td>090</td>
</tr>
<tr>
<td>TAZEWELL</td>
<td>$52,531.00</td>
<td>-</td>
<td>$52,531.00</td>
<td>091</td>
</tr>
<tr>
<td>WARREN</td>
<td>$31,607.00</td>
<td>-</td>
<td>$31,607.00</td>
<td>092</td>
</tr>
<tr>
<td>WASHINGTON</td>
<td>$48,092.00</td>
<td>-</td>
<td>$48,092.00</td>
<td>093</td>
</tr>
<tr>
<td>WESTMORELAND</td>
<td>$19,575.00</td>
<td>-</td>
<td>$19,575.00</td>
<td>094</td>
</tr>
<tr>
<td>WISE</td>
<td>$39,384.00</td>
<td>-</td>
<td>$39,384.00</td>
<td>095</td>
</tr>
<tr>
<td>WYTHE</td>
<td>$31,006.00</td>
<td>-</td>
<td>$31,006.00</td>
<td>096</td>
</tr>
<tr>
<td>YORK</td>
<td>$48,869.00</td>
<td>-</td>
<td>$48,869.00</td>
<td>097</td>
</tr>
<tr>
<td>CITIES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALEXANDRIA</td>
<td>$95,247.00</td>
<td>-</td>
<td>$95,247.00</td>
<td>098</td>
</tr>
<tr>
<td>BRISTOL</td>
<td>$16,931.00</td>
<td>-</td>
<td>$16,931.00</td>
<td>099</td>
</tr>
<tr>
<td>BUENA VISTA</td>
<td>$11,012.00</td>
<td>-</td>
<td>$11,012.00</td>
<td>100</td>
</tr>
<tr>
<td>CHARLOTTESVILLE</td>
<td>$45,846.00</td>
<td>-</td>
<td>$45,846.00</td>
<td>101</td>
</tr>
<tr>
<td>CHESAPEAKE</td>
<td>$206,748.00</td>
<td>-</td>
<td>$206,748.00</td>
<td>102</td>
</tr>
<tr>
<td>COLONIAL HEIGHTS</td>
<td>$15,071.00</td>
<td>-</td>
<td>$15,071.00</td>
<td>103</td>
</tr>
<tr>
<td>COVINGTON</td>
<td>$10,516.00</td>
<td>-</td>
<td>$10,516.00</td>
<td>104</td>
</tr>
<tr>
<td>DANVILLE</td>
<td>$43,637.00</td>
<td>-</td>
<td>$43,637.00</td>
<td>105</td>
</tr>
<tr>
<td>FALLS CHURCH</td>
<td>$10,946.00</td>
<td>-</td>
<td>$10,946.00</td>
<td>106</td>
</tr>
<tr>
<td>FRANKLIN CITY</td>
<td>$15,569.00</td>
<td>-</td>
<td>$15,569.00</td>
<td>107</td>
</tr>
<tr>
<td>FREDERICKSBURG</td>
<td>$20,758.00</td>
<td>-</td>
<td>$20,758.00</td>
<td>108</td>
</tr>
<tr>
<td>GALAX</td>
<td>$13,519.00</td>
<td>-</td>
<td>$13,519.00</td>
<td>109</td>
</tr>
<tr>
<td>HAMPTON</td>
<td>$78,169.00</td>
<td>-</td>
<td>$78,169.00</td>
<td>110</td>
</tr>
<tr>
<td>HARRISONBURG</td>
<td>$29,375.00</td>
<td>-</td>
<td>$29,375.00</td>
<td>111</td>
</tr>
<tr>
<td>HOPEWELL</td>
<td>$23,902.00</td>
<td>-</td>
<td>$23,902.00</td>
<td>112</td>
</tr>
<tr>
<td>LEXINGTON</td>
<td>$3,088.00</td>
<td>-</td>
<td>$3,088.00</td>
<td>113</td>
</tr>
<tr>
<td>LYNCHBURG</td>
<td>$64,854.00</td>
<td>-</td>
<td>$64,854.00</td>
<td>114</td>
</tr>
<tr>
<td>MANASSAS</td>
<td>$34,145.00</td>
<td>-</td>
<td>$34,145.00</td>
<td>115</td>
</tr>
<tr>
<td>MANASSAS PARK</td>
<td>$11,783.00</td>
<td>-</td>
<td>$11,783.00</td>
<td>116</td>
</tr>
<tr>
<td>MARTINSVILLE</td>
<td>$7,121.00</td>
<td>-</td>
<td>$7,121.00</td>
<td>117</td>
</tr>
<tr>
<td>NEWPORT NEWS</td>
<td>$194,574.00</td>
<td>-</td>
<td>$194,574.00</td>
<td>118</td>
</tr>
<tr>
<td>NORFOLK</td>
<td>$258,095.00</td>
<td>-</td>
<td>$258,095.00</td>
<td>119</td>
</tr>
<tr>
<td>NORWOOD</td>
<td>$6,578.00</td>
<td>-</td>
<td>$6,578.00</td>
<td>120</td>
</tr>
<tr>
<td>PETERSBURG</td>
<td>$30,779.00</td>
<td>-</td>
<td>$30,779.00</td>
<td>121</td>
</tr>
<tr>
<td>POQUOSON</td>
<td>$12,284.00</td>
<td>-</td>
<td>$12,284.00</td>
<td>122</td>
</tr>
<tr>
<td>PORTSMOUTH</td>
<td>$185,392.00</td>
<td>-</td>
<td>$185,392.00</td>
<td>123</td>
</tr>
<tr>
<td>RICHMOND CITY</td>
<td>$128,857.00</td>
<td>-</td>
<td>$128,857.00</td>
<td>124</td>
</tr>
<tr>
<td>RODANECO COUNTY</td>
<td>$129,898.00</td>
<td>-</td>
<td>$129,898.00</td>
<td>125</td>
</tr>
<tr>
<td>SALEM</td>
<td>$18,182.00</td>
<td>-</td>
<td>$18,182.00</td>
<td>126</td>
</tr>
<tr>
<td>STAUNTON</td>
<td>$27,765.00</td>
<td>-</td>
<td>$27,765.00</td>
<td>127</td>
</tr>
<tr>
<td>SUFIXOLK</td>
<td>$61,461.00</td>
<td>-</td>
<td>$61,461.00</td>
<td>128</td>
</tr>
<tr>
<td>VIRGINIA BEACH</td>
<td>$515,234.00</td>
<td>-</td>
<td>$515,234.00</td>
<td>129</td>
</tr>
<tr>
<td>WAYNESBORO</td>
<td>$16,709.00</td>
<td>-</td>
<td>$16,709.00</td>
<td>130</td>
</tr>
<tr>
<td>WILLIAMSBURG/JAMES CITY</td>
<td>$28,682.00</td>
<td>-</td>
<td>$28,682.00</td>
<td>131</td>
</tr>
<tr>
<td>WINCHESTER</td>
<td>$31,627.00</td>
<td>-</td>
<td>$31,627.00</td>
<td>132</td>
</tr>
<tr>
<td>TOWNS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COLONIAL BEACH</td>
<td>$6,515.00</td>
<td>-</td>
<td>$6,515.00</td>
<td>133</td>
</tr>
</tbody>
</table>
TOPIC: Copier Lease – State Contract Lease

RATIONALE: Our current lease with Ricoh for a 36-month term for 24 copiers expired 6/30/2020 and we have been operating on a month-to-month basis. The monthly lease renewal cost is $12,804.66 ($153,655.92 annually). This constitutes an increase of $481.86 per month; $5,782.32, annually. The lease provides unlimited black and white and color impressions (one color copier at the SBO and one in the classroom at PGHS). We are requesting renewal with Ricoh for a 48-month term lease for 24 copiers.

The new contract will replace all 24 existing Multifunction/Copiers and will add some additional features. We are utilizing a state contract for this purchase.

- Software that will allow us to better manage printing and will provide building administrators with weekly reports with printing totals by user when needed.
- Secure Follow Me printing will add the ability for staff to print to the network. They can then go to any copier in the district and scan their badge to print the jobs. This provides for secure printing to a shared device and drastically reduces waste.
- Ability to provide secure printing for students from the Chromebooks. Students can be limited to a number of copies per day/month.

The current cost covers all maintenance, toner, supplies, service, parts, training, and removal of existing devices, installation and delivery of all devices. All equipment in lease will be new and installation will begin after October 1, 2020.

RECOMMENDATION: Approve the copier contract lease renewal with Ricoh based on the state contract pricing for a 48-month term.
TOPIC: Regulation DJ-R – Purchasing Regulation/Procurement

RATIONALE: During the summer, PGCPS Child Nutrition Services Department underwent an intensive Federal Program review, which included an examination of the school division’s current procurement policies and regulations. We reviewed our regulation, considering recommended best practices, and revised the regulation. This regulation was offered to the Federal Review panel and is acceptable. The included regulation meets all Federal Program procurement requirements and adheres to Virginia’s Procurement Act. The included 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.

RECOMMENDATION: Information
SMALL PURCHASING PROCEDURE

Authority

This policy is adopted pursuant to §2.2-4303G and H of the Code of Virginia.

Purpose

The purpose of this policy is to establish small purchasing procedures for contracts for goods and services procured from nongovernmental contractors.

Definitions

The definitions set forth in §2.2-4301 of the Code of Virginia are incorporated herein by reference.

As used herein “Superintendent” shall include his/her designee.

Contracts other than for professional services—

All single or term contracts for goods and services, other than professional services, not expected to exceed $100,000 shall not be subject to competitive sealed bidding or competitive negotiation.

For contracts expected not to exceed $30,000 or less, the Superintendent shall informally solicit two or more bidders or offerors in the commodity area of the transaction. The Superintendent shall cause a written record of each verbal bid or offer to be filed with the records of the transaction.

For contracts expected to exceed $30,000 but not more than $100,000, the Superintendent shall (1) make a written informal solicitation of four or more bidders or offerors in the commodity area of the transaction and (2) post a public notice on the Department of General Services’ central electronic procurement website and/or on the school division’s website. Written quotations from vendors shall be obtained where practical, although verbal quotations will be permitted provided the Superintendent shall cause a written record of each verbal bid or offer to be filed with the records of the transaction.

Contracts for professional services

All single or term contracts for professional services not expected to exceed in the aggregate or the sum of all phases the amount of $50,000 shall not be subject to competitive negotiation. The Superintendent shall, whenever practicable, informally solicit two or more proposals for the services to be
procured. Written quotations from vendors shall be obtained where practical, although verbal quotations will be permitted provided the Superintendent shall cause a written record of each verbal offer to be filed with the records of the transaction.

1. Finance Policy

It is the policy of the Prince George County Public Schools (PGCPS) to encourage competition among qualified vendors by securing, when necessary, quotations and bids before a purchase is made. Purchases will be made that result in obtaining goods and services that meet the level of quality, the requirements needed, and at the best cost to PGCPS.

All communications, verbal and written with vendors concerning the solicitations for goods or services, contract awards or purchase orders shall flow through the Finance Department.

2. Using Department Responsibilities

a. Using departments shall work closely with Finance in meeting their Finance requirements.

b. Using departments shall allow sufficient time to provide Finance with bids and information on vendor delivery.

c. Using departments shall prepare acceptable technical specifications that characteristically define the quality of goods or services needed to perform a specific function.

3. Unauthorized Purchases

Except as provided in School Board policies and/or Division regulations, no employee shall purchase or contract for any goods, services, insurance or construction within the purview of this policy other than by and through the purchasing authority, and any purchase order or contract made contrary to the provisions hereof is not approved and the School Board shall not be bound thereby.

For purchases less than $10,000 made solely from student activity funds, the funds do not have to be encumbered in the division’s finance system; but, all Finance rules and guidelines are still applicable. All documentation will be maintained with the purchase order at the school site for audit purposes.
Approvals for payment cannot cover “after the fact” purchase orders issued to encumber funds for work already done or material already purchased. The Finance Policy and state law both require that funds must be encumbered prior to ordering services or materials.

The purchase requisition is the document that initiates the encumbrance of funds for the purchase. A purchase order must be issued prior to ordering to assure that sufficient funds are available to pay for the goods or services ordered.

3.1 Employees prohibited from signing contracts – PGCPS employees are not authorized to sign or execute any contract or agreement between PGCPS and a vendor without advanced written authorization from the Superintendent or the Superintendent’s designee. Contracts signed by an employee without advance written authorization are invalid.

3.2 Virginia Statute 15.1-110: Certification of sufficient funds; orders and contracts in violation of article – Except in emergency, no order for delivery on a contract for supplies, materials, equipment or contractual services for any department shall be awarded until the Superintendent or designee has certified that the unencumbered balance in the appropriation concerned, in excess of all unpaid obligations, is sufficient to defray the cost of such order. Whenever any department shall purchase or contract for any supplies, materials, equipment or contractual services contrary to the provisions of this article or the rules and regulations made thereunder, such order or contract shall be void and of no effect.

4. The Effect of the Finance Policy on Employees

The Policy is based on the Virginia Public Procurement Act and must be adhered to by all employees. It is the legal authority for every purchase made with PGCPS funds. The section below provides additional guidance in regard to the Finance process.

4.1 Confidential Information - Confidential information that is available to the employee and not available to the public on request must remain confidential. Examples of confidential information include, but may not be limited to:

a. The estimate of the cost of goods and services to be purchased, including consulting, professional service or construction projects;
b. The status or the names of the finalists of a solicitation let under the Competitive Negotiation section of the PGCPS Finance Policy. Release of this information could affect PGCPS’s bargaining position during negotiations;

c. Prices obtained during the telephone quotation or any other bidding process that if released to other vendors may affect the quotations of other vendors;

d. All information contained in the files of a bid or a proposal. A competitive bid vendor, upon request, may inspect bid records after the opening of all bids but prior to award. A competitive negotiation offeror, upon request, may inspect proposal records after evaluation and negotiations of proposals are completed but prior to award. Bid records and/or records are open to public inspection only after award of the contract.

e. Trade secrets and confidential or proprietary information submitted by a vendor cannot be revealed to any person not involved in the bid/proposal evaluation or award process. Whenever any person requests information on a current solicitation, refer that person to the Finance Department for the information, or contact Finance to find out what information is acceptable for release.

f. Any other information that is known to you due to your status as an employee of PGCPS that could change the outcome of a bid if disclosed to one or more of the competitors.

4.2 Nominal Value - The definition of “nominal value” applies to items valued less than $25.00. Although gifts under $25.00 may be accepted, the prudent course for a PGCPS employee involved with the procurement process is to decline all gifts of any value from a vendor. The term “gift” can include the acceptance of discounts from a vendor’s place of business that exceed discounts offered to the general public; lunches or other meals; invitations to parties, social, sports or theater events; or anything that could be construed as having a market value of over $25.00.

4.3 Delegation - The Purchasing Policy allows the Finance Director authority to delegate purchasing authority to using departments. The delegation includes, but may not be limited to obtaining telephone or written quotations from vendors for projects or services estimated not to exceed dollar values provided in the Purchasing Policy.

5. Finance Methods and Procedures
Except for emergencies, travel reimbursement, or other authorized exemptions, such as utilities, all purchases require a purchase order. **ALL PURCHASE ORDERS MUST BE ENTERED ELECTRONICALLY IN THE FINANCE SYSTEM (MUNIS).** The numbered purchase order is automatically generated in the accounting system from the requisition. It is important to ensure that the information provided on the purchase requisition is complete and accurate. The purchase order is invalid unless signed by the Superintendent or Director of Finance or their designees to certify available funds.

The original copy of the purchase order is sent to the vendor, one copy is retained in Accounts Payable, and one copy is kept by the requisitioner to be maintained as their control copy. The final copy is returned by requisitioner to be used as the Receiving and Payment Authorization copy to be returned to Accounts Payable once material has been received and accepted. Partial shipments of orders may be accepted, and payments made for those items. Use a copy of the purchase order form with the indicated total dollar amount to be paid for the items received and forward to Accounts Payable for processing of that partial payment. When the remainder of the order is received, the requisitioner will then forward the final copy to AP for final payment.

Advanced orders for instructional supplies and materials may be placed once the School Board has approved the budget for the following fiscal year (usually May). It should be noted on the PR that:

“This is an advanced procurement for the school year 20XX. The School Board reserves the right of cancellation. Delivery must be made after July 1, 20XX. Early delivery will be refused.”

Materials and supplies that are available through existing awarded contracts (PGCPS, Cooperative Contracts and/or State Contracts) must be purchased from the awarded vendor. Exceptions must be approved by Finance.

All single or term contracts for goods and services, other than professional services, **expected to be less than $200,000 shall not be subject to competitive sealed bidding or competitive negotiation. The aggregate maximum before competitive sealed bidding as required by law for professional services is $80,000**

5.1 Purchase of goods or services less than $2,499.99 may be processed upon receipt of one fair and reasonable price. It is understood that the using department, with its knowledge of goods or services requested, has obtained the best possible price. As a public, not for profit agency, PGCPS does not pay sales tax and will not reimburse individuals for sales tax paid on purchases made. The only exceptions are taxes on food, hotel, and related travel expenses authorized by PGCPS.
5.2 Purchases of goods or services more than $2,500 but less than $10,000 - Purchases from non-governmental sources where the estimated total cost of the goods or services is $2,500 or greater but less than $10,000 may be made after soliciting a minimum of three (3) documented telephone or catalogue quotations. This documentation must be attached to the purchase requisition in order to be processed.

5.3 Purchases of goods or services more than $10,000 but less than $79,999 – Purchases from non-governmental sources where the estimated total cost of the goods or services is greater than $10,000 but less than $79,999 shall be made after soliciting a minimum of (3) written, email or facsimile quotations submitted by vendors. This documentation must be attached to the purchase requisition in order to be processed.

5.4 Purchases of goods or services more than $80,000 but less than $199,999 – Purchases from non-governmental sources where the estimated total cost of the goods or services is greater than $80,000 but less than $199,999 shall be made through an informal bid process. Requesting departments will work with Finance to acquire pricing.

Materials and supplies that are available through existing awarded contracts must be purchased from the awarded vendor. Exceptions must be approved by the Superintendent or Designee. Please include the contract number on the purchase requisition.

5.5 Purchases of goods or services more than $200,000 – All contracts estimated to be $200,000 or greater for purchase or lease of goods, or for the purchase of services, insurance, or construction, shall be awarded after competitive sealed bidding, or competitive negotiation as provided in this section, unless otherwise allowed by law. All professional services shall be procured by competitive negotiation.

5.6 Competitive Sealed Bidding

Purchases where the estimated total cost of all goods, services (except as provided herein) or construction of $200,000 or more shall be made by the Finance Department through the use of advertised sealed competitive bidding (issuance of an invitation for bid (IFB)). The Finance Department may advertise the IFB on the division’s website and on eVA a minimum of 10 days prior to the public bid opening date and will publicly post the IFB in the Finance Department and on the PGCPS website. Any contracts awarded in excess of $100,000 will be presented to the School Board.
Procedure

a. The using department must prepare a written accurate specification and scope of work for the item(s) or service(s) required.

b. The using department should provide the Finance Department with a list of recommended sources to contact. This list should include name, address, contact, email address, telephone, and FAX number.

c. The Finance Department will prepare the invitation for bid (IFB) package including dates set for bid opening and if applicable, the pre-bid conference.

d. Finance shall receive and tabulate the bids and ensure basic compliance. Results will then be forwarded to the using department for their review, recommendation, and funding source identification.

e. Using department recommendations will be reviewed by Finance, a purchase order or contract will be prepared after receipt of any requested submittals from the contractor.

5.7 Competitive Negotiation

This method of procurement is to be used to procure all professional services in excess of $80,000 or in those cases where it is either impossible or impractical to accurately and fully define the desired goods or non-professional services. An advanced written determination that competitive sealed bidding is either not practicable or fiscally advantageous to PGCPS is required by law for goods and non-professional services. The writing shall document the basis for the determination.

Professional services are defined by the Virginia Public Procurement Act as work performed by an independent contractor within the scope of the practice of accounting, actuarial services, architecture, land surveying, landscape architecture, law, medicine, optometry, pharmacy, dentistry, or professional engineering.

The Finance Department will issue a request for proposal (RFP) and will advertise the RFP on the division’s website and on eVA, a minimum of 10 days prior to the proposal due date and solicit sealed competitive proposals from prospective qualified offerors. The RFP must indicate in general terms that which is sought to be procured, specifying the factors which will be used in evaluating the proposals, and containing or incorporating by reference the applicable contractual terms and conditions including any unique capabilities or qualifications which will be required of the contractor. Finance, along with
the using department, shall form a committee to objectively evaluate each proposal in accordance with established procedures.

Procedure

a. The using department must prepare a written specification and scope of work statement for the item(s) or services (s) required.

b. The using department should provide the Finance Department with a list of recommended vendors to contact. This list should include name, address, contact, email address, telephone, and FAX number.

c. The using department will forward the completed specifications and scope of work, suggested vendor list, and funding identification to the Finance Department.

d. The Finance Department prepares a Request for Proposal (RFP), establishes the date for receipt of responses, and if applicable, a pre-proposal conference.

e. The Finance Department receives proposals and reviews them to determine that the offeror responded to the requirements of the RFP.

f. The Finance Department forwards to each member of the evaluation committee a Confidentiality Statement that must be signed and returned to Finance prior to responsive proposals being forwarded by Finance to the evaluation committee.

g. The committee members will independently rate each proposal using standard forms provided by Finance and later meet to discuss the ratings and to identify a “short list”.

h. If necessary, prior to negotiations, Finance and the evaluation committee may interview short listed offerors to clarify information contained in their proposals.

i. Committee members independently perform a final ranking based on information obtained from the interview.

j. Negotiations are conducted by Finance and the evaluation committee and “best offer” is identified.

k. A purchase order/contract is prepared and signed by the Superintendent after the receipt of any submittals.
5.8 Sole Source Purchases - The Purchasing Policy allows for exemption of the purchase of goods or services from competitive procurement when it is determined in writing, after conducting a good faith review of available sources, that there is only one source practicably available for the required goods or service.

Method
The Code of Virginia requires justification for such exemptions; therefore, Sole Source purchases must be supported by written documentation from the vendor and must be approved by Finance.

Procedure
a. The Sole Source letter must be provided completed with an accurate explanation and signed by the cost center manager. Vendor completed sole source justifications are not acceptable.

b. The completed justification will be forwarded to Finance along with associated backup for recommendation. The Finance Director will approve or deny the request as sole source procurement.

5.9 Emergency Purchases - An emergency may arise and in order to protect personal safety, life or property immediate action is required. Emergency purchases are intended to provide an interim solution to a situation until proper procedures can be followed. In such cases, a purchase order or contract may be awarded by the Superintendent with as much competition as practicable under the circumstances.

Emergency purchases are not to be used for maintenance or alterations. Emergency purchases are not intended for known on-going problems that have been allowed to become paramount.

Method
The Code of Virginia requires justification for such requests; therefore, emergency purchases must be supported by documentation.

Procedure
a. An authorized department head must evaluate the emergency situation and determine the alternatives necessary to remove the threat to personal safety, life or property. Should emergency purchases of parts, material or services be required, the authorized department head should make all efforts to utilize existing contracts for these purchases. In cases where contracts have not been established, the department should prepare a written description of the parts, material or services required. After preparing this description, the authorized cost center
manager should contact as many possible suppliers as practicable and authorize the purchase of the required parts, material or services.

b. On the next working day, the authorized department head must provide a written memorandum to Finance which defines the emergency situation (including details relative to safety or other hazards), action taken (including sources contacted), and cost incurred. The memorandum should identify additional goods and/or services required including estimated costs for a total solution to the emergency situation. Finance will forward the memorandum to the Superintendent.

c. For purchases with a total cost of $50,000 or greater, a written notice that a contract is being awarded, or has been awarded on an emergency basis shall be publicly posted by Finance for ten (10) calendar days, beginning on the day the decision to award is announced or the day of award, whichever occurs first, or as soon thereafter as is practicable.

5.10 Prince George County Public Schools Contracts - Finance will consider establishing any contract that is useful to any PGCPS location that may result in savings in either time or money. Locations should review purchases made during the year to decide whether a contract should be established. Finance will periodically review purchases of the same product or service by all locations to determine if the combined volume warrants establishment of a contract.

As a result of competition, a requirements contract will be awarded to one or more vendor sources, on a term basis, who completely satisfy the established quality and service requirements. Benefits that PGCPS will receive from consolidating and standardizing similar quality requirements include more favorable prices through volume procurement; a reduction in procurement lead time and administrative efforts; and receipt of consistent quality and service levels. If an item is available from one of these mandatory vendor sources, purchasing from another source is not permitted. However, Finance may approve exceptions to these mandatory sources on a case-by-case basis when requirements differ and/or cannot be satisfied through an existing contract. Locations may obtain copies of any and all contracts they may need by contacting the Finance Department.

Contracts are not restricted to materials or services that maintain stable prices throughout the year. The “firm price” contract is one in which bids are obtained for a firm unit price for a stated period, based on the estimated use of the item or service. However, when the price of an item is anticipated to fluctuate during the term, Finance can establish a contract based on a discount offered from an established price list. When contracts of this type
are established, a catalog or price list is used as the base price list for the contract. The discount proposed is deducted from the catalog or price list. If the catalog or price list changes, the contract is still valid as the same discount can be applied to the updated catalog or price list.

Method
The establishment of a requirements contract does not automatically authorize any user to use the services or purchase materials from the vendors. All contract purchases require the issuance of a Purchase Order.

Procedure
a. A copy of the notice or award of a requirements contract is provided by the Finance Department to the using department. The using department inputs a Purchase Requisition to order the goods or services under the contract and notes the contract number.

b. The purchase requisition must include only the goods or services specified in the contract; prices, terms and other relevant information; and always include the current contract number.

c. The requisition must be approved in MUNIS and include any supporting documents. Once the encumbering process has been completed, the order will be placed.

d. Most requirements contracts established by Finance can be extended to all using departments. All current PGCPS contracts are to be filed in the Finance Department and listed on the Contract Master List, which can be obtained by the using departments on request.

The Finance Department can authorize participation in contracts established by the state and other political jurisdictions. Finance also may join with other local governments in the establishment of cooperative contracts. Contact Finance for information and procedures regarding use of the following contracts.

a. State Contracts

The Commonwealth of Virginia establishes contracts that are extended to all its local governing bodies/school divisions. Finance maintains a master list of State Contracts available for reference.

b. Cooperative Procurement Contracts
PGCPS may enter into cooperative agreements under Section 2.2-4304 of the Virginia Code for the purpose of combining requirements to increase efficiency or reduce administrative expenses. All cooperative contracts entered into or used by PGCPS shall be based on procurement principles contained in the Finance Policy. PGCPS may participate in or purchase goods and services through contracts awarded by other government bodies when it is determined that such use is in the best interest of PGCPS and the contract is based on competitive procurement practices.

5.11 Purchase Order Changes - Purchase orders may require changes or cancellations after the original has been sent to the vendor because of the vendor's failure to deliver, partial shipments, errors in preparation, etc. There are limits to the types of changes allowed to a purchase order as follow:

**Allowed Changes:**
- a. Cancellation of certain items on the purchase order usually due to lack of availability or because of unacceptable back orders. As per terms and conditions on reverse of purchase order form – back orders beyond thirty-day delivery are cancelled.
- b. Changing delivery point
- c. Correcting errors in the original purchase order
- d. Changing size or color when price is not affected.

**Non-allowed changes:**
Adding items to an existing purchase order without advance approval from Finance. This increase encumbrance and PO must be adjusted to reflect change.
- a. Changing the vendor name without Finance approval.
- b. Changing unit prices to correct an error. All pricing must be obtained from a current catalog. It is the responsibility of the originating department to verify that prices are current and accurate.

5.12 Cancellation of Purchase Order - It may become necessary to cancel a purchase order because of unsatisfactory vendor performance or because of errors in the purchase order.

When cancellation is necessary, the following procedure is to be used:
- a. Notify Finance – The original purchase order received by the vendor is a contract. The cancellation of a contract must be for valid reasons.
- b. Contact the Vendor – Advise the vendor in writing of the cancellation. Issue the cancellation notice by telephone before the
written notice is sent and indicates in the written notice the date of the telephone call and the name of the vendor’s representative who received the telephone notice.
c. Issue a Purchase Order Cancellation – Send the receiving report to Finance showing the reason for the cancellation and attach a copy of the written notice sent to the vendor, any approvals sent to you by Finance, and/or any other documents/notations supporting the cancellation. This notice of cancellation must be signed by the originator and the department head.

5.13 Follow-up/Expediting Method

The Finance process is not accomplished by simply issuing a purchase order. Satisfactory delivery must also be made. To insure that delivery will be made when required, follow-up is necessary.

Procedure

a. The date and method of follow-up will depend on the nature of the order and the promised delivery date. Sources of supply whose history clearly shows a record of broken delivery promises should be eliminated from award consideration, provided that Finance has approved their elimination in advance. Finance should be advised in writing when shipments are late in arriving or not acceptable. This will provide a performance history of each vendor for our vendor files. Failure to report in writing poor performance when it occurs will result in repeat orders to these suppliers.

b. The using department must plan ahead to avoid rush orders for materials, allowing vendors to deliver on time.

5.14 Contract Performance - When a contractor does not perform in accordance with the bid specifications, Finance shall be notified so that corrective action may be taken. The contract specifications call for a specific level of performance. If PGCPS does not receive that level of performance, the contract should be reviewed for possible termination. Complaints on performance shall be submitted in writing to Finance when they occur so that corrective action may be initiated, or to justify any future requests for cancellation or removal from the bidder’s list. Failure to document poor service can result in another award to the same contractor at a future date. The using department must report and document poor performance when it occurs.

5.15 Damaged Orders – When items ordered arrive damaged, it is in the best interest of the receiver to note it on the delivery driver's receipt and refuse delivery. If the damaged item is concealed and is not found until
after the delivery is accepted, notification of the vendor/contractor and Finance is necessary. The sooner the damage is noted, the faster arrangements can be made for replacement merchandise or return of the damaged item and a credit issued. Under no circumstances should the receiver be expected to accept damaged merchandise.

Adopted: December 12, 2011

Cross Ref.: DJ Small Purchasing
            DJF Purchasing Procedures
XV. DISCUSSION ITEMS

B. Financial Statement as of September 30, 2020 – Monique Barnes

    Monthly Financial Report cannot be run until the last day of the month. Report will be provided at the meeting.
DATE: October 5, 2020

TOPIC: Presentation of the slate of officers of the 2020-2022 SEAC Group

RATIONALE: The approved membership of the SEAC Committee elected the following members to serve in Leadership role:

2020-2022 SEAC Officers

Chair—Mrs. Michelle Crist
Vice-Chair—Mrs. Kim Lee
Secretary—Mrs. Jenae Briggs

RECOMMENDATION: Information Only
Date: October 5, 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 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.
## Explanation of Revisions – May, July, and AUGUST 2020 Policy Updates (Part 3)

<table>
<thead>
<tr>
<th>Policy Code</th>
<th>Revision</th>
</tr>
</thead>
</table>
| GBA/JFHA    | Prohibition Against Harassment and Retaliation  
Policy updated to reflect enactment of Va. Code §22.1-295.2  
Legal references and cross references updated.  
(VSBA w/ PG changes administratively) |
| JFHA/GBA    | Prohibition Against Harassment and Retaliation  
Policy updated to reflect enactment of Va. Code §22.1-295.2  
Legal references and cross references updated.  
(VSBA w/ PG changes administratively) |
| KBA         | Requests for Public Records  
| KBE         | Internet Privacy  
Policy updated.  
(VSBA w/ PG changes administratively) |
| KNAJ        | Relations with Law Enforcement Authorities  
Legal references updated.  
| KQ          | Commercial, Promotional and Corporate Sponsorships and Partnerships  
|
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 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\textsuperscript{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:
\begin{itemize}
  \item unwelcome sexual physical contact
  \item unwelcome ongoing or repeated sexual flirtation or propositions, or remarks
  \item sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
  \item graphic comments about an individual's body
  \item sexual jokes, notes, stories, drawings, gestures or pictures
  \item spreading sexual rumors
  \item touching an individual's body or clothes in a sexual way
  \item displaying sexual objects, pictures, cartoons or posters
  \item impeding or blocking movement in a sexually intimidating manner
  \item sexual violence
  \item display of written materials, pictures, or electronic images
  \item unwelcome acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex stereotyping
\end{itemize}

\footnotesize
\textbf{FOOTNOTES ARE FOR REFERENCE ONLY AND SHOULD BE REMOVED FROM FINAL POLICY.}
\footnotesize

\textsuperscript{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 of 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

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

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;
-安排s 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

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-.)

© 5/20 7/20 VSBA SCHOOL DIVISION NAME
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/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

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.

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 inculpating 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.\(^\text{10}\)

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.\(^\text{11}\)

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,

---

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

\(^\text{11}\) 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.

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. 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
<table>
<thead>
<tr>
<th>GAE</th>
<th>Child Abuse and Neglect Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>KKA</td>
<td>Service Animals in Public Schools</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 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

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

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

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

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

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 harasses 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

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 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 remediying 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 positions. 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.\(^8\) 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.

\(^8\) 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 Process⁹

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.

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 inculpating 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.\textsuperscript{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.

\textbf{FOOTNOTES ARE FOR REFERENCE ONLY AND SHOULD BE REMOVED FROM FINAL POLICY.}

\textsuperscript{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.\textsuperscript{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.

\textsuperscript{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.

\footnotesize

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:\(^{12}\):
- 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:\(^{13}\)

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
GAE  Child Abuse and Neglect Reporting
KKA  Service Animals in Public Schools
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:

________________________________________

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.

© 5/19 5/20 VSBA SCHOOL DIVISION NAME
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 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:


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 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 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
<table>
<thead>
<tr>
<th>School Name</th>
<th>School ID</th>
<th>PK</th>
<th>KG</th>
<th>01</th>
<th>02</th>
<th>03</th>
<th>04</th>
<th>05</th>
<th>06</th>
<th>07</th>
<th>08</th>
<th>09</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prince George High School</td>
<td>0020</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1755</td>
</tr>
<tr>
<td>William A. Walton Elementary</td>
<td>0280</td>
<td>28</td>
<td>79</td>
<td>82</td>
<td>88</td>
<td>77</td>
<td>77</td>
<td>81</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>512</td>
</tr>
<tr>
<td>North Elementary</td>
<td>0290</td>
<td>41</td>
<td>120</td>
<td>122</td>
<td>99</td>
<td>122</td>
<td>110</td>
<td>116</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>730</td>
</tr>
<tr>
<td>South Elementary</td>
<td>0300</td>
<td>22</td>
<td>82</td>
<td>75</td>
<td>70</td>
<td>69</td>
<td>67</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>453</td>
</tr>
<tr>
<td>L. L. Beazley Elementary</td>
<td>0310</td>
<td>24</td>
<td>83</td>
<td>97</td>
<td>108</td>
<td>101</td>
<td>96</td>
<td>107</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>616</td>
</tr>
<tr>
<td>J. E. J. Moore Middle School</td>
<td>0320</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>478</td>
<td>489</td>
<td>512</td>
<td></td>
<td>1479</td>
</tr>
<tr>
<td>David A. Harrison Elementary</td>
<td>0340</td>
<td>34</td>
<td>94</td>
<td>84</td>
<td>76</td>
<td>75</td>
<td>83</td>
<td>84</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>530</td>
</tr>
<tr>
<td>Prince George Education Center</td>
<td>0350</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Student Special Services</td>
<td>8000</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>5</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appomattox Regional Governor's School</td>
<td>ARG5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CodeRVA Regional High School</td>
<td>CRVA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maggie L. Walker Governor's School</td>
<td>MWGS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>149</td>
<td>458</td>
<td>461</td>
<td>441</td>
<td>449</td>
<td>433</td>
<td>457</td>
<td>481</td>
<td>493</td>
<td>516</td>
<td>514</td>
<td>425</td>
<td>468</td>
<td>396</td>
<td>6141</td>
</tr>
</tbody>
</table>
CASCOM brings experts together to answer back-to-school questions

Jefferson Wolfe Deputy Public Affairs Officer
Sep 2, 2020

Prince George County School Superintendent, Dr. Lisa Pennycuff, answers a question during the Facebook livestreamed town hall Aug. 27. The program was presented from Mifflin Hall on Fort Lee.

(U.S. Army photo by Jefferson Wolfe)
During a livestreamed town hall Aug. 27, installation leaders and Tri-City-area public school officials discussed what to expect during the upcoming academic year that will be conducted with varying combinations of in-class and virtual learning due to COVID-19.

“All the local schools are doing different things, and we wanted to make sure we got the information out,” said Maj. Gen. Rodney D. Fogg, CASCOM and Fort Lee commanding general, during opening remarks.

Prince George County, which accommodates all children residing in Fort Lee Family Housing, had representatives in attendance at the town hall. Other school systems joined virtually to answer questions posted by the Facebook audience.

While most of the local schools will conduct classes virtually, starting Sept. 8, Prince George County will be taking a blended approach, allowing some students to attend in-person while others learn online from home.

“We want you to know we have checked every box the CDC has given us for doing everything we can to be prepared and ready,” said PGC Superintendent, Dr. Lisa Pennycuff.

The decision as to how the school year would begin was given to the families of PGC, she said. About half chose to send their children to school and the rest wanted to conduct classes from home.
The children who attend classes in person will go to school Monday through Thursday, with Friday being designated for virtual instruction, Pennycuff said. This will allow teachers to build their VI skills in preparation for future spikes in COVID-19 that might require a total return to virtual learning.

One challenge for Prince George Schools will be transportation because the buses are only allowed to take between 11-13 passengers, Pennycuff said. There are some exceptions that will help increase that number, such as youths from the same family being allowed to sit together. School officials will continue working to find ways to transport more students, she confirmed. Parents who plan to drive their kids to school will find allowed drop-off times on the district's website.

To assist transportation to and from various PGC schools, the A Ave. gate is now open weekdays from 5 a.m. - 6 p.m., said Col. Karin L. Watson, Fort Lee garrison commander. She also encouraged parents to check school websites regularly for updates and special instructions.

Colonial Heights is the only other local school that will offer a blended in-class and virtual learning system. Petersburg, Chesterfield County, Hopewell, Dinwiddie and Richmond will offer its curriculum through online classes only, meaning younger students will require supervision.

ACS Director, Stephanie Parker, clarified the installation's "home alone" guidelines in response to one viewer's question. Any child age 10 or younger must be directly supervised at all times, she noted. When children turn 11 and enter the 6th grade, they can be left alone on post for no more than 2 hours with regular check-ins by a parent or guardian. Seventh and 8th graders can be alone for 4 hours; 9th and 10th graders for 6 hours; and 11th and 12th graders for 10 consecutive hours.

For working parents, child care for Soldiers deemed to be mission essential will take precedence, said Tamara Johnson, Child and Youth Services coordinator.

"If you are mission-essential, please ensure CYS Parent Central Services has a signed mission-essential application on file for both you and your spouse," she said.
Parents of eligible children can contact Parent Central Services for assistance with registration. Required documents include a registration form, health assessment, shot records, a leave and earnings statement, and a liability waiver.

"Child and Youth Services continues to assess staffing and the effects of COVID-19 while maximizing the number of spaces offered to patrons," Johnson added. "Spaces will continue to be offered accordingly."

CDC hours of operation will remain 6 a.m. - 5:30 p.m. weekdays.

Full-day care is provided primarily for children whose school platform is 100 percent virtual, according to Johnson. Children going to school in a blended format will receive full-day care on days their school is providing virtual instruction. During in-school days, qualified students may receive before and/or after care.

Parents who chose 100 percent virtual learning will be accommodated on a space-available basis, she emphasized.

For students attending virtual classes, there are numerous resources, pointed out Chaundra Taswell, Fort Lee school liaison officer.

She highlighted Tutor.com, which provides on-demand homework help at no cost to eligible service members, civilian personnel and their dependents. There are live tutors available online 24/7 to give academic help to military-connected students.

For even more resources, including links to counseling, scholarships and other helpful information, Taswell encouraged parents to visit lee.armymwr.com/programs/school-liaison-services-2.

She also highlighted a program to help parents offset the costs of virtual education. Army Emergency Relief Home School and Remote Education Assistance is available to service members with dependents in grades K-12 (or in an undergraduate program,
up to age 24) with costs for specific certified school supplies and equipment via an interest-free loan, grant or combination/hybrid. Visit www.armyemergencyrelief.org for details on the program.

Taswell repeatedly mentioned the Student Information System Parent Portal as the best means to maintain contact with a child's assigned teachers. It's where parents can monitor homework assignments and grades, and request one-on-one conferences with instructors as needed. The portal is a "parent's direct link" to the school, she noted.

The full video of the town hall is available on the Fort Lee Facebook page: www.facebook.com/ArmyFortLee/videos.

Fort Lee-area school district education plans:

Prince George (www.pgs.k12.va.us) - Blended (virtual and in-school)

Petersburg (www.petersburg.k12.va.us) - Virtual

Chesterfield County (mychesterfieldschools.com) - Virtual

Hopewell (www.hopewell.k12.va.us) - Virtual

Colonial Heights (www.colonialheights.net) - Blended (virtual and in-school)

Dinwiddie (www.dinwiddie.k12.va.us) - Virtual

Richmond (www.rvschools.net) - Virtual
Waitlists grow as families request switch to in-person learning in Prince George

LOCAL NEWS

by: Emma North

Posted: Sep 14, 2020 / 03:30 PM EDT / Updated: Sep 14, 2020 / 07:43 PM EDT

PRINCE GEORGE COUNTY, Va. (WRIC) — Nearly 200 students are on waitlists for in-person learning in Prince George, according to the district’s communications coordinator Michael Campbell.

Parents were given the option of virtual learning or in-person for the upcoming school year. The district has 10 schools and serves more than 6,000 students.

Now, just a week into the school year, more than 196 students or their parents are deciding virtual learning isn’t working for them.

8News Back to School Guide: Prince George County

One of those parents is Stacey Dean, a mom of three teenagers in Prince George schools. “It’s been a challenge,” she told 8News on Monday. Dean recently added one of her daughters to a waitlist for in-person learning. Dean said she originally chose a virtual semester so her kids could be in a “controlled setting” during the pandemic but said the first week didn’t go smoothly at all.
“My daughter, she’s in honors classes. She’s like it’s really hard to get a hold of her teacher’s attention because she’s so focused and zoned in [on her students in person],” she said. “Her and her classmates aren’t getting the support they need as far as virtual,” she said. Teachers are tasked with teaching students in the classroom and online at the same time, which Dean says makes it hard for the virtual kids to engage.

“I don’t think they [teachers] are getting enough support to be able to cater to the virtual needs as well as in person,” she said. “For her educational advancement, I have to put her in person.”

Not everyone is having a difficult time. Some Prince George parents say their kids are successfully learning from home. Others argue the semester has just begun and say parents should give teachers some time to work out the kinks.

Nevertheless, Dean’s daughter is now one of dozens waiting to go back to school in person. “It’s kind of concerning because.. where does she fall in that? Does she become a
priority? But what about the children that have waited so long? It’s just a really tough situation,” she said.

**Liberty Middle School to reopen for remote learning after employees tested positive for COVID-19**

According to Campbell, as of late last week, the waitlists stand as follows:

- Beazley Elementary (PK-5) – 8 students
- Harrison Elementary (PK-5) – 18 students
- North Elementary (PK-5) – 32 students
- South Elementary (PK-5) -17 students
- Walton Elementary (PK-5) – 49 students
- J.E.J. Moore Middle School (6th-7th Grade) – 25 students
- N.B. Clements Jr. High School (8th-9th Grade) – 11 students
- Prince George High School (10th-12th Grade) – 37 students

Roughly two weeks before the school year started Prince George stopped accepting students for in-person instructional slots to allow time for scheduling the students already registered for in-person learning. “It was done to ensure we could complete classroom and transportation schedules in such a manner that took physical distancing in classrooms into account, both ensuring there was enough room to allow for six feet of physical distance and that teachers were comfortable with the room configurations,” Campbell said.

According to the district, beginning Friday, September 18th, any open seats will be filled using our waiting list, with priority being given to:

- Siblings who are currently on 100% virtual/remote instruction with other family members who are registered for in-person instruction
- Students with disabilities
- Students who had limited participation since the March 2020 closure
- Struggling students and/or English as a Second Language (ESL) students

Those students who are admitted for in-person instruction can begin attending on Monday, September 21st.

Some parents signed their children up for in person learning but didn’t show up for school last week. The school division recently shared a message with families that said they would begin filling the open slots from their waiting lists at the end of this week, according to Campbell on Monday.

“We ask any students who have not been in attendance for in-person instruction at all to attend by **Thursday, September 17** in order to remain registered for in-person instruction. If they do not, they will be counted as having not attended in-person. The student would still be able to register for 100% virtual/remote instruction for the first semester of the 2020-2021 school year,” he said.
DATE: September 18, 2020

TO: Division Superintendents

FROM: James F. Lane, Ed.D., Superintendent of Public Instruction

SUBJECT: Celebrate Virginia Farm to School Week: October 5-9, 2020

The purpose of this memo is to encourage school divisions to participate in Virginia Farm to School Week, October 5-9, 2020, and to recognize October as National Farm to School Month.

The Virginia Department of Education (VDOE), in collaboration with the Virginia Department of Health (VDH) and the Virginia Department of Agriculture and Consumer Services (VDACS), is hosting a virtual Crunch Heard 'Round the Commonwealth to celebrate Virginia’s youth consuming Virginia Grown foods.

On Wednesday, October 7, 2020, all Virginians are encouraged to take a bite out of a Virginia Grown apple. Post photos of Crunch events and tag @VDOESNP using #FarmtoSchool and #VACrunch. The Crunch may be celebrated at any location (i.e., at home in a virtual learning setting, classroom, cafeteria, early care education site, adult day care program, office, outdoors, etc.). Additional information and event planning information can be found by downloading the digital Farm to School Toolkit.

House Joint Resolution No. 692 (2015) designates the first full week in October as Farm to School Week in Virginia. Farm to School connects schools with farmers and local food hubs, providing opportunities to educate students about the importance of consuming fresh, healthy food and the impact local food has on Virginia’s communities. When schools purchase local foods, they can provide reliable, ongoing support to Virginia’s agricultural economy.

School divisions in Virginia can celebrate with locally procured foods featured on school menus, poster contests, virtual farm tours, and online “meet the farmer” events. Schools may also bring Farm to School to the classroom with SOL-based lessons from the Virginia Foundation for Agriculture in the Classroom (VA-AITC) featuring Virginia Harvest of the Month crops. VA-AITC is offering grants to increase student understanding of agriculture. Grant applications are due October 15, 2020.
Visit the National Farm to School website for additional ideas on celebrating in your division. For more information, please contact Trista Grigsby, Office of School Nutrition Programs Farm to School Specialist, at (804) 225-2331 or Trista.Grigsby@doe.virginia.gov.

JFL/SCC/tlg
VSBA Superintendent Evaluation Workshop

October 7, 2020
Virtual Meeting

Are you prepared to evaluate your superintendent?

- What are the requirements?
- What is the difference between standards and indicators, and how will they be measured?
- Who establishes the cut scores for performance ratings?
- What types of student achievement goals can be used and how will they be rated?
- What level of goal achievement is required for a proficient rating?

The Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents developed by the Virginia Department of Education provide a wealth of information regarding the requirements. Filtering through this document to determine what is required and what is optional requires focused attention. For some, the changes to their current evaluation model may be minor, while others face major revisions in order to be in compliance with the regulations.

This workshop is designed to provide small group support to superintendents and board members responsible for assessing and updating their evaluation model.

Participants will have the opportunity to review the guidelines in detail and then use them as they draft their own models. Individual consultation and support will be provided after the session as participants work on their revisions.

The session will be held Virtually from 9:00 am – 1:00 pm, with additional time available until 3:00 pm for individual consultation. The cost for the session is $165 per person.
NATIONAL SCHOOL LUNCH WEEK

During the 2nd full week in October, National School Lunch Week shines the spotlight on the programs and nutritious food served up every day throughout the school year.

Since 1946, national school lunch programs have been available. While many areas may have offered school lunches before that time, other areas found it difficult to find the funds and resources to support such a program.

Today, many school districts no only offer lunch, but breakfast and an after school snack. The week focuses on healthy food choices, balanced diets, and portion sizes. Throughout the week, cooks and cafeteria personnel will feature posters and information about school lunches. Parents are encouraged to participate, too.

Many cafeteria staff often know a child's eating habits as well as a parent does. They often know each child by name. Not only do they take great pride in their work, but they strive to provide the best meals with the resources provided to them.

HOW TO OBSERVE #SchoolLunchWeek

Visit your school's cafeteria. Learn about the various lunch programs available. Many schools offer more than one. Depending on income, some students may be eligible for subsidized lunches. A good lunch is essential to learning. When children don't have to worry about an empty stomach, they can focus on their studies and what they need to learn. They will be more successful and grow to be stronger, too.

Schools consider participating in School Lunch Week. Visit NSLW to learn more. Each year, a different theme and message are offered. Use #SchoolLunchWeek to share your events on social media.

NATIONAL SCHOOL LUNCH WEEK HISTORY

In 1962, President John F. Kennedy signed a joint proclamation by Congress designating the second full week of October to be National School Lunch Week.

The National School Lunch Act became United States federal law in 1946 and created the National School Lunch Program. It provides low-cost or free school lunches to qualified students.

At the time, many schools didn't have the facilities available to provide lunches, let alone the means to provide a daily meal to thousands of children. These programs were especially taxing to larger and rural districts. Legislation changed over the years to meet the needs of the schools and states. Since then, plans have expanded and grown. They've adapted to meet the needs and science behind nutrition, as well.
NATIONAL SCHOOL BUS SAFETY WEEK

The goal of National School Bus Safety Week is to address the importance of school bus safety. This active and evolving program takes place each year during the third full week in October.

More than 25 million children are transported to and from school on big yellow buses. These school buses provide 10 billion school rides a year. About 500,000 school buses travel the roads each day. Despite the number of miles school buses travel, accidents are infrequent. School buses are considered to be the safest motor vehicles on the road. Even though this is good news, accidents do happen.

Because of school bus accidents, 17,000 children a year end up in the emergency room. School bus crashes also cause about seven fatalities a year. Nineteen children a year are killed getting on or off the bus. These children are usually in the "danger zone" of the bus. The danger zone is 10 feet in front of the bus, 10 feet behind the bus, and 10 feet on either side. These types of fatalities occur when a vehicle illegally passes a stopped school bus.

The week-long observance offers a reminder to all parents, teachers, students, motorists, and school bus operators about the importance of following the law and implementing school bus safety tips. Parents should be able to trust that when their child gets on the school bus, there is no need to worry about their safety. If everyone follows school bus safety rules, every child will stay safe.

HOW TO OBSERVE #NationalSchoolBusSafetyWeek

The highlight of the safety week is the poster contest. Thousands of school districts in over 40 states participate in the poster contest. Submitted artwork must promote school bus safety-related themes and encourage school bus safety. The winner of the poster contest determines the theme for next year's awareness program.

Previous winners and themes include:

- 2019: My School Bus, The Safest Form of Student Transportation!
- 2018: My Driver, My Safety Hero
- 2017: Stop on Red!
- 2016: Bully Free Zone

National School Bus Safety Week is the perfect time to talk to your child about school bus safety. Tell your child that when getting on and off the bus to always watch for oncoming traffic. While at the bus stop, they should stand at least three giant steps away from the approaching bus. The observance is also a time for motorists to learn and adhere to all the bus stopping laws.
NATIONAL SCHOOL BUS SAFETY WEEK HISTORY

National School Bus Safety Week was the result of a letter-writing campaign to President Nixon in 1969. Founded by Dick Fischer, a former school district transportation director in California, the first NSBSW was held in 1970. In 1975, the National Association for Pupil Transportation (NAPT) was founded. The NAPT, along with the National School Transportation Association (NSTA) and National Association of State Directors of Pupil Transportation Services (NASDPT), hosts National Bus Safety Week each year.
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
VSBA
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 website. 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 website, 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.
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.
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/](https://www.facebook.com/VirginiaSchoolBoardsAssociation/)
VSBA Twitter: [https://twitter.com/VASchoolBoards?s=20](https://twitter.com/VASchoolBoards?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.
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
VSBA Education Foundation Workshop  
Thursday, November 5, 2020  
Virtual Conference

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](mailto: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.vgba.org
From: Mikaela Coffey <vsba@embramscmail.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!

Platinum Sponsor

MOSELEY ARCHITECTS

Gold Partners

bpa bestlife™
VACORP

Gold Sponsors

Stantec
RRMM ARCHITECTS

sodexo

Mc Graw 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 International Sport and his revolutionary concepts of transformational coaching are the subject of his book, InSideOut Coaching. 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

Wednesday, November 18
9:00 a.m.-11:30 a.m.
- Early Bird Conference
2:00 p.m.-4:00 p.m.
- Opening General Session
4:30 p.m.-6:30 p.m.
- Daily Door Prize Announcement
8:00 p.m.
- Social Event

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

Thursday, November 19
8:00 a.m.-9:00 a.m.
- Coffee & Convo's
9:00 a.m.-10:15 a.m.
- General Session
10:30 a.m.-11:45 a.m.
- Breakout Session
12:15 p.m.-1:15 p.m.
- Lunch & Learn
2:00 p.m.-3:15 p.m.
- Breakout Session
3:30 p.m.-4:45 p.m.
- Breakout Session
5:00 p.m.-6:30 p.m.
- Delegate Assembly
8:00 p.m.
- Nightowl Networking

Friday, November 20
8:00 a.m.-9:00 a.m.
- Coffee & Convo's
9:15 a.m.-10:30 a.m.
- Breakout Session
10:45 a.m.-12:00 p.m.
- Breakout Session
2:00 pm.
- Closing General Session

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 the 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.

Click here to register for the Foundations Workshop!

Check out our Annual Convention Promo Video on YouTube that was filmed and produced by students at Newport News!

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 COIA 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 and 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 Systems 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. Click here to learn more!

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. Click here to learn more!

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. Click here to learn more!

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=CKJF

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!
Dear Fellow School Board Members:

This issue I have a few areas of thought for you.

From Unprecedented to Undefeated
I believe one of the most used words I hear is unprecedented. I performed an analysis using Google Trends and the week of March 22nd the word reached a score of 100 in peak popularity on a scale of 0 to 100. And, yes, since the governor’s state of emergency declaration in response to the coronavirus pandemic, we did indeed find ourselves facing experiences and circumstances that most of us never encountered before.

In the midst of the sudden school shutdowns back in March, a group of parents, educators, and other interested citizens joined in with a local literacy-focused non-profit and formed a virtual literacy program “to help keep students engaged in learning and to provide a sense of calmness to our children during the school shutdowns.” Nearly six months later the effort continues. Recently I read the book The Undefeated by Kwame Alexander. The Undefeated is a poem Mr. Alexander wrote in part to remind his daughter, her friends, her family, and himself that we must “keep rising.”

Let us make school year 2020 – 2021 with all the uniqueness it may present to us be a year of “keep rising,” of being undefeated in meeting the needs of each and every student we serve.
A Few Updates
The virtual environment is not slowing the commitment of the VSBA Board of Directors and our service on your behalf. The board held its virtual meeting on August 19th and I want to share with you some of the ways I and other directors are representing or serving you:

- The Executive Committee met with Secretary of Education Qarni and State Superintendent Lane to discuss reopening questions and concerns received from the membership.
- Mr. Teddy Martin took part in the State Secretary of Education’s COVID-19 Education Workgroup.
- Ms. Barbara Kanninen and Mr. Cardell Patillo are representing VSBA on a Stakeholder Workgroup to Adopt Model Policies for the Treatment of Transgender Students in Virginia’s Public Elementary and Secondary Schools.
- Dr. James Coleman spearheaded the work of the VSBA Legislative Positions Committee.
- Tidewater Region Chair Douglas Brown and Northeastern Region Chair Barbara Kanninen hosted virtual regional business meetings.
- The African American Heritage Education Commission (AAHEC) presented its report to Governor Northam on August 31st. I had the honor of serving on the AAHEC.

A Reminder
October is Bullying Prevention Month. I encourage all of us to take the opportunity to review our online policies and give some thought how we may support cyberbullying awareness and best practices.

-RAJ

FROM THE EXECUTIVE DIRECTOR

At a recent orientation, I was asked if school board minutes should be formally approved at the next regularly scheduled school board business meeting and if there was a reason for timely approval of previous meetings. As you all know, minutes are important details that school boards cannot ignore. Keeping accurate records of each school board meeting is vital. Board Minutes represent the actions of the board and the school division and are considered legal documents that could, at some point, be used in court as evidence. Virginia law requires numerous things to be reflected in the minutes of school board meetings. This includes the authorization of expenditures, information relating to meeting participation via electronic means, school board members’ votes on any renegotiated contract for the superintendent, motions to go into closed session, and certifications of closed sessions. Remember, if an action isn’t in the minutes, most will maintain that it didn’t happen.

Good minutes help drive a plan of action for your board and the superintendent and his/her staff. They clarify how, when, why, and by whom decisions were made. They strategically plan for the action items.
(which help get the work done), and they may serve as information to those board members who weren’t able to attend the meeting.

A formal motion to approve minutes of a previously held board meeting is usually not necessary; approval for the school board minutes can be placed under the consent agenda. It is best practice that school board minutes be prepared from a meeting as soon after it ends, so that board members receive them prior to the next meeting to act. A board should not go months without acting on previous board minutes; if you do, there is no official record of the actions of that school board meeting until they have been approved. If you wait too long to distribute the minutes and act, memories could fade along with the possibility of correct follow through on items. Inaccuracies can also sneak into the minutes, if not prepared in a timely manner. There should be no reason that a board waits months at a time to approve school board minutes. It is not a bad idea to have a board norm on how and when the minutes should be ready, distribute for review, and action taken at the following business meeting of the board.

GP

---

VSBA
School Board U
LEARNING FOR LEADERS

VSBA is excited to launch the new VSBA School Board U.

School Board U is an area of the VSBA website filled with learning opportunities for school board members to explore important topics related to your service on the school board.

The topics are organized into six strands including:
• Governance and Leadership
• Fiscal Responsibility
• Student Achievement
• Hot Topics in Education
• Policy and Legal
• Advocacy

Each strand contains training sessions available on demand. Under each strand you will find a course number, title and description of the session. It will also be noted if this is a free session or if payment is required. If the session is free, you will see a link to register for the recording.
To access VSBA School Board U, please visit the secure section of the VSBA website. You will need a log in and password to access this section. School board members and division staff, please check your email to find the log in and password information.

**Earn a Certificate in School Board U!**

VSBA has created two Certificate programs available to school board members who complete certain courses of study.

**Foundations of School Board Governance:** This course is designed to provide a well-balanced overview of the role of a school board member and provide the basics on a broad variety of topics. We encourage you to complete this certification within the first 24 months of becoming a board member, or if you would like a refresher on Board Governance. This certificate contains six required courses and two electives of your choosing. Click here for additional information on the Foundations of School Board Governance Certificate.

**Advanced Studies in School Board Governance:** This course is designed to provide a deeper dive into the role of school board members. Courses are designed to build on topics previously discussed in the 100 level courses as well as new topics. This certificate should be completed after you have completed the Foundations Track. This certificate contains five required courses and two electives of your choosing. Click here for additional information on the Advanced Studies in School Board Governance Certificate.

All courses must be completed within 24 months to earn a Certificate.

For additional information about VSBA’s School Board U, please contact Samantha Bosserman, director of communications and board development at samantha@vsba.org or 1-800-446-8722 x3.

---

**VSBA Announces School Finance Training Opportunities**

*Contributed by Dr. Michael Thornton*

The Virginia School Boards Association recognizes the important role that school boards play in the effective governance and leadership of local school divisions. Among the many governance responsibilities of school boards is that of ensuring that local school divisions implement sound fiscal and financial management policies and practices that promote transparency and engender public trust.

To that end, the VSBA is committed to identifying and developing relevant and practical professional development opportunities in the area of school finance for both new and veteran school board members. Below is a list of current professional development offerings designed to increase school board member’s knowledge and proficiency in the area of school finance:

- Budget Basics for New School Boards (One-Hour Session)
- The School Board’s Role in School Finance (Half-Day Session)
- The Basics of Effective Budget Presentations (One-Hour Session)
- Best Practices in Budget Monitoring and Control (One-Hour Session)

*Budget Basics for New School Board Members* is a one-hour session designed to provide new members with a basic and broad introduction and understanding of public school finance in Virginia.

*The School Board’s Role in School Finance* was launched this past spring as a half-day webinar. This session is designed to take a “deeper dive” into the critical governance role that the school board should play in the
effective and efficient oversight and management of the school division’s limited fiscal resources. The more advanced topics covered in this half-day session include: (1) The School Board’s and Superintendent’s Respective Governance and Administrative Roles and Responsibilities in Local School Division Finance; (2) A Detailed Review of State Revenue by Sources and Categories; (3) the Annual Budget Development Process; and (4) Current Issues and Concerns in Virginia School Finance.

The Basics of Effective Budget Presentations is another one-hour session designed to provide school board members with an understanding of the essential elements of effective budget presentations. Specifically, this session provides a look at some strategies for school boards and school divisions to effectively present the budget needs and requests of the school system to the local appropriating bodies. This session focuses on the importance that critical data points, relationship building, communication strategies, and trust play in the budget presentation process.

NEW! Best Practices in Budget Monitoring and Control is a new one-hour session to be offered at this year’s Annual Convention in November. This session will provide school board members and superintendents with some strategies and processes to effectively monitor the division’s budget status throughout the fiscal year.

The above described professional development opportunities that have been designed specifically for our members to assist you in the very important role that you play in the effective stewardship of your division’s limited financial and operational resources.

Thank you for all that you do to support public education.

-MT

Legislative Updates

Virginia General Assembly Special Session

The Virginia General Assembly convened for a Special Session on August 18, 2020. The session was called by Governor Ralph Northam to address revisions to the Biennium Budget due to the impact of the COVID-19 pandemic on the economy. In addition to the budget, lawmakers have set an ambitious agenda to tackle criminal justice reform and benefits for individuals affected by the pandemic. At the time of this newsletter, the legislature has not adjourned, and it is unclear when the session will end. Please continue to check the VSBA Legislative Update Blog for the latest reports from the General Assembly. In the next VSBA newsletter, I will provide a thorough breakdown on the Special Session.

November is “VSBA Take Your Legislator to School” Month

To promote a closer relationship between public education and the Virginia State Legislature, 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. There are many benefits from participating in VSBA Take Your Legislator to School Month, including developing closer relationships between school divisions, local communities and our elected officials, as well as 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.
In addition, when legislators engage with your school community 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. Almost like a field trip, a meeting with your local legislator creates many different "teachable moments."

Every year, legislators serving in the General Assembly meet to discuss issues of concern to their constituents and the Commonwealth. Hearing directly from community leaders like you helps inform and craft the legislative agenda during session. When meeting with your elected representatives, feel free to engage in frank and honest conversations on both your successes and the challenges you face in education today. Issues like workforce development, challenging school environments, student discipline, and teacher recruitment and retention are all likely to be addressed in one way or another this coming January. This is your opportunity to seize the initiative.

This year, we have updated our Take Your Legislator to School Guide to include ways to hold virtual meetings with your legislators. We hope that you will take advantage of this opportunity to strengthen the already solid bond between public education and the Virginia General Assembly. These activities cannot help but 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.

Registration Open for the VSBA Annual 5K Fun Run/Walk

Join us for the 17th Annual Virtual VSBA 5K! Even though we can't all be together in Williamsburg, that doesn't mean we can't still run or walk "together." Let's show our VSBA pride by running or walking a 5K in your own community sometime before November 19.

Rules are simple –

1. Register before November 18. Be sure to provide your home or business address where a t-shirt can be mailed to you. T-shirts will be mailed out to individuals the week you register. First 100 to register receive a t-shirt.
2. Map out your own 5K course (3.1 miles) and then report back to us on your time and whether you ran or walked. Once you finish, submit your time. All times must be posted no later than 10 am on November 19.
3. Post a photo on social media with the hashtag #virtualVSBA5K or email your photo to Jessica@vsba.org and VSBA will post on their social media. If you post your own photos don’t forget to tag VSBA. Print out the "I did it" poster (color or b&w) and capture that in your photo.

Categories and prizes (don't forget that you must be registered to be eligible):
- The fastest runner and walker in each age group for men and women.
- New – most hilly – send a photo of your hilly climb.
- New – most exciting encounters with nature – send us a photo of what you encountered on your run/walk.
- New – hottest or coldest run – Was it really hot or cold the day you participated? Share the temperature of when you ran or walked and we'll award the brave souls who got out there even when it was hot or really cold.
• New – Team Spirit – most people from a particular division to run or walk – you don’t need to run or walk together, just the most people who register and then submit their times.
• New – Best Individual Spirit – send us a photo of your running outfit displaying your school/division pride.
• Most runs or walks between when you register and November 19 – just email us a total number of days that you ran or walked at least 5K. The earlier you register the more your chances increase.

***All awards/photos should be submitted to Jessica Blythe at jessica@yhs.org***

All awards will be announced at the Friday, November 20 during the VSBA Annual Convention Closing Session. Tune in to see if you won!

---

An Introduction to the New Title IX Regulations

Elizabeth Ewing
Director, Legal and Policy Services

Background

Title IX states:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

As you can see, Title IX does not directly mention sexual harassment. However, the scope of the law is very broad and it is well-recognized that sexual harassment is one of the many things it addresses. Title IX is enforced by the Office for Civil Rights in the federal Department of Education.

In November 2018, OCR proposed new Title IX regulations. As part of the approval process for the proposed regulations, OCR received almost 125,000 comments totaling over 2,000 pages.

The proposals were designed to address sexual harassment and due process concerns raised primarily by higher education students. Although the regulations impose different rules on K-12 institutions than on institutions of higher education in a few instances, most of the regulations apply equally to K-12 and higher ed.

The final regulations were released on May 6, 2020. They became effective on August 14. Several lawsuits were filed seeking to delay the effective date of the regulations but initial rulings in each case have denied that relief. Although the lawsuits are proceeding, it is unlikely that they will result in suspension of the new regulations. Thus, school boards need to implement the new regulations.

Why are we hearing so much about these regulations?

The new regulations were announced and became effective while most school divisions were completely focused on how to deal with the pandemic. That timing is making it even more difficult than it would otherwise have been for school boards to devote the necessary attention to the new requirements.

In addition, the new regulations change the rules regarding Title IX in several critical ways. They require school divisions to alter how they handle complaints of
sexual harassment involving students or staff. They require additional personnel to be involved in investigations and will fundamentally alter the procedures most divisions follow in investigating sexual harassment complaints. The new regulations are lengthy and complex; the following is a brief summary of some of the things in the new regulations that it is important for school board members to know.

**New definition of sexual harassment prohibited by Title IX**

The definition of sexual harassment in the new regulations is slightly more narrow than the definition previously used by OCR. For example, one portion of the new definition is "unwarranted 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 division's education program or activity. (Emphasis added.) The definition used previously required conduct to be "so severe, pervasive **OR** objectively offensive" that it denied access to the program or activity. (Emphasis added.) Although this change is important for Title IX purposes, it is equally important to remember that conduct that met the old definition may still need to be addressed through other means, such as the division's student conduct policy and regulation.

**New requirements for a grievance process**

The new regulations require every division to have a grievance process. They also provide a great deal of detail regarding what must happen as part of that process. One thing that will be new for most Virginia divisions is the requirement that both the complainant and the respondent must be given an opportunity to submit written input at several stages of the grievance process. Both parties must also get notice of all investigative interviews and the chance to participate in them, the chance to inspect and review all evidence, and the chance to review and respond to the preliminary investigative report before the final report is prepared. Both parties must also be given the opportunity to provide written statements that must be considered on appeal.

**Staff members cannot play multiple roles in an investigation**

The new regulations require investigations to be done by investigators who prepare a written report and turn it over to a decision-maker who makes a determination of responsibility. The investigator and the decision-maker cannot be the same person. In addition, if either party decides to appeal the determination of responsibility, the appeal decision-maker cannot be the same person as the original decision-maker. Prior to the new regulations, in many divisions the same person did the investigation and made the decision regarding whether Title IX had been violated.

**New training requirements**

Title IX Coordinators, investigators, decision-makers and any one who facilitates an informal resolution process must receive training on the definition of sexual harassment prohibited by Title IX, the scope of the school board's education program and activities, and how to conduct an investigation and grievance process, including appeals. They must also receive training on how to serve impartially including by avoiding prejudgment of the facts, conflicts of interest, and bias. In addition, decision-makers must 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 must receive training on issues of relevance in order to create investigative reports that fairly summarize the evidence.

In addition, divisions may choose to provide training to all staff in order to enable the division and its Title IX Coordinator to meet Title IX obligations. Such training could include some or all of the following: how to recognize sexual harassment, the definition of sexual harassment, the scope of the division's education program or activity, all relevant district policies and procedures, and the necessity to promptly forward all reports of sexual harassment to the Title IX Coordinator.

**New procedural requirements and recordkeeping rules**

Under the new regulations, the burden of proof is on the school division, not on either party. In other words, a person who makes a complaint of sexual harassment is not required to convince the division that sexual harassment happened. Instead, the burden is on the division to develop and fairly consider all relevant evidence.

In addition, the new regulations explicitly establish that the person accused of sexual harassment is presumed to be innocent until a determination of responsibility is made.

Records of investigations (including determinations of responsibility, disciplinary sanctions and remedies), appeals, and informal resolutions must be retained for 7 years. In addition, all materials used to train staff members involved in Title IX proceedings must also be retained for seven years. Training materials must also be made available on the division's website.

**The standard of evidence must be the same for cases involving students as it is for cases involving staff**

The regulations permit school divisions to use either the preponderance of the evidence standard or the clear and convincing evidence standard. VSBA thinks that most, if not all, divisions in Virginia are choosing to use the preponderance of the evidence standard. In choosing which standard to use, school boards should remember that the regulations require the same standard to be used in cases involving students as is used in cases involving staff members. It may be especially important to remember this as Virginia school boards begin the collective bargaining process next year. If a board agrees to use the clear and convincing standard for staff members, it must also use it for cases involving students. And, if a board adopts a Title IX policy adopting the preponderance of the evidence standard, it will have to change that policy if it agrees to use the clear and convincing standard for employees as a result of collective bargaining.

**What will the impact of the new Title IX regulations be on Virginia school divisions?**

Although the details will be different for every division, it is safe to say that the new regulations will require every division to devote additional staff time to keeping up with the new training, recordkeeping, and documentation requirements. Divisions which have not previously had a Title IX Coordinator must name one. Most divisions will also need to designate staff people to serve as investigators,
decision-makers, facilitators of informal resolution proceedings, and appeal decision-makers. Investigations will look very different because the rules require both parties (the complainant and the respondent) to have an opportunity to participate in every witness interview and to provide written input into the determination of responsibility and to the decision on appeal, if the determination is appealed. Those requirements may result in what some students, parents, and staff members perceive to be more drawn-out proceedings than the division was accustomed to under the prior regulations.

Conclusion

The new Title IX regulations went into effect on August 14. They are lengthy and complex and this article covers only a few of the regulations’ requirements. Each school division is required to appoint a Title IX Coordinator whose responsibilities include coordinating the division’s compliance with Title IX. Each school board will undoubtedly be hearing more about how the new regulations impact the division from the superintendent and the Title IX Coordinator.

2020 VSBA Media Honor Roll

Reporters and local media outlets play an important role in public education. School division leaders rely on responsible reporting by local media representatives so that our community members receive timely information about division initiatives and programs. Considering the impact that media coverage can have on community attitudes and beliefs, the Media Honor Roll was created to recognize fair and balanced reporting about our schools and Virginia’s public education system.

Each year, in the early Fall, the VSBA Media Honor Roll recognizes media representatives in three categories: print, radio, and television.

Criteria for honorees include the following:
1. Makes the effort to get to know the superintendent and board chair.
2. Understands the division’s mission and goals.
3. Reports school news in a manner that is fair, accurate, and balanced.
4. Gives a high-profile position to good news about schools.
5. Regularly visits the schools, attends board meetings, etc.
6. Maintains a policy of “no surprises” by sharing information with school representatives.

Alleghany County
Darrell Gleason, The Virginian Review
Jerry Clark, The Alleghany Journal

Appomattox County
Brhett Vickery, ABC13 WSET-TV
Danner Evans, ABC13 WSET-TV

Bath County

Lynchburg City
Olivia Johnson, The News & Advance

Madison County
Gracie Hart Brooks, Madison Eagle

Mathews County
Charles Koenig, Gloucester-Mathews Gazette
Mike Bollinger, The Recorder
Abby DuFour, Alleghany Mountain Radio
Larry O'Rourke, The Virginian Review

Botetourt County
Alia Boyd, The Fincastle Herald
Cathy Benson, The Botetourt Bee

Bristol City
David McGee, Bristol Herald Courier

Caroline County
Dawn Haun, Free Lance Star

Covington City
Jerome Johnson, The Virginian Review
Jenny Clark, Alleghany Journal

Culpeper County
J.D. Olade, 103.1 WJMA Radio
Culpeper Media Network
Culpeper Star-Exponent

Cumberland County
Laura McFarland, Cumberland Today
Alexa Massey, The Farmville Herald

Falls Church City
Nicholas Benton, Falls Church News Press
Matt Delaney, Falls Church News Press

Franklin City
Stephen Cowles, The Tidewater News
Bert Schmidt, WHRO
Michael Clark, WLQM-FM Radio

Gloucester County
Kim Robins, Gloucester-Mathews Gazette
Journal
WXGM 99.1

Louisa County,
David Holtzman, The Central Virginian
Newspaper
Pamela Garrison, 99.7 CYK Radio
Daniel Myrick, CBS19 News

Middlesex County
Tom Hardin, Southside Sentinel

Montgomery County
Jen Cardone, WDBJ7

New Kent County
Andre Jones, New Kent Charles City Chronicle

Newport News City
Janet Roach, WVEC
Niko Clemmons, WVEC

Orange County
Hillary Holladay, Orange County Review

Petersburg City
Sean Jones, Progress-Index Newspaper
Karla Redditte, NBC 12 WWBT-TV

Pittsylvania County
Lanie Davis, Star-Tribune

Prince George County
Michael Campbell, The Prince George Journal

Prince William County
Eileen Whelan, WJLA
Kellye Lynn, WJLA

Radford City
Jenna Zipton, WSLS10
Jessica Jewell, WSLS10

Smyth County
Linda Burchette, Smyth County News & Messenger

Suffolk City
Jimmy LaRoue, Suffolk News-Herald

Tazewell County
Charlie Booth, Bluefield Daily Telegraph

Henry County Board Member Chosen as 2021 VSBA President-elect Nominee

The VSBA Nominating Committee has selected Teddy Martin II, a member of the Henry County School Board, as the association’s 2021
president-elect nominee. If elected by the VSBA Delegate Assembly at the Annual Convention in November, Martin will serve a year as president-elect before becoming president in 2022.

Martin has served on his local board since 2017. On his local board he has served on the Strategic Planning Committee as well as having earned the Award of Distinction every year. At VSBA, Martin has served as Chair of the Blue Ridge Region the last two years as well as Co-Chair of the VSBA Task Force on Workforce Readiness. He also serves on the VSBA Executive Committee.

Teddy is employed at Patrick Henry Community College in Martinsville, Virginia as the Human Resources Generalist. He has been with PHCC since 2016. Martin is a 2006 graduate of Henry County Public Schools.
Social Media is a very hot topic right now, especially when it comes to how to use social media while on the school board. Below are some tips and additional resources than can assist you in your work.

- Know your school board social media norms and protocols. Check your protocols to see how your board uses social media. If you do not have a norm or protocol on social media, speak with board members to determine their level of comfort with social media and determine if a formal norm or protocol is needed.

- Let the school division communicate any official messages out about the division first! The school division staff should be the first to relay important information out to the community. Feel free to share the post or information once it has been officially released, but do not try to get ahead of the division when crafting any messages regarding important announcement on social media.

- Don't fall into the tagging trap. Community members will tag you in posts on social media to try to get a response from you. Treat this situation as you would if you overheard something in the community. If it is at a high enough level, ensure the Superintendent knows what is going on so he/she is aware of the situation.

- Do not engage in debate on social media. If someone wishes to talk to you about an issue, encourage them to call you to discuss the issue. Having a public debate on social media is not the best way to have a conversation.
Post only what you would feel comfortable seeing on a billboard tomorrow. This goes for comments, posts that you share, and anything that you associate with.

Share positive information. Use social media to share positive information about the school division. Share already published posts and positive articles from the media—the community needs to get positive information out into the community.

For additional information on social media and other communication tips, a recorded webinar is available!

If you have legal questions about social media, please contact your school board attorney.

Where is your hometown?
My hometown is Columbus, Ohio.

How long have you been a school board member?
I have been a school board member for five years I began on January 1, 2015.

Who inspires you?
The students of course! They inspire and amaze me with their creativity, resilience, and can-do spirit.

What is your motto as a Board Member?
"Stay honest, be smart, and care. The public will be the better for it." - Gordon Chase, author.

What is your pie-in-the-sky vision for education?
As much personal support as possible. Every child deserves a champion who will support and believe in them and help them with access to resources.

What do you consider your greatest accomplishment as a school board member?
I feel that teacher morale has been restored during my time on the School Board. I've pressed to ensure their voices are included in our processes and that they receive compensation increases every year.

What is your advice for new school board members?
I have two pieces of advice.
1. Know your swim lane. The superintendent runs your school system. School Boards ensure that the school system is run well.
2. Keep your own priorities and your Board's Strategic Plan in mind at all times. Don't let the day-to-day emails and advocacies distract you from your main purpose and the high-level goals.
October is VSBA Bullying Prevention Month.

In an effort to promote awareness of school bullying, the VSBA Board of Directors has designated the month of October as VSBA Bullying Prevention Month. Childhood bullying is a significant problem nationwide. It can cause school absenteeism, mental and physical stress, poor school performance, poor self-esteem, and in some cases, school violence. Students who experience bullying are at increased risk for depression, anxiety, sleep difficulties, lower academic achievement, and dropping out of school. Bullying can also happen online. Reports of cyberbullying among public school attending students are highest for middle school (33%), followed by high school (30%), combined schools (20%) and primary schools (5%). School board members, superintendents, teachers, and parents play a critical role in creating a climate where bullying is not tolerated. It has been proven when adults and children stand together, bullying ends.

To view the Guide for Bullying Prevention month please click here.

VSBA President Rodney Jordan has created a PSA to encourage participation in VSBA Bullying Prevention Month.

Click here for more resources and information!
The First Ever VSEBA Virtual Book Club met in September to discuss the book Start With Why by Simon Sinek. The hour-long discussion was filled with insights from school board members including how important it is to find your “why”, what can happen if you lose your “why” and how important trust and authentic leadership are while serving on the school board.

The next Virtual Book Club will be held in conjunction with the VSBA Annual Convention and we will be reading the book: Improving School Board Effectiveness: A Balanced Governance Approach by Thomas Alsbury and Phil Gore. Stay tuned for additional information soon!

Division Spotlight: Louisa County Public Schools

In each newsletter VSBA will spotlight a recent initiative or best practice taking place in a school division in Virginia. If you have a story you would like to submit for inclusion in the spotlight section of the VSBA Newsletter, please contact Samantha Busserman, director of communications and board development, for more information. We look forward to hearing about the great things going on in your divisions.

A School Year Like Never Before
Submitted by Louisa County Public Schools

It’s midday on Thursday, September 3, and kindergartner Reagan Grigg is looking for the final piece of the puzzle that will make the pizza in front of her perfect. It’s a tough choice. Within reaching distance there are the lines of sausage she measured out to size. Five pieces of pepperonis -- which she counted out all by herself -- are also an option.
But finally, she makes a decision many can appreciate: bacon. She selects three pieces, adds them to her pizza, and then slides it into the oven beside her.

"Mine is going to taste the best," Grigg says, beaming with pride as she does.

But what makes Grigg's experience so fun is the fact that she didn't even have to leave her classroom. Her teacher, Whitney Smith, spent the afternoon beforehand transforming her classroom into a pizzeria. The top of each desk was decorated like a restaurant table, while the opening underneath the desk becoming a makeshift oven!

The lesson was a win-win: Smith and her fellow kindergarten teachers at Thomas Jefferson Elementary School in Louisa County made math fun and interactive, and the students ended their day by tossing their finished creations into their own pizza boxes to take home!

The lesson is just one of the many that Louisa County Public Schools teachers have utilized already this school year to let students know one thing for certain: learning is back in action!

"Our pizzeria plays a huge role in showing our students that school can still be fun," Smith said. "Transforming our rooms, giving students a menu, playing Italian music, and having them take on the role of a chef engages them in the learning. That's what it's all about."

With the 2020-2021 school year now underway, unique and innovative lessons are more important than ever. True to form, LCPS teachers have risen to the occasion. A few weeks into the school year, Trevilians Elementary School fourth-grade teacher Megan Barrett held a book-tasting event for her students. In a book-tasting event, teachers transform their classrooms into restaurants while students "sample" books of different genres. The strategy helps students learn to identify themes, plot structure, and more!

"The lesson brought a sense of normalcy back to my classroom," said Barrett, while donning a chef's hat. "Even though so many things are different in our lives right now, we can still give students hands-on, unique learning experiences in a safe way."

The innovation isn't just reserved for in-school instruction either. Approximately 33% of LCPS students are attending fully online classes for the 2020-2021 school year. Though LCPS Virtual Academy is in its first year, Moss-Nuckols Elementary School teacher April Whipp is navigating the new frontier like a savvy veteran. She's unpacked complex topics -- such as inertia -- by posting engaging videos of experiments on YouTube.

"Honestly, it's been a blast finding unique ways to get lessons to my students virtually," Whipp said. "My students love YouTube and other video sharing websites, so I'm trying to lean into that interest in any way I can by creating fun and engaging video lessons."

There's no question: education looks vastly different now than it did for school divisions just one year ago. When Louisa County Public Schools began the school year on August 13th, superintendent Doug Strailey
said he knew teachers would play an integral role in helping students -- and the community as a whole -- feel some sense of normalcy in their lives.

“Our teachers and our staff here at LCPS are heroes,” Straley said. “Educators all across Virginia are having to deal with unforeseen circumstances, so it makes it all that more special this year when you walk through our schools and see teachers leading lessons that aren’t just informative, but also fun and innovative. It’s inspirational.”

It’s also not something that happens overnight. During the 2018-2019 school year, LCPS debuted a new action committee called “IGNITE.” Made up of teachers and administrators, the committee traveled to all of the division’s six schools over the course of the school year to host what effectively were pep rallies for teachers, encouraging them to incorporate The Virginia Department of Education’s 5 Cs (Communication, Collaboration, Creativity, Critical Thinking, and Citizenship) in lessons whenever possible. The sessions helped reinforce a belief throughout the division that students are more than just test-takers; they are dreamers, doers, leaders, and innovators.

When Louisa County Public Schools launched its “IGNITE” initiative, it also launched a brand new “Profile of a Graduate” website to highlight lessons that promoted The 5 Cs. The 2020-2021 school year may be unique, but it’s business as usual on the site. Each week, new highlight videos and articles are uploaded, and the site serves as a source of inspiration for teachers division-wide.

Straley -- and the educators at Louisa County Public Schools -- wouldn’t have it any other way.

“It is such a privilege to be able to work with our students,” said Straley. “It’s more apparent now than ever.”

“And you know what?” he adds. “We’re going to make the magic happen.”

RESOURCES:
LCPS Profile of a Graduate website: https://sites.google.com/view/lcpsprofileofagraduate/home
LCPS 5 C’s YouTube Playlist: https://www.youtube.com/watch?v=qY1ldEQpOf8&list=PL7Fy6h4w1pKtG2Pw-JH7ETDCAEthVI
Photos: https://drive.google.com/drive/folders/1SG8wY7Go1UKkDqEyFknuqLy3KN_6y5VF?usp=sharing
Resources, News & Updates

We have compiled a multitude of resources for school board members, and school divisions to consult. For the entire collection please visit the VSBA COVID-19 resource page available at the link below.

In addition we have compiled a list of at-home learning resources that are available online for students who are home due to COVID-19. This list will be updated as additional resources become available. This is not an exclusive list, nor does this constitute an endorsement by VSBA for any of the included programs.

Visit the VSBA COVID-19 Resource Page

Visit the At Home Learning Resource Page

Improvement Science in the Time of COVID-19 webinar...

With the COVID-19 pandemic dramatically altering the structures, rhythms, and routines of K-12 education, the Carnegie Foundation hosted a webinar series- Improvement Science in the Time of COVID-19 -that looked at how university-district...

Read more
hub.carnegiefoundation.org
Green Public Schools Challenge

The Green Public Schools Challenge is a 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.” Many of these actions can save local school divisions money. For additional information and to view background information for the actions included in the challenge, click here. To participate in the VSBA Green Public Schools challenge by submitting your entry online, click here. For answers to a few frequently asked questions view the document here.

Complete the Challenge by September 30, 2020. The certifications will be announced during the VSBA Annual Convention in November.

If you have any questions, please contact Jessica Blythe, director of membership services at (434) 295-8722 ext. 7 or jessica@vsba.org.

Thank you to our sponsors, Moseley Architects and ABM!

Student Video Contest

The Virginia School Boards Association is asking Virginia high school students to express their thoughts and ideas around the theme “How Virtual Learning Changed My School Year” through our ninth annual student video contest. Students are invited to submit a 30-second video that conveys the contest theme. The top 3 videos, along with those identified by the judges as honorable mentions, will be posted on VSBA’s YouTube site, and winners will be honored at the VSBA Annual Convention in November.

For more information on how to submit video entries, please see here. PLEASE NOTE: Only ONE submission per school division will be accepted.

The submission deadline is October 5, 2020. **Each student participant listed must complete a Release Form**

If you have any questions, please contact Jessica Blythe, director of membership services at jessica@vsba.org or by calling 434-295-8722.

Thank you to our sponsor, Haney Phinyowattanachip PLLC!
News Tidbits: Stories and Studies from Around the Country

Pandemics and Policy: Decentralize K-12 Education

For students and parents hoping to return to a normal schooling environment, state lawmakers should be providing as much flexibility in the meantime as possible. Neal McCluskey discusses his recommendations from his Pandemics and Policy essay.

Read more
www.cato.org

K-12 Education amid the Pandemic: What Levers Best...

For many, public school this year again means remote instruction. What are educators learning about remote instruction, and how might it inform future practice?

Read more
nonprofitquarterly.org

K-12 Parents' Satisfaction With Child's Education Slips

Story Highlights Satisfaction with child's education drops 10 percentage points, to 72% Percentage of K-12 parents home-schooling this year has doubled, to 10% 50% of Americans are satisfied with quality of K-12 education in U.S.

WASHINGTON, D.C.

Read more
news.gallup.com
VSBA Affiliate Member Profiles

In each Issue of the VSBA Newsletter, we will feature three VSBA Affiliate Members. Thank you for your support of the VSBA and Virginia’s public education system.

Chesapeake Marketing (MidChes)
High performance security solutions from video surveillance, intercom, intrusion detection, public address, call center furniture and more.

Email: support@midches.com
Website: http://www.midches.com

Energy Systems Group, LLC (ESG)
For over 25 years, ESG has provided the K-12 community with infrastructure improvements to improve the learning environment and lengthen the life expectancy of your facilities.

Cheryl Midkiff
Phone: (434) 333-5025
Email: cmidkiff@esg.email
Website: https://www.energysystemsgroup.com

Forecast5 Analytics
Decision support and data analytics solutions for school division leaders.

Eric Smith
Phone: 630-955-7551
Email: esmith@forecast5analytics.com
Website: https://www.forecast5analytics.com

Visit https://www.vsba.org/resources/affiliates/affiliate_member_program/ for a complete list of VSBA's Affiliate Members.

UPCOMING EVENTS, WORKSHOPS, & WEBINARS

Thursday, September 24, 2020, 9:00 AM- 2:00 PM
2020 VSBA Legislative Advocacy Conference
LOCATION: Virtual Conference
DETAIL: Now, more than ever, school board member voices need to be heard! The stakes for public education have never been greater and school board members must be prepared to advocate effectively for public schools. Join VSBA at our 2020 Legislative Advocacy Conference where you will gain valuable insight into the issues that promise to have lasting impacts on the Commonwealth and nation. This premier virtual conference will inform and educate school board members as leaders from Virginia and across the country discuss the Commonwealth’s new collective bargaining law, ideas for addressing the Homework Gap, a glimpse into the crystal ball on how current events will influence the direction of the 2021 General Assembly, and much more. Participants will gain valuable perspectives on how to be effective advocates for education when interacting with policymakers at all levels of government. This virtual conference also includes a training session on FOIA to meet the new requirements for elected school board members.
Cost: $175 per registration (multiple registrations needed if viewing from multiple devices/locations).

Tuesday, September 29, 2020, 12:00 PM-1:00 PM
VSBA Webinar Top 5 Things Every School Division Should Be Asking About Cyber-security
LOCATION: Online Webinar
DETAIL: Join VSBA and Millennium Enterprise Corporation for this live webinar. We will be discussing the top 5 questions school board members should be asking in regard to school division cybersecurity. You don’t want to miss this informative webinar. Register now and submit your questions for presenters Minh and Michael to address in their presentation.
Tuesday, October 6, 2020, 12:00 PM-1:00 PM
**VSBA Webinar The Top 10 Things Every Board Member Should Know About Parliamentary Procedure**
LOCATION: Online Webinar
DETAIL: Join us and Ms. Mary Loose Deviney for a live webinar on October 6, 2020, at 12:00 noon to learn the top ten parliamentary procedures that every board member should know. Parliamentary procedure can be tricky to learn, but Ms. Deviney, a Professional Registered and Licensed Parliamentarian, will lend guidance on each of these procedures and why it's so important for board members to know. We hope that you will join us for a very informative session!
Cost: $150 per registration (multiple registrations needed if viewing from multiple devices/locations).

Wednesday, October 7, 2020, 9:00 AM- 1:00 PM
**Superintendent Evaluation Workshop**
LOCATION: Virtual Conference
DETAIL: Are you prepared to evaluate your superintendent? The Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents developed by the Virginia Department of Education provide a wealth of information regarding the requirements. Filtering through this document to determine what is required and what is optional requires focused attention. For some, the changes to their current evaluation model may be minor, while others face major revisions in order to be in compliance with the regulations.
This workshop is designed to provide small group support to superintendents and board members responsible for assessing and updating their evaluation model. Participants will have the opportunity to review the guidelines in detail and then use them as they draft their own models. Individual consultation and support will be provided after the session as participants work on their revisions.
Cost: $165 per registration (multiple registrations needed if viewing from multiple devices/locations).

Wednesday, October 14, 2020, 12:00 PM- 1:00 PM
**VSBA Webinar Enhancing the Culture of Learning: Through Safe and Sustainable Moving Equipment**
LOCATION: Virtual Conference
DETAIL: In the age of COVID-19, less is more when it comes to learning and safety in the classroom, facilities maintenance, and overall administration of school districts. District leadership and staff are navigating hybrid learning models, increased facility maintenance requirements in order to comply with CDC guidelines; and the need to sustain safe and supportive environments. All of this in order to protect and support a district staff and the community that supports them. Join us as we discuss how Community ISD (TX) utilized sustainable equipment and moving services to reconfigure the classroom, facilities, to enhance the culture of learning. There will be a panel portion of the presentation included.
Cost: Free (multiple registrations needed if viewing from multiple devices/locations).

Thursday, November 5, 2020, 9:00 AM- 2:30 PM
**VSBA Education Foundation Workshop**
LOCATION: Virtual Conference
DETAIL: 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.
Cost: $190 (multiple registrations needed if viewing from multiple devices/locations).

**Thursday, November 12, 2020, 9:00 AM- 2:00 PM**
**VSBA Workshop for School Board Clerks**
LOCATION: Virtual Conference
DETAIL: Calling all School Board Clerks! You do not want to miss out on the Annual Fall Workshop for School Board Clerks. During this workshop you will receive important legal updates, an update from one of your colleagues on the new database with some tips & tricks, receive updates from a COIA council member, enter our door prize drawings, discuss some very relevant hot topics, and much more! In addition, all clerks who attend the conference will have the opportunity to attend ALL the VSBA Annual Convention general sessions
Cost: $175 (multiple registrations needed if viewing from multiple devices/locations).

**Tuesday, November 17, 2020, 10:00 AM- 2:30 PM**
**VSBA Student School Board Representative Workshop**
LOCATION: Virtual Conference
DETAIL: 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. This year the workshop will take place on Tuesday, November 17, 2020 from 10:00 a.m. – 2:30 p.m. Students are also invited to join the Wednesday General Session, featuring Alex Sheen from because I said I would. Attendees will also receive a Because I Said I Would wristband for attending the student workshop.
Cost: $175 (multiple registrations needed if viewing from multiple devices/locations).

**November 18-20, 2020**
**2020 VSBA Annual Convention**
LOCATION: Virtual Conference
DETAIL: 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!
Cost: $260 per registration (multiple registrations needed if viewing from multiple devices/locations).