

# MEETING AGENDA

## Prince George County School Board

---

For further information call 733-2700

**TYPE OF MEETING:** Regular

**DATE:** October 4, 2021

**LOCATION:** Board of Supervisors Meeting Room  
County Administration Building

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

---

**I. CALL TO ORDER**

**II. ROLL CALL**

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

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

1. P18/21-22
2. P19/21-22
3. P20/21-22
4. P12/21-22
5. P21/21-22
6. P22/21-22

**B. Public Safety Matter – Section 2.2-3711.A.19**

1. PS06/21-22
2. PS07/21-22

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

**V. PLEDGE OF ALLEGIANCE**

**VI. SCHOOL BOARD INVOCATION**

**VII. APPROVAL OF AGENDA**

**VIII. SPECIAL RECOGNITIONS**

- A. Aidan Bryant – America’s Got Talent Runner Up

**IX. APPROVAL OF MINUTES**

- A. September 15, 2021 Regular School Board Meeting

**X. PRESENTATIONS**

- A. J.E.J. Moore Middle School Report – Robert Knowles, Principal
- B. 2016-21 Comprehensive Plan Review of Progress – William Barnes
- Technology to Support Instruction – Scott Brubaker
  - Title I and Gifted – Jason Chandler / Robin Germanos
  - Safe and Secure Learning Environment/Facilities – Patrick Barnes
  - Human Resources – Laura Estes
  - Finance – Monique Barnes
- C. PGHS Commons Furniture Plans – Patrick Barnes
- D. Swagit Presentation – Scott Brubaker
- E. 2022 Calendar Considerations – Jason Chandler / Robin Germanos

**XI. PUBLIC COMMENT – GENERAL**

**XII. INFORMATION ITEMS/SUPERINTENDENT’S REPORT**

- A. Active Enrollment Summary September 24, 2021
- B. Virginia Farm to School Month – October
- C. National School Lunch Week – October 11-15, 2021
- D. VSBA September Policy Page
- E. VSBA Webinar: Best Practices for School Boards When Governing in a Divided Community, October 12, 2021



- F. Rowanty Open House – October 13, 2021 – 5:00 – 7:00 p.m.
- G. Hall of Fame Dinner – October 16, 2021
- H. National School Bus Safety Week – October 18 – 22, 2021 – Theme: “Be Safe, Know the Danger Zone”
- I. Maggie Walker Information Night, October 20, 2021 at N.B. Clements
- J. Storybook Character Parade, Thursday, October 28<sup>th</sup> at 6:00 p.m. at the PGHS Bus Loop
- K. 2021 VSBA Annual Convention and Clerk’s Conference – November 17-19, 2021
- L. November – “VSBA Take Your Legislator to School” Month
- M. PGCPs Superintendent Messages
  - 1. Virginia Department of Health to Hold COVID-19 Vaccination Clinic on October 1<sup>st</sup> at J.E.J. Moore Middle School, PGHS
  - 2. PG Journal Article – “Prince George Among Highest College Acceptance Rates in VA” – September 21, 2021

### **XIII. SCHOOL BOARD MEMBER COMMENT**

### **XIV. 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

### **XV. ACTION ITEMS**

- A. VSBA May Policy Revisions (Part 3) – Lisa Pennycuff
- B. October “Bullying Prevention Month” – Proclamation – Lisa Pennycuff
- C. Request for Final Budget Adjustment - Categorical Transfer FY2020-21 Regular Fund Balance – Monique Barnes
- D. Admission Criteria for Students – Jill Andrews / Lisa Pennycuff

### **XVI. DISCUSSION ITEMS**

- A. Financial Report for September 2021 – Monique Barnes

## **XVII. ADJOURNMENT**

# CLOSED SESSION

## A. Personnel Matters - Section 2.2-3711.A.1

1. P18/21-22
2. P19/21-22
3. P20/21-22
4. P12/21-22
5. P21/21-22
6. P22/21-22

## B. Public Safety Matters – Section 2.2-3711.A.19

1. PS06/21-22
2. PS07/21-22

**VIII. SPECIAL RECOGNITIONS**

- A. Aidan Bryant – America's Got Talent Runner Up

**DRAFT**  
**PRINCE GEORGE COUNTY SCHOOL BOARD**  
**PRINCE GEORGE, VIRGINIA**  
September 15, 2021

The regular meeting of the Prince George County School Board was held at the County Administration Building, Third Floor Board Room, Wednesday, September 15, 2021 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, Chairman

Mr. Christopher A. Johnson, Vice Chairman

Mr. Cecil M. Smith, Board Member

Ms. Sherry D. Taylor, Board Member [Arrived at approximately 5:40 p.m.]

Dr. Lisa Pennycuff, Superintendent

Mr. William Barnes, Assistant Superintendent

Mrs. Rebecca Kirk, Clerk of the Board

**I. CALL TO ORDER**

Mr. Eley, Chairman, called the Prince George County regular school board meeting to order at 5:30 P.M.

**II. ROLL CALL**

Roll call indicated School Board members present:

Present: Andrews, Eley, Johnson, Smith

Absent: Taylor

**III. MOTION TO GO INTO A CLOSED MEETING TO DISCUSS SPECIFIC PERSONNEL MATTERS RELATING TO THE EMPLOYMENT, ASSIGNMENT, APPOINTMENT, PROMOTION, DEMOTION, PERFORMANCE, SALARIES, OR RESIGNATION OF DISTRICT EMPLOYEES, SPECIFIC LEGAL MATTERS RELATING TO LEGAL CLAIMS, COMPLAINTS, CONTRACTS, LEGISLATIVE PROPOSALS, OR STATE MANDATES AND EXCEPTIONS, PUBLIC SAFETY MATTERS RELATING TO STUDENT SAFETY, AND STUDENT MATTER RELATING TO PLACEMENT (pursuant to Section 2.2-3711 of the Code of Virginia)**

- A. Personnel Matters – Section 2.2-3711A.1
  - 1. P16/21-22
  - 2. **P17/21-22**
  - 3. **P03/21-22**
  - 4. **P18/21-22 [added to agenda]**
- B. Legal Matters – Section 2.2-3711.A.7
  - 1. L02/21-22
  - 2. **L03/21-22**
- C. Public Safety Matters – Section 2.2-3711.A.19
  - 1. PS04/21-22
  - 2. **PS05/21-22**
  - 3. **PS06/21-22**
  - 4. **PS07/21-22 [added to agenda]**
  - 5. **PS08/21-22 [added to agenda]**
- D. **Student Matter – Section 2.2-3711.A.2**
  - 1. **SM10/21-22**

Mr. Smith made a motion to go into a closed meeting for the purpose to discuss specific personnel matters relating to employment, assignment, appointment, promotion, demotion, performance, salaries, or resignation of district employees, specific legal matters relating to legal claims, complaints, contracts, legislative proposals, or state mandates and exceptions, Public Safety matters relating to student safety and a student matter relating to placement pursuant to the personnel, legal, student, and public safety exemptions of the VA Code §§2.2-3711.A.1, 2.2-3711.A.7, 2.2-3711.A.2, and 2.2-3711.A.19. Mrs. Andrews seconded the motion.

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

#### **IV. CERTIFICATION OF CLOSED MEETING AND ACTIONS**

Mr. Smith made a motion to return to an open meeting and certified that nothing was disclosed other than what was stated in the original motion. Mr. Johnson seconded the motion.

VOTE:       Ayes: Unanimous

[For the record, Ms. Taylor arrived at approximately 5:40 p.m.]

Mr. Johnson made a motion that in Personnel Matter P16/21-22, to accept the recommendation to upgrade the Copy Aide position to a Para-educator position to support Alternative to Suspension at Prince George High School. Mr. Smith seconded the motion.

Vote:       Ayes: Unanimous

No action was taken on Personnel Matter P17/21-22; information only.

Mr. Smith made a motion that in Personnel Matter P03/21-22 to approve to expand the search to include candidates for a Coordinator of Gifted Education and a Coordinator of Federal Programs. When the successful candidate(s) are found, either one Director or two Coordinators will be recommended for hire to fill vacancy. Mr. Johnson seconded the motion.

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

By a 4:1 vote, the motion passed.

No action was taken on Personnel Matter P18/21-22; information only.

No action was taken on Legal Matters L02/21-22 or L03/21-22; information only.

Mr. Eley stated that the School Board would return to closed session at the end of the meeting to continue with Public Safety and Student Matters.

**V. PLEDGE OF ALLEGIANCE** – led by Mrs. Jill Andrews

**VI. SCHOOL BOARD INVOCATION** - led by Mr. Chris Johnson

**VII. APPROVAL OF AGENDA**

A request was made to add two new Public Safety Matters and one personnel matter to the revised agenda.

Mr. Smith made a motion to approve the revised meeting agenda as amended. Ms. Taylor seconded the motion.

VOTE: Ayes: Unanimous

**VIII. APPROVAL OF MINUTES**

- A. August 2, 2021 Regular School Board Meeting
- B. August 19, 2021 Special School Board Meeting

Mr. Smith made a motion to collectively approve the School Board minutes presented. Ms. Taylor seconded the motion.

VOTE: Ayes: Unanimous

## **IX. SPECIAL RECOGNITIONS**

- A. Virginia Council of Teachers of Mathematics (VCTM) Math Beauty Contest
- Keira Temple (J.E.J. Moore Middle School)

Mr. Ligatti recognized Keira Temple as the VCTM Math Beauty Contest first place recipient. The VCTM gives students an opportunity to show off their problem-solving skills in beautiful and engaging ways. They solve problems in a logical and sequential solution and write out their thought process with a full explanation of strategies used. There were over 1300 entries and as a seventh grader, Keira Temple was named the winner of the Algebra I Division. Mr. Ligatti and staff at Moore Middle School are proud of Keira's representation and accomplishment.

- B. Pastor Chris Jenkins – Unity Baptist Church

Pastor Jenkins and several of his church associates were present to be recognized for the many blessings that Unity Baptist Church bestows on the school division. Dr. Pennycuff explained the church's past donations of distributing food and EBT cards to students, but this year the church donated \$1,000 to the elementary and secondary schools in the division for uses needed by the schools. Pastor Jenkins and Unity Baptist Church are constant supporters of the Prince George School Division, and we appreciate their continued support.

- C. Retirement

- Jamie Gilliam – Library Media Specialist, Clements  
(15 years of service)

Ms. Gilliam was unavailable to attend the meeting. Mr. Sebera will see that she receives her retirement gift for her years of service with the school division.

## **X. PRESENTATIONS**

- A. Rowanty Technical School Report – Cheryl Simmers

Ms. Simmers provided an overview from the 2020-21 school year. Student enrollment was down slightly for the school year, but students worked hard during the 4-day school week and grades were not really impacted. Even with the loss of time, Nurse Aides had over a 90% pass rate on the State Board Certification Exams and 75% of the Auto Technology students were awarded state certifications. AWS Welding certifications were on target. Registration for 2021-22 is on target and above totals for the last two years.



Some courses have reached the maximum load of 20 students per section (Cosmetology I, Welding I & II, Electricity I). The Nurse Aide program has increased to 50 due to enrollment requests. Staff is working with counselors to provide opportunities for students who request the Rowanty programs. Pre-testing for Workplace Readiness Skills and NOCTI has been scheduled and staff is working with counselors to ensure all students understand the value of certifications. The Rowanty Open House is scheduled for October 13, 2021 (5:00 – 7:00) and the Rowanty Job Fair is March 29, 2022.

B. 2016-2021 Comprehensive Plan Review of Progress – William Barnes

- Elementary Update – Robin Germanos
- Secondary Update – Jason Chandler
- SPED Update – Kae Partin
- Career & Technical Education – Matt Weston

Mr. Barnes stated that staff would provide an update on evaluation of goals and objectives and accomplishments for the final year of the 2016-2021 Comprehensive Plan.

Mrs. Germanos spoke about the elementary and secondary factors that were added for consideration: Continuum of Instruction (virtual and in-person), navigating new learning management systems (Google Classroom and Canvas), multiple methods of state assessments (SOL Assessments and Virginia Remote Progress Test) and gathering restrictions (gathering limits impacted family engagement). She provided overall test scores in the areas of Reading, Writing, and Mathematics by schools for 2018-19 and 2020-21 and averages. She provided the objectives and accomplishments for elementary and secondary schools. The division met the challenges the last year to provide quality education for all students whether in-person or virtual.

Mrs. Partin reviewed the Special Education objectives to include 1) Improve Academic Achievement for Students with Disabilities by 10% - When compared to Virginia academic achievement scores for students with disabilities, Prince George is at or above the state ratings; 2) Improve Transition Programs for Students with Disabilities by 10% - Provided professional development opportunities for secondary teachers planning for students 14 years and older through annual IEPs, increased partnerships with local agencies and businesses for job opportunities, provided job site coordination, observations and job coaching, and investigated any unmet needs; and 3) Improve graduation rate of students with disabilities by 10% - Improved graduation ratings of 42.55% in 2015-16 to 68.42% in 2020-21.

Mr. Weston explained the CTE objectives and accomplishments. He indicated that there had been some setbacks due to COVID, but they have worked to fix any issues to offer programs to all schools. 1) increase the number of students earning CTE credits and credentials – Expand CTE Concentrations and Credentials, expand CTE dual enrollment, concurrent enrollment and AP course offerings, facilitate teacher credentialing, and provide counseling for careers; 2) Increase the number of students participating in work-based learning and enrichment experiences, expand CTE student organizations, expand work-based learning opportunities, expand CTE Enrichment Opportunities and foster

workplace readiness skills. Mr. Weston expanded upon reenergizing our group competitions (DECA, SkillsUSA, FBLA, etc.) and the school-based enterprises (i.e., Royal Entertainment, PG Printshop, etc.) and work-based learning opportunities for students working in part-time jobs at various locations.

(See attached PowerPoint presentation for additional information and explanation of objectives/accomplishments for all programs above).

C. Return to Learn – Continuum of Instruction – Robin Germanos/Jason Chandler

Mrs. Germanos stated Virtual Virginia is the approved provided for students who requested and were approved to attend virtually. All students were required to enroll by July 15, 2021 and their first day of school was August 24, 2021. Forty-eight elementary students were enrolled at the start of the year and as of September 9, forty-four continue to be enrolled. Secondary student enrollment started with 62 students, and they now have fifty students enrolled. Students enrolled in virtual are permitted to return to in-person instruction at any time. She provided a breakdown of students by grade and gave an example of a student's schedule in elementary and secondary classes. She discussed Remote Learning for Inclement Weather Days. This will ensure every PGCPs student be provided access to timely and relevant instruction during inclement weather days when school buildings are closed, and a virtual inclement weather day is declared. She explained the state guidelines for remote learning during inclement weather days. In addition, she spoke about remote learning guidelines when students have been placed on quarantine due to exposure to Covid-19. (Please see the attached PowerPoint presentation with full descriptions and explanations).

## **XI. PUBLIC COMMENT – GENERAL**

The following citizens spoke during the Public Comment period:

Keri Jernigan, 15145 S. Crater Road, South Prince George – discussed her concerns over parents having the option to make decisions to have students wear masks, the school board's decision to change from optional mask wearing, and medical exemptions for masks. She provided statistics from studies relating to health issues and complications of wearing masks and mandating vaccinations in children.

Jason Chimera, 22150 Rowanty Road, Carson – thankful for the last presentation slide relating to guidelines and procedures for remote instruction of quarantined students. He spoke about the segregation and discrimination of quarantining students regardless of their vaccinated/unvaccinated status and when another student has been exposed to another student who does have Covid. It has been determined that Covid can be transmitted regardless of your vaccinated status. He wondered if the board would be addressing this issue or the issue of natural immunity for children with antibodies in the future. This is pertinent information when a child is sent home for 10 days. In person learning is better than virtual and he would appreciate follow up to this question.

Mr. Eley acknowledged two emails received from Stephanie Sims, 267 Anzio Street B, and Christina Cibik, 249 Anzio Road A, both from Fort Lee, relating to transportation department busing issues and tardiness of late buses to/from schools.

## XII. INFORMATION ITEMS/SUPERINTENDENT'S REPORT

- A. Current enrollment as of August 26, 2021 / **September 15, 2021**
- B. Facility Use Requests for August 2021
- C. Monthly Athletic Events for September 2021
- D. Thank you notes from Jeff Stoke re: Dixie Softball World Series
- E. DOE – Local Determinations for FY2019 email dated August 17, 2021
- F. VSBA Legislative Advocacy Conference – Richmond Hilton – September 23, 2021
- G. VSBA Bullying Prevention Month - October
- H. VSBA 2021 Fall Superintendent Evaluation Workshop – Charlottesville – October 6, 2021
- I. PGAEF Pancake Breakfast Fundraiser:  
Thank you to those who volunteered and attended the PGAEF Pancake Fundraiser.  
Special thanks to Cecil Smith for his leadership in planning and leading the implementation of our First Annual PGAEF Pancake Breakfast Fundraiser.
- J. Storybook Character Parade, Thursday, October 28<sup>th</sup> at 6:00 p.m. at the PGHS Bus Loop**
- K. Prince George Journal: Census Data Shows Prince George is the 5<sup>th</sup> Fastest Growing Locality in Virginia – September 10, 2021**
- L. PGCPS Superintendent Messages
  1. Return to Learn Update on the Use of Masks for PGCPS
  2. SOL message – August 26, 2021
  3. Religious and Medical Exemptions – August 30, 2021
  4. Pastor Chris Jenkins email dated August 30, 2021
  5. VDH to hold COVID-19 Vaccination Clinic on September 9, 2021 @ J.E.J. Moore

Dr. Pennycuff spoke on several items from her report. She commented that the budget had been based on 5,906, and we have 218 more students than the district had budgeted. We are thankful that our children have returned to in-person learning. The first annual Prince George Alliance for Education Foundation Pancake Breakfast was a success and she thanked all involved in making the event a success, especially Cecil Smith for his leadership in planning the event. She announced that the James River Woman's Club would partner again with the school division for the Storybook Character Parade, and it will be on Thursday, October 28 at 6:00 at the high school bus loop. She also shared a recent article from *The Prince George Journal* showing census data that

Prince George is the fifth fastest growing locality in Virginia, behind Loudoun, New Kent, Stafford Counties and City of Manassas Park. We are growing and proud to be the educational provider for our families. She thanked the staff, students, and parents for a good, safe start to the new school year.

### **XIII. SCHOOL BOARD MEMBER COMMENT**

Mr. Smith appreciated the information provided and comments made during public comment period. He commented on the first annual Prince George Alliance Education Foundation breakfast and thanked everyone for their support. The PGAEF has been dormant for a few years, and we are up and running again and hope to have many fundraisers to raise funds for teachers. He also thanked folks for helping to get the word out about the new PGAEF efforts in the county.

Ms. Taylor welcomed all school staff, students, and families back for a new year. She congratulated Keira Temple for placing first in the VCTM Math Beauty Contest, thanked Chris Jenkins and Unity Baptist Church for their generous donations to help benefit each student and school, and she envied Mrs. Gilliam on her retirement. She also welcomed students back and repeated we will get through another year and stated she recently changed jobs and must wear face masks throughout the day, and she certainly empathizes with students wearing masks in school daily.

Mrs. Andrews thanked custodians, bus drivers, office staff, teachers, principals, and administrators for their hard work getting the schools ready for opening day and for welcoming our students back. She congratulated Rowanty for all they do. They are continuing to strive high for our students. Lastly, she addressed the parents who spoke thanking them for their comments saying that the School Board hears their concerns and she thanked staff for coming out tonight.

Mr. Johnson echoed the other Board members' comments. He commented on the PGAEF breakfast and the great opportunity to serve for this event. Having a full school opening is very exciting. He reflected on the school over the last year and one-half, the challenges, how we conducted ourselves, students haven't really socialized with one another for some time. We are grateful for the teachers and professionals who can help our children with the effects of learning during Covid. He appreciates those working behind the scenes reporting cases and we are doing a good job in communicating this information to the community. Being in person is the best way for learning. He commented on phone calls he has received about the egress around the schools, traffic and safety issues, late buses, but he wants all to know this is being worked on with staff. We hear you and understand you, and we are taking every opportunity to work with the professionals in those areas to identify problems and resolve the issues for improvement in those areas. Mr. Johnson stated his son has the same concerns that the Jernigan's have relating to your issues. If his son was living here, he would tell his son the same thing, that we want what is best for his children and learning in person in school is the best education they can receive, even with masks. They will be treated

with compassionate, tolerant, and wonderful teachers and staff we have in our schools. Mr. Johnson appreciates Mrs. Jernigan for being so outspoken about the topic. Parents make their decisions for their children and the school board gives parents choices. We appreciate everyone involved in educating our children.

Mr. Eley commented on events over the weekend: Fellowship of Christian Athletes dedication of the new pavilion and the PGAEF Annual Breakfast. He also reminded folks of the first Athletic Hall of Fame Induction Event/Dinner on October 15 and 16. He indicated our staff from top to bottom are facing adversary and our children are dealing with this again. It is unfortunate that we are in this situation again this year, but he has no doubt that our children will prevail, as our test scores show. Our children and staff will continue to put their best foot forward for success. He thanked parents for their questions and concerns and the School Board hears your comments. We gave parents options for their children to wear masks or not, and this was taken away from us by Government mandates. Some things we can't control or are out of our control.

#### **XIV. CONSENT AGENDA**

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

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

##### Personnel Report - Appointments

McKenzie Moneymaker – Teacher, North – August 16, 2021

Erin Haney – Food Service Worker, TBD – September 1, 2021

Betsy Respress – Food Service Worker, **Clements** - September 1, 2021

Shelby Hale – Teacher, Clements – October 1, 2021

Jerome Jones – Custodian, Moore – September 1, 2021

Wanda Coleman – Bus Driver, Transportation – September 7, 2021

**Kimberlyn Lewellen – Highly Qualified Paraprofessional, Walton – September 7, 2021**

**Patricia Mayfield – CTE Teacher, Clements – TBD**

**Susan Wells – Food Service, PGHS – September 7, 2021**

**Cynthia King – Office Associate III, Beazley – September 1, 2021**

**Whitney Richman – Office Associate I, South – September 7, 2021**

**Daniel Peters – Custodian, South – September 10, 2021**

**Debbie White – Bus Driver, Transportation – October 1, 2021**

**Mark Kitts – Bus Driver, Transportation – TBD**  
**Lindsey Hines – SPED Transportation Specialist, Transportation – September 1, 2021**  
**Amber Powers – Food Service Worker, Harrison – September 1, 2021**  
**Amina Maple-Bey – Food Service Worker, Moore – September 1, 2021**  
**Omayra Gomez – Teacher, Walton – August 16, 2021**

#### Resignations

Tereasa Jackson – Bus Driver, Transportation – September 3, 2021  
**Dexter Sallet – Learning Specialist, Clements – September 3, 2021 (**  
**Elizabeth Dance – Nurse, Moore – October 8, 2021**

#### Internal Transfers / Promotions

Wanda Coleman – Custodian, PGHS – September 6, 2021  
**Cynthia King – Highly Qualified Paraprofessional, Walton – August 31, 2021**  
**Omayra Gomez – Highly Qualified Paraprofessional, Walton – August 16, 2021**

#### Board Requests - Waiting to Purchase a Home

Behanzin Bowen requests permission for his children, Behanzin Bowen, Jr. and Horacio Bowen, to start the school year at Prince George High School and N.B. Clements Junior High School respectively. They are currently living in Virginia Beach and are purchasing a new home and expect occupancy by September 24, 2021.

Mr. and Mrs. Zachery Cuellar requests permission for their children, Anahi and Maximiliano Cuellar, to start the school year at L.L. Beazley Elementary School. They are currently living in Chesterfield and are purchasing a new home and expect occupancy by September 16, 2021.

#### Facility Use

Detective Stewart/Prince George Police Department request permission for use of school facilities (Prince George High School Driving Range) to conduct police driving training on September 26, October 10, 17, 24, and 31, 2021.

Dennis Sebera/P.G. Regional Heritage requests permission for use of school facilities (N.B. Clements cafeteria) for baking for the Virginia Czech and Slovak Festival and back sale on October 9 and 16, 2021.

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

Mr. William Ballance requests permission for his child, Carolyn Ballance, to be exempt from compulsory attendance.

Mrs. Gillian Jabe requests permission for her child, Lucy Ramsel, to be exempt from compulsory attendance.

**Mrs. Jennifer Birch requests permission for her child, Katherine Birch, to be exempt from compulsory attendance.**

#### Field Trip Applications

Mr. Warnock requests permission for the PGHS band to attend the 2022 Orlando Performance Tour in Florida – April 7-11, 2022

**Other**

**Ms. Stacy Dean requests permission for her child, Makayla Reid, to be released from compulsory attendance to pursue getting her GED.**

**Ms. Crystal McCallister requests permission for her child, Caitlyn McCallister to complete her senior year at Prince George High School for the 2021-22 school year. They may be relocating outside of the Prince George area before the 2021-22 school year ends.**

**Ms. Catherine Bailey requests permission for her child, Nazir Bailey, to be released from compulsory attendance to pursue getting his GED.**

**Bold indicates amendments to Consent Agenda.**

VOTE: Ayes: Unanimous

Dr. Pennycuff asked Mr. Patrick Barnes to give a Transportation Department update. Mr. Barnes reported that they are in the process of upgrading the Geotab GPS units in all vehicles to 4G technology. He reported on the driver situation relating to new full-time bus drivers, parttime drivers, drivers out due to FMLA or quarantine, and resignations. Interviews are scheduled to fill resignations. He also gave a routing and traffic update by school, citing improvement over the last two weeks. Some reasons cited for late buses and delays include driver absences, delay in release time from Middle School, abundance of traffic around the school areas, increased enrollment, and a considerable increase in the number of parents dropping off students instead of using buses. Staff is working to adjust drop off/pickup times, parent pick-up lines, etc. He gave a huge thank you to Lt. Burroughs, Prince George Police Department, school resource officers, and administrators helping with the situation around school areas.

**XV. ACTION ITEMS**

- A. VSBA May Policy Revisions (Part 2) – Lisa Pennycuff

Ms. Taylor made a motion to approve the May Policy Revisions (Part 2) as presented. Mr. Smith seconded.

VOTE: Ayes: Unanimous

**XVI. DISCUSSION ITEMS**

- A. VSBA May Policy Revisions (Part 3) – Lisa Pennycuff

VSBA May policy revisions were made available to the Board for review. These policies will be presented at the October 4, 2021 meeting for approval.

- B. Financial Report for August 2021

Mrs. Barnes provided a pre-recorded overview of the August 2021 Financial Report to the School Board.

**XVII. MOTION TO RETURN TO A CLOSED MEETING TO DISCUSS SPECIFIC PUBLIC SAFETY MATTERS RELATING TO STUDENT SAFETY AND STUDENT MATTER RELATING TO PLACEMENT (pursuant to Section 2.2-3711 of the Code of Virginia)**

**C. Public Safety Matters – Section 2.2-3711.A.19**

1. PS04/21-22
2. **PS05/21-22**
3. **PS06/21-22**
4. **PS07/21-22**
5. **PS08/21-22**

**D. Student Matter – Section 2.2-3711.A.2**

1. **SM10/21-22**

Mr. Smith made a motion to go back into a closed meeting for the purpose to discuss specific public safety matters relating to student safety and student matter relating to placement pursuant to the public safety and student exemptions of the VA Code §§2.2-3711.A.19 and 2.2-3711.A.2. Ms. Taylor seconded the motion.

VOTE: Ayes: Unanimous

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

Mr. Smith made a motion to return to an open meeting and certified nothing was disclosed other than what was stated in the original motion. Mrs. Andrews seconded the motion.

VOTE: Ayes: Unanimous

No action was taken on Public Safety Matters PS04/21-22; PS05/21-22; PS06/21-22; PS07/21-22; and PS08/21-22; information only.

No action was taken on Student Matter SM10/21-22; information only.

**XIX. ADJOURNMENT**

Mr. Smith made a motion to adjourn the meeting at 10:34 p.m. Ms. Taylor seconded the motion.



VOTE: Ayes: Unanimous

The meeting adjourned at 10:34 p.m.

IN WITNESS WHEREOF, we set our signatures this 4th day of October, 2021.

Approved:

Robert E. L. Eley, III - Chairman of the Board

Attest:

Stephanie Estep, Deputy 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

Stephanie Estep, Deputy Clerk of the Board  
September 15, 2021  
Meeting Date

### Active Enrollment Summary

School Name	School ID	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total
Prince George High School	0020										1	459	490	360	407	1717
William A. Walton Elementary	0280	27	88	86	79	104	90	81								555
North Elementary	0290	43	130	118	118	111	110	116								746
South Elementary	0300	21	87	83	80	70	73	67								481
L. L. Beazley Elementary	0310	26	99	89	92	105	103	94								608
J. E. J. Moore Middle School	0320								447	455	500					1402
David A. Harrison Elementary	0340	30	71	90	80	81	89	87								528
Student Special Services	8000				2	1	4		3		3	4	4	1	4	26
Appomattox Regional Governor's School	ARGS											3	3	2	4	12
CodeRVA Regional High School	CRVA											3	3	6	1	13
Maggie L Walker Governor's School	MWGS											2	1	3	6	12
Virtual Virginia	VVA		2	5	8	9	6	11	7	2	6	7	11	5	9	88
<b>Total</b>		<b>147</b>	<b>477</b>	<b>471</b>	<b>459</b>	<b>481</b>	<b>475</b>	<b>456</b>	<b>457</b>	<b>457</b>	<b>510</b>	<b>478</b>	<b>512</b>	<b>377</b>	<b>431</b>	<b>6188</b>



promoting locally based agriculture through education, community outreach and networking

HOME

BLOG

CALENDAR

CONTACT

DONATE



Search

About Us

What We Do

Policy

News

Resources



*Eating fresh foods AND having additional farm and food related education is the combination that sets the stage for kids to make healthy food choices for a lifetime.*

FARM TO SCHOOL FAQ

FARM TO SCHOOL RESOURCES

New!

**Toolkit: Food Safety in School Gardens, A Guide for Assuring Fresh Produce Food Safety From the Garden to the Cafeteria, Classroom, and Community.**

**The Benefits of Farm to School**

### Farm to School Education

Farm to school education and programs link school children with farm fresh food and educational activities that bring the whole world of agriculture to life and help instill lifestyle choices that nurture their bodies, their communities, and the planet.

Young people who have the chance to dig in a garden, learn about nutrition, agriculture and the natural world, and have the opportunity to cook fresh foods, are more likely to eat these healthy foods when they are served in the school cafeteria and when available to them at home.

#### Planting the Seeds of a Healthier Generation

Farm to school is a compelling and successful example of how food, gardening and agriculture can plant the seeds of a healthier generation.

Farm to school programs are shaped by each unique community and region. In New Mexico, farm to school programs include the following dynamic approaches that together encourage learning, healthy eating and lifestyle:

- **Farm to Cafeteria programs** build relationships between school cafeterias and local farmers who want to expand their markets. [Learn more >](#)
- **Farm to School Educational Activities** encourage children's curiosity through gardens and the world of farming while deepening their understanding of horticulture and the connection that fresh fruits and vegetables have to help their bodies grow strong and be healthy. [Learn more >](#)



- **Farm to PreSchool** is a natural extension of the *farm to school* model, and works to connect early care and education settings (preschools, Head Start, center-based programs, programs in K-12 school districts, and family child care programs).
- **School Wellness Policies** are an important tool for parents, local education agencies (LEAs) and school districts to promote student wellness, preventing and reducing childhood obesity, and providing assurance that school meal nutrition guidelines meet the federal school meal standards. [Learn more >](#)

**A child who has picked a stem of broccoli is more likely to taste it and to continue eating it, than someone who simply sees it in a store bin or on a cafeteria tray.**





Login to my account

SHOP

CAREER

CONTACT US

SEARCH

Go



HOME

NSLW HOME

ABOUT

GET STARTED

TOOLKIT & HANDOUTS

MARKETING & PR RESOURCES

SHARE YOUR CELEBRATION

SHOP NSLW

CONTEST

HOME

MEETINGS & EVENTS

NATIONAL SCHOOL LUNCH WEEK

## NSLW 2021

> NSLW Home

> About

> Get Started

> Toolkit & Handouts

> Marketing & PR

### Resources

> Share Your Celebration

> Shop NSLW

> Contest

## About NSLW

The National School Lunch Program (NSLP) serves nearly **30 million** children every school day. President John F. Kennedy created National School Lunch Week (NSLW) in 1962 to promote the importance of a healthy school lunch in a child's life and the impact it has inside and outside of the classroom.

During this annual weeklong celebration, SNA members and students around the country will celebrate in their cafeterias, schools and districts with special menus, events, student activities and more.



The 2021 NSLW theme **WILD About School Lunch** invites creative and fun new menu items while appealing to the universal popularity of animals and nature to appeal to students in all grade levels.

SNA's #NSLW21 campaign offers an Amazonian-sized selection of tools and resources, including downloadable artwork and social media tips, to help you plan a successful celebration and promote your program to students, parents and the local community.

### Why participate in NSLW?

Recognizing NSLW in your school and district helps you:

- Increase student participation
- Spread the message to parents that you're serving healthy, delicious lunch at school
- Earn media coverage from local papers, TV stations and bloggers
- Connect with teachers and administrators at your school or in your district to spread the word that school meals are healthy and delicious

### What if the timing doesn't work for us?

NSLW 2021 is scheduled for **October 11-15** by an act of Congress, but if your district is observing a holiday or teacher workday during that week you can celebrate the week before, the week after, or anytime—it's up to you!

### RELATED

## NSLW 2021 Links

- [About NSLW](#)
- [Get Started](#)
- [Logos & Artwork Request](#)
- [Toolkit and Handouts](#)
- [Marketing & PR Resources](#)
- [Share Your Celebration](#)
- [Contest](#)
- [SNA NSLW Shop](#)



Shop Now!

NSLW resources are made possible in part by Kellogg's



*The following article was written by Robin L. Flanigan and originally appeared in American School Board Journal, June 2019. Copyright 2019 National School Boards Association. It is reprinted with permission. All rights reserved.*

## Game On

As colleges introduce esports scholarships and as competitive gaming becomes more professionalized, schools are reacting differently to the trend and its mark on the world of school athletics.

### ***With the advent and growth of esports, gamers are the new student athletes***

It's a sport so inclusive that participants can be any size or gender. They can be differently abled. It requires communication, collaboration, and critical thinking skills. It offers socialization for traditionally underserved students. It has been extolled as a learning platform for STEM subjects.

Video gaming is gaining acceptance as a high school and collegiate sport. The exploding competitive video gaming industry worldwide has made its mark on the world of school athletics over the past two years. Depending on where school leaders stand on issues of screen time and physical activity, this trend will seem either alarming or amazing.

The influence and attraction of gaming on students are undeniable, with 66 percent of tweens and 56 percent of teens already using some sort of gaming system. As these games have grown in sophistication, single-player games have given way to a new generation of online games that are social events with friends.

Esports, as competitive gaming is called, offers potential opportunities for students. Nearly 200 U.S. colleges give out esports scholarships and aid. More than half of them offer \$15 million per year, according to the National Association of Collegiate Esports, founded in 2016.

In October, the University of Akron opened what was then the largest dedicated gaming space on any college or university campus in the country, a space that the university, in a news release, said will provide "an innovative pathway for students to flourish academically, socially and professionally." Already that record has been surpassed by a gaming arena more than twice its size, an 11,200-square-foot facility at Full Sail University in Winter Park, Florida.

### **Polarizing Subject**

The surge in interest in higher education "breaks that stereotype that all gamers are fat kids who will end up living in their parents' basement at 30 and do nothing but play video games," says Michael Mascone, head coach of the esports team at Rio Rancho High School in Rio Rancho, New Mexico.



That may be, but esports—which drew more spectators for the most recent League of Legends World Championship than the 2019 Super Bowl and the NCAA Final Four combined—is a polarizing subject.

In fact, the New Mexico Activities Association was unconventionally divided in a 6-5 decision to name esports as an official activity for the 2018-19 school year, ending with a state tournament and trophy. Thirty schools are competing in three game titles—League of Legends, Rocket League, and Smite—during the state's first season, which launched in February.

And the University of Akron did meet resistance from the Ohio Conference of the American Association of University Professors, which interpreted the move as a message that playing video games would relieve the boredom of being educated.

“Some ask the very accurate and critical question, ‘You’re telling me you’re going to sponsor an activity that encourages kids to play more video games and have more screen time?’” says Mark Uyl, executive director of the Michigan High School Athletic Association. “That’s a very legitimate concern.”

Uyl and his colleagues have been debating for nearly a year over whether to add esports to its varsity sports roster. They are studying what other states are doing. What games are they offering, and are those games appropriate? What are their participation numbers? How do they organize competitions between schools?

“We need to leave no stone unturned,” Uyl says. “Certainly, we’ll not be one of the leading pioneers in this endeavor. We’re going to move slowly on this and make sure we get this right.”

There’s nothing slow about the growth of the Wisconsin High School Esports Association, which started with seven schools and 75 students in 2017—and now has 31 schools with nearly 700 students.

That’s just in four semesters of competition.

“I foresee high school competitions coming to every single state pretty soon,” says instructional designer and former business education teacher Mike Dahle, who created the association and serves as president.

Dahle, who played video games casually in college, used to teach at Arrowhead Union High School in Hartland, Wisconsin. In 2013, when a freshman chose to focus a passion project on League of Legends, he gained a deep appreciation for the video gaming industry’s evolution. He began incorporating video games into his lessons on programming and coding and started an after-school gaming club that competed with other schools around the country.



When Arrowhead received an invitation to participate in an esports tournament in downtown Chicago, Dahle says he battled to get his players there. The tournament was free but, because transportation for a school-sanctioned event runs 75 cents per mile, it would wind up costing around \$250.

"I fought with my athletic department to make it happen, but we made it happen," recalls Dahle. "The adviser for our Business Competition Club said he'd pay for it."

Dahle continues to see pushback—and apathy—from school officials in many districts: "Just getting responses from administrators, even teachers, has been the hardest thing. I have students emailing me every single day about wanting to participate, but the biggest challenge is finding active advisers or coaches to oversee these kids. We need that oversight, that encouragement, that accountability to make this really successful."

## Inclusivity and Diversity

Video game competitions have the potential to attract students who are alienated or disengaged from school.

High schools in 15 states participate in the online gaming provider PlayVS esports league. It has partnered since May 2018 with the National Federation of State High School Associations, which governs most high school sports and now sanctions competitions within its network of more than 19,500 high schools.

More than 40 percent of PlayVS participants in the fall 2018 esports season—named Season Zero—had never participated in a high school sport or activity, according to Laz Alberto, vice president of PlayVS, which is based in Los Angeles.

While that is encouraging for the industry, gender diversity remains a problem, though girls are beginning to find their way in what has been known for decades as a hypermasculine space.

"We were incredibly encouraged that two out of our five state champions in the fall season had girls on their team, and a couple had female coaches," Alberto says. "We just see ourselves as a platform that's open to everyone. Certainly, there's a long way to go—gaming in general has struggled with this."

Kelly Corrigan is a programming instructor and coach for varsity and JV esports teams at Shawsheen Valley Regional Vocational Technical High School in Billerica, Massachusetts. She has 12 players altogether. Only two of them are girls, but she has noticed more girls coming to the school's video club recently, and some of them have shown interest in joining.

Corrigan reached out to Becker College School of Design and Technology in Worcester and was invited to bring her players to an overnight "lock-in tournament" to compete with another high school



in League of Legends, with coaching from some of the college's varsity and club esports members. The college also has an esports management program, so Corrigan is helping to develop a pipeline for students who want to earn college credit by developing video games and programs before graduation.

"There's huge money in this," she says, adding that she teaches students JavaScript, C#, and C++ by helping them develop video games.

Boyle County High School in Danville, Kentucky, seems to buck the norm on the diversity front, for more than one reason.

Not only are there two girls on the esports team, but half of the team's 27 participants are involved in other sports, including football, swimming, bowling, track, cross country, band, and soccer. In January 2019, when the team competed against 22 other teams to win the first esports championship sponsored by the Kentucky High School Athletic Association, "some of the first people to congratulate us were football and track athletes," recalls Damian Laymon, information technology teacher and the team's head coach.

## Concerns about Violence

Holding some school districts back from offering esports as a school-sponsored event are concerns that video games glorify and potentially encourage violence among gamers.

Chris Aviles, an innovation teacher for Fair Haven Public Schools in Fair Haven, New Jersey, and coach for the FH Knights esports team at Knollwood Middle School, wishes that weren't the case.

"There's absolutely no correlation between video games and violence," Aviles says. He recently tweeted the results of an Oxford University study, published in February 2019, that found no relationship between aggressive behavior in teenagers and the amount of time spent playing violent video games.

Studies have shown, however, that excessive screen time may affect learning. In December 2018 the National Institutes of Health released a \$300 million project, known as the A.B.C.D. Study (Adolescent Brain Cognitive Development), that found children who spent more than two hours a day of screen time scored lower on thinking and language tests. Children who spent more than seven hours a day with screens had prematurely thinning cortexes—the part of the brain responsible for processing sensory information such as vision, touch, and hearing—although cortical thinning is a natural process and researchers question whether the acceleration is causal. The study expects to follow 11,800 children through adolescence, so the data is preliminary and long-term effects won't be known for years.



In New Mexico, Mascone's point of view on esports violence has relaxed over time because of the attention he has seen higher education give to stellar players exposed to it. One student on the Rio Rancho High School esports team, for example, already has college scholarship offers from at least three colleges and universities—but that has nothing to do with the student's performance on the team. The wooing is because of his scores on *Overwatch*, a first-person shooter game he plays at home.

Those games are not an easy sell in today's K-12 school climate, but Mascone hopes that changes.

"Little by little, I'm going to push and tell [administrators] this is the next big thing," he says. "I've got kids already used to competing against the best in the state, and colleges see that as a recruiting opportunity.

"You can be good at baseball," he continues, "but if you don't have a baseball team at school, it's going to be really hard for colleges to scout you out."

## Fueling Passions

Aviles, from New Jersey's Knollwood Middle School, says school board members should carefully consider the prospect of offering esports in their district as a potential career pathway. "I don't think stakeholders understand the seriousness of esports as a career," he says.

The FH Knights, comprised of 16 boys, is the first middle school esports team in the country. Students from nearby Rutgers University, which has a team of its own, play against and mentor the FH Knights, occasionally visiting the middle-schoolers to talk about what a high-level esports team looks like and how, for many of them, their interest in STEM majors was born from a passion for video games.

"We need to take what kids love and use that to fuel their passion for the future," says Aviles, adding that careers in esports these days include marketing, accounting, and cybersecurity.

Aviles met with administrators and school board members over three months before getting the green light to start his team. A few people were hesitant, but ultimately gave the go-ahead.

"My biggest advice? Be those guys who say, 'Let's give it a try and see how it goes,'" says Aviles. "There's no reason you can't modify or tweak things. A lot of our board members feel excited that we're at the center of a national conversation. There's some pride when you do something great for children, as well as do something most schools haven't recognized is great for children."

And, say proponents, at little cost. Corrigan's school in Massachusetts spends \$64 per student per season—in the spring and fall—for a licensing fee with PlayVS, and a local company sponsors game

jerseys for tournament competitions. IT requirements include a computer monitor, mouse, keyboard, gaming headphones, and graphics card for each player.

Miles Harvey, a media literacy and language arts instructor who heads a gaming club at James Monroe Middle School in Albuquerque, New Mexico, calls the support of esports “a culturally responsive approach” to a changing world, one in which more people than ever are using digital media. Just as a quarterback can read the field, a gamer can read a battleground, he explains. And just as hockey players use their stick, gamers use their mouse.

That doesn't mean he has all the answers to the burgeoning sport or the reaction of educators. “There's definitely a gap that still exists between the players and the audience and the people in between like us, who are trying to figure out what the hell is going on with this scene and how it's all going to play out,” Harvey says. “It's not going to be an easy road. It's about time and exposure.”

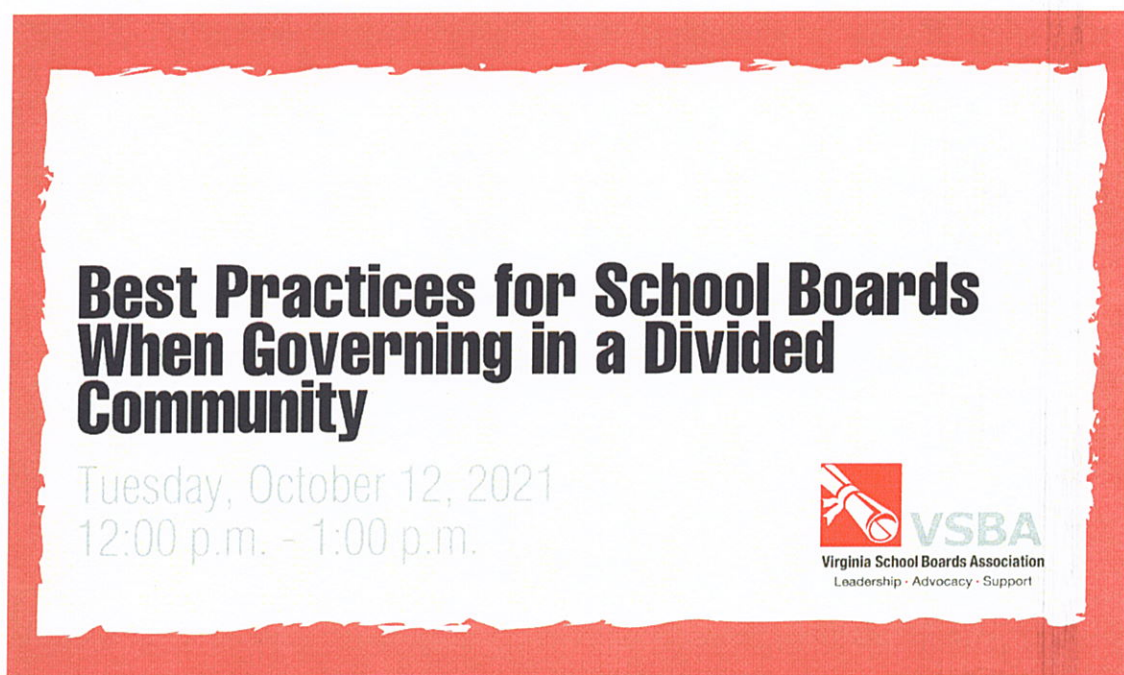
*If you have any questions about this Policy Page, please contact Elizabeth Ewing at 434-295-8722 or [ewing@vsba.org](mailto:ewing@vsba.org).*



Becky Kirk

---

**From:** Virginia School Boards Association <mikaela+vsba.org@ccsend.com>  
**Sent:** Tuesday, September 21, 2021 8:01 AM  
**To:** Becky Kirk  
**Subject:** EXTERNAL - Live Webinar Registration Open: Best Practices for School Boards When Governing in a Divided Community



**Best Practices for School Boards When  
Governing in a Devided Community  
Tuesday, October 12, 2021  
12:00 p.m. - 1:00 p.m.**

---

Join VSBA for a live webinar with Texas Association of School Boards Board Consulting staff: Phil Gore, Susan Elliott, and David Koempel as they share best practices and practical tips for governing in a divided community. Variance in opinions result from varied expectations, values, beliefs, and needs. This can lead to conflict with the public and among board members. When conflict occurs, you have the opportunity to choose how you respond. Join us for learning strategies to navigate contentious issues and incivility.

**Cost:** \$160 per registration (multiple registrations needed if viewing from multiple devices/locations)

**Date and Time:** October 12, 2021 12:00 p.m.-1:00 p.m.

**Presenter:** Phil Gore, Division Director, Texas Association of School Boards, David Koempel, Consultant, Texas Association of School Boards, and Susan Elliott, Curriculum and Instructional Design Director, Texas Association of School Boards

[Click Here to Register](#)

Virginia School Boards Association | 200 Hansen Rd, Suite 2, 200 Hansen Rd, Suite 2,  
Charlottesville, VA 22911

[Unsubscribe bkirk@pgs.k12.va.us](#)

[Update Profile](#) | [About Constant Contact](#)

Sent by mikaela@vsba.org in collaboration with



Try email marketing for free today!





Login

[Forgot Your Password](#)



HOME / RESOURCES / NATIONAL SCHOOL BUS SAFETY WEEK

PRINT PAGE

STARTS TASK FORCE

COVID-19

SCHOOL BUS DRIVER SAFETY AND RISK INDEX™

DRIVER SHORTAGE SURVEYS

10 STEPS TO BECOMING A MILITARY-READY EMPLOYER

CAREER CENTER

BULLYING PREVENTION

NATIONAL SCHOOL BUS SAFETY WEEK

NSBSW POSTER CONTEST

NAPT DISPATCH

PRINT PUBLICATIONS

# NATIONAL SCHOOL BUS SAFETY WEEK

Held during the third full week of October each year, National School Bus Safety Week is an active and evolving public education program and an excellent way for parents, students, teachers, motorists, school bus operators, school administrators, and other interested parties - to join forces and address the importance of school bus safety. Designed to promote school bus safety, school districts throughout the country observe School Bus Safety Week.



2021 National School Bus Safety Week: **October 18-22, 2021.**

For complete information on the 2021- 22 theme and poster content, please [click here](#).

**Looking for school bus safety tips all year round?** [Click here](#) for some great tips from NAPT.

The National School Bus Safety Week program is hosted by:



# **STORYBOOK CHARACTER DAY**

## **AND DRIVE-THRU PARADE**

**HOSTED BY PRINCE GEORGE COUNTY PUBLIC SCHOOLS  
IN PARTNERSHIP WITH GFWC JAMES RIVER WOMAN'S CLUB**

**OCTOBER 28, 2021**

**6:00 P.M. UNTIL TREAT BAGS RUN OUT**

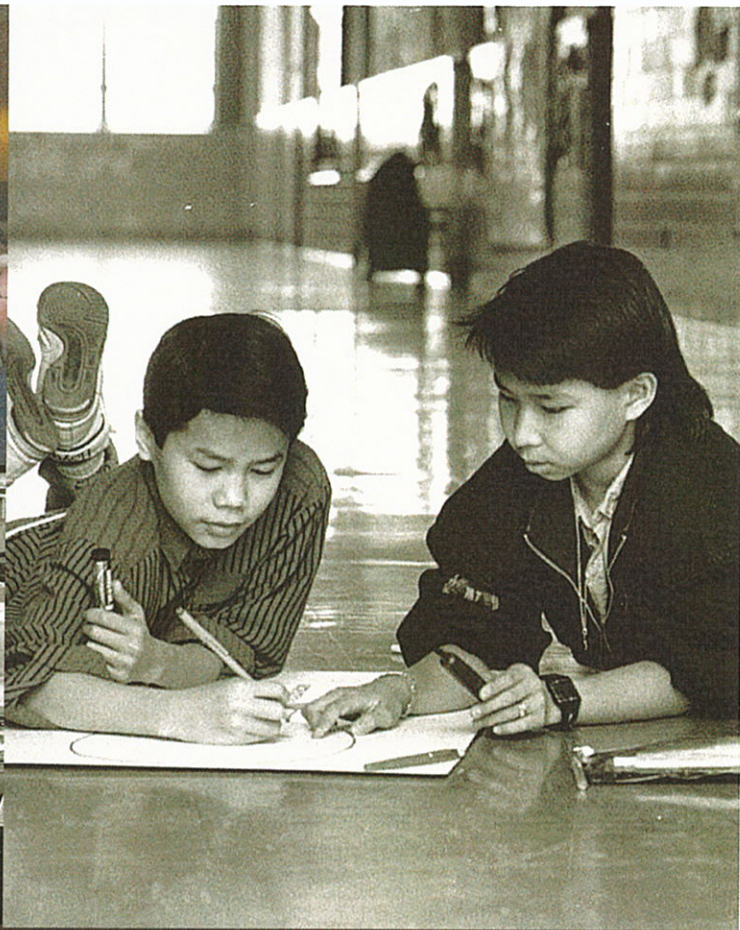
**PRINCE GEORGE HIGH SCHOOL  
7801 LAUREL SPRING ROAD  
PRINCE GEORGE, VA. 23875**

**ELEMENTARY STUDENTS ARE ENCOURAGED TO DRESS AS  
THEIR FAVORITE STORYBOOK CHARACTERS AT SCHOOL  
ON OCTOBER 28! LATER THAT EVENING, JOIN US FOR A  
SPECIAL DRIVE-THRU PARADE WITH TREATS AND GOODIES!**

**ACCEPTING DONATIONS 10/11 - 10/25**

**DROP OFF NEW, UNOPENED CANDY FOR TREAT BAGS AT THE  
PRINCE GEORGE SCHOOL BOARD OFFICE FROM 10/11 THROUGH 10/25.**





**VSBA**

Virginia School Boards Association

Leadership · Advocacy · Support

# 2021 ANNUAL CONVENTION



Visit Our Website for More Details!

November 17-19, 2021  
Williamsburg Lodge  
310 S England St  
Williamsburg, VA 23185

@VASchoolBoards #VSBA2021AC



# WELCOME!

We are back in person for the VSBA Annual Convention! This convention is the largest and most anticipated VSBA meeting of the year. This event brings together over one thousand school board members, superintendents, and school division staff from across Virginia. We are looking forward to being back in person this year and with an event that is bigger than before! This year you can attend four general sessions, choose from over fifty hot topic break-out sessions pertinent to public education issues, have the opportunity to meet with businesses dedicated to serving schools, and much more. This is the convention you do not want to miss.

**See you in Williamsburg!**

## 2021 Schedule of Events

### **Wednesday, November 17**

8:30 a.m.-5:30 p.m.

~Registration

8:45 a.m.- 9:45 a.m.

~Taskforce Coffee and Convo Sessions

10:00 p.m.-11:30 p.m.

~115 Year Bonus General Session  
Celebration

Sponsored by VA Lottery

12:00 p.m.

~Awards Luncheon (Invited Attendees)

Sponsored by VMDO

~Exhibit Hall Opens

2:00 p.m.-4:00 p.m.

~Opening General Session

4:30 p.m.- 5:00 p.m.

~Regional Meetings

5:00 p.m.- 6:00 p.m.

~President's Reception

Sponsored by VACORP

8:15 p.m.

~Comedy Night

Sponsored by Successful  
Innovations

### **Thursday, November 18**

7:00 a.m.

~18th Annual VSBA 5K Race

Sponsored by Quinn Evans

Co-Sponsors - Ascent and DMWPV

8:00 a.m.- 9:15 a.m.

~Continental Breakfast

Sponsored by BPA

8:00 a.m.- 6:00 p.m.

~Exhibit Hall Open

8:45 a.m.-10:00 a.m.

~General Session

10:15 a.m.-12:30 p.m.

~Breakout Sessions

12:30 p.m.-2:15 p.m.

~Complimentary Boxed Lunch

Sponsored by McGraw Hill

12:45 p.m.-1:45 p.m.

~Lunch & Learn Sessions

2:00 p.m.- 4:30 p.m.

~VSBA Delegate Assembly

2:30 p.m.-4:45 p.m.

~Breakout Sessions

5:00 p.m.

~Reception

Sponsored by BPA

### **Friday, November 19**

8:00 a.m.-9:00 a.m.

~Breakfast

8:45 a.m.

~Closing General Session

11:00 a.m.

~Adjourn



**16 Academy  
Credit Points**



# Overview



## Wednesday, November 17

Coach Frank Beamer is a retired American college football coach, most notably for the Virginia Tech Hokies, and former college football player. His coaching experience began in 1972, and from 1981 to 1986 Beamer served as the head football coach at Murray State University. He then went on to become the head football coach at Virginia Tech from 1987 until his final game in 2015. He was one of the longest tenured active coaches in NCAA Division I FBS and, at the time of his retirement, was the winningest active coach at that level. He was inducted into the College Football Hall of Fame in 2018.



## Thursday, November 18

Ravi Hutheesing is an international keynote speaker, cultural diplomat serving the US Department of State, singer-songwriter, and former guitarist for the band Hanson, writer, and pilot. He is also a member of the Nehru-Gandhi family. By ancestry, he's both Indian and German (through his London-born, half-German/half-Indian ancestry mother Amrita). He is the youngest son of Ajit Hutheesing, founder, chairman and chief executive officer of International Capital Partners Inc, and a member of the Nehru-Gandhi family. Hutheesing is a keynote speaker primarily addressing the education industry globally.



## Friday, November 19

Beth Chapman has worked in executive positions in four of the seven Constitutional Offices, being elected statewide to two of them – Secretary of State and State Auditor. She has worked as a Cabinet Member for a Governor, a Press Secretary for a Lt. Governor, and worked closely with the Alabama Legislature and multiple state agencies. Chapman is an award-winning writer, an experienced public speaker and a leading authority in the political and public relations arena. Her firm is eminently qualified to meet all your government or public relations needs.

## A Special Thanks to Our Event Level Sponsors!

### Platinum Sponsor

# MOSELEY ARCHITECTS

### Gold Partners



### Gold Sponsors



### Silver Sponsors





# Pre-Convention


## **Student School Board Representative Workshop Thursday, November 4 10:00 a.m.-3:00 p.m. Virtual Workshop**

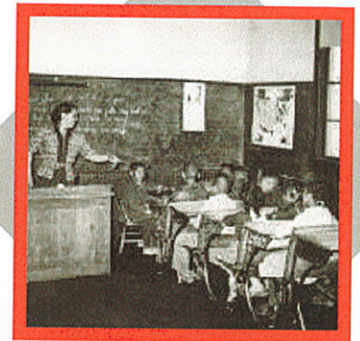
For the past sixteen years, the Virginia School Boards Association has hosted the ever-popular student school board representative session that is only open to students. This workshop will feature various topics that will get the discussion started with your student representatives. Some of the topics that will be discussed during this workshop are Board Governance, Basic Parliamentary Procedure, and Implicit Bias Training. Students will also be treated to a great presentation from one of our VSBA Board of Directors, David Woodard, on his journey to becoming a school board member. We look forward to hosting your student representatives virtually again this year!

 Please reach out to your school division clerk to register for this event.

## **Foundations Workshop Tuesday, November 9 9:00 a.m.-3:00 p.m. Virtual Workshop**

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. This year the workshop will be virtual again, but we are looking forward to a great line up of speakers and a networking hour! The workshop will feature education foundation representatives from across Virginia. Presentation topics will include new fundraising tactics, Social Media 101, and how to grow your foundation from a one man operation to a team. Whether you are just getting started with your education foundation, or are looking to refresh your organization, join us as we learn together and network.

 Please reach out to your school division clerk to register for this event. For affiliate members, please reach out to Mikaela Coffey for registration at [mikaela@vsba.org](mailto:mikaela@vsba.org).



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



Becky Kirk

---

**From:** Jason T. Kessler <Jason@vsba.org>  
**Sent:** Wednesday, September 15, 2021 4:25 PM  
**To:** Becky Kirk  
**Subject:** EXTERNAL - Start Planning Today- VSBA Take Your Legislator to School Month  
**Attachments:** TYLSM 2021.pdf

### November is "VSBA Take Your Legislator to School" Month

Each November the Virginia School Boards Association invites local school boards to participate in the annual Take You're your Legislator to School Month. This event allows school boards the opportunity to promote closer relationships between public education and legislators serving in the Virginia General Assembly.

VSBA urges each school board in the Commonwealth to host in-person or virtual meetings with members of their state legislative delegation 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 education and legislative 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 event. 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 your schools? Don't be afraid to share your challenges, as well as your successes. Your legislator(s) should have a better appreciation of public education and what can be done to improve it.

Please [click here](#) or see the attached document for every resource you might need to plan and execute a successful event, including tips and suggestions for the event, a sample invitation, a sample press release, and tips for virtual meetings with legislators. You will also find a video announcement from VSBA President Janet Turner-Giles. Thank you for your continued efforts on behalf of Virginia's students and system of public education.

If you have any questions or concerns, please do not hesitate to contact me.

Best,

J.T.



**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 virtually 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 virtual 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.

### INDEX

Page 2 – Quick Tips
Page 3 – Sample Invitation
Page 4 – Sample Media Alert
Page 5 – Sample Images
Page 6 – Virtual Event Ideas
Page 7 – VSBA Proclamation

### What Types of Activities Can We Implement?

There are a variety of activities that your division can do when hosting legislators. These include, virtual luncheons/breakfasts, speaking to civics classes, reading to younger students, discussing the Virginia legislative process, etc. The precise format for each virtual 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 virtual 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 meeting in your division newsletter, as well as on division social media accounts, and division web site. If your division has a school-based media class/club with student reporters, this is a good way to involve students in providing news coverage that can be used by the division in promoting the meeting.
- Have participating students send handwritten thank you letters to the legislator.
- Notify the VSBA of your activities. We may attend your event virtually, promote it in our newsletter or on our web site, and/or include a published news story in the VSBA Daily News.

We hope you will take advantage of this opportunity to strengthen the already solid bond between public education and the Virginia General Assembly. These activities will aid VSBA as it lobbies on your behalf on education issues. Thank you for all that you do as a leader, advocate, and supporter of public education.

## QUICK TIPS & SUGGESTIONS

- ❑ Discuss what your division or school would like to get out of a virtual visit by a state legislator and phrase your invitation accordingly.
- ❑ 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](mailto:jason@vsba.org) or 434-295-8722.

### WHO ARE YOUR LEGISLATORS?

<http://whosmy.viriniageneralassembly.gov>

Visit the Virginia General Assembly web site 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 virtually 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 provide you an update on our progress. Our teachers are implementing new, research-based instructional strategies, and our students are using a variety of new technology methods such as \_\_\_\_\_. 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 virtual 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> Virtual Tour of school  
<TIME> facilities or visit to  
<TIME> classroom Departure
- Where:** <INSERT LOCATION>
- Contact:** <INSERT SCHOOL DIVISION CONTACT>

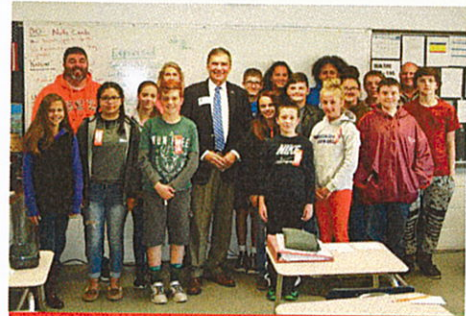
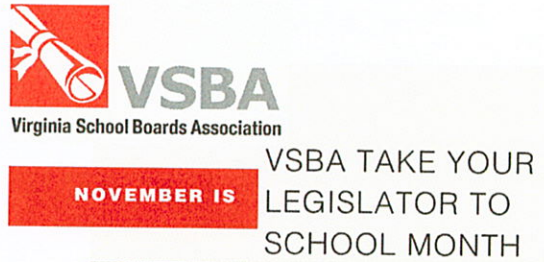
###

### 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/videos/screen shots 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.



# SAMPLE IMAGES



**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/>

VSBA Twitter: <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.



# VSBA BOARD OF DIRECTORS PROCLAMATION



## PROCLAMATION VSBA BOARD OF DIRECTORS

**WHEREAS**, it is of paramount importance that all young people in Virginia are afforded the opportunity to receive a quality education in Virginia's public schools; and

**WHEREAS**, Virginia's continued student success requires an excellent understanding of what is required for excellence in the 21<sup>st</sup> 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

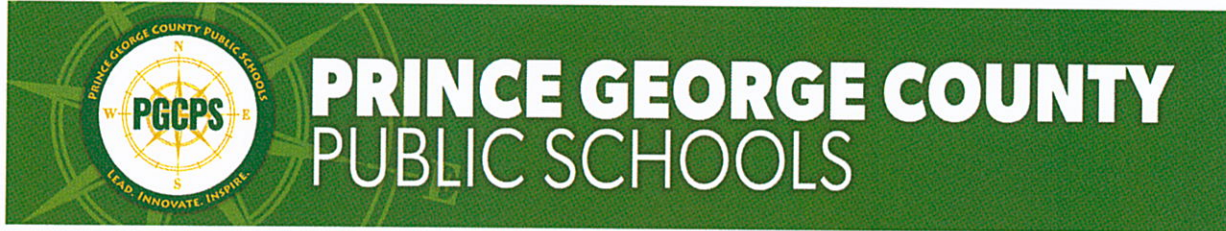
**Resolved that Now**, the VSBA Board of Directors hereby recognizes the month of November in perpetuity as "**VSBA Take Your Legislator to School Month**" in the Commonwealth of Virginia. We call this observance to the attention of our citizens and state legislators, and encourage community-wide calls 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

Becky Kirk

---

**From:** PGCPS - Royal Messenger  
**Sent:** Thursday, September 16, 2021 2:25 PM  
**Subject:** VDH to Hold COVID-19 Vaccination Clinic on October 1st at J.E.J. Moore Middle, PGHS  
**Attachments:** Pfizer Hoja Informativa Sobre la Vacuna COVID-19 - Español.pdf; Pfizer COVID-19 Vaccine Fact Sheet - English.pdf



## Virginia Department of Health to Hold COVID-19 Vaccination Clinic on October 1st at J.E.J. Moore Middle, PGHS

*COVID-19 Vaccines Available for PGCPS Staff, Students During Upcoming Clinic*



September 16, 2021

Good afternoon Prince George Family,

The Virginia Department of Health will return to our campuses to host a pair of clinics for our school community. On Friday, October 1st, 2021, our health district will be on site at Prince George High School & J.E.J. Moore Middle School to administer COVID-19 vaccines to PGCPs employees and students who received their first dose during the VDH's clinic on September 9th, and those who wish to receive their first dose of the two-dose Pfizer COVID-19 vaccine.

The times for the October 1st, 2021 vaccine clinics are as follows:

- Prince George High School - 9:00 a.m. - 11 a.m.
- J.E.J. Moore Middle School - 1:00 p.m. - 2:30 p.m.

### **COVID-19 Vaccinations**

The Centers for Disease Control and Prevention (CDC) recommends individuals **aged 12 and older** to receive a COVID-19 vaccine to protect against the virus.

If you wish to receive a dose of the Pfizer two-dose COVID-19 vaccine, please register online through the Virginia Department of Health provided below.

- **Prince George High School - October 1, 2021 - 9:00 a.m. - 11 a.m.**  
For PGCPs staff, N.B. Clements Jr. High School & PGHS students  
[REGISTRATION LINK](#)
- **J.E.J. Moore Middle School - October 1, 2021 - 1:00 p.m. - 2:30 p.m.**  
For PGCPs staff and J.E.J. Moore Middle students  
[REGISTRATION LINK](#)

*Note: Those receiving their FIRST COVID-19 vaccine dose during this upcoming clinic will need to find a vaccination location to receive their second dose at a later date. Visit <http://vaccinate.virginia.gov> to find a vaccination clinic near you.*

Thank you,

Lisa Pennycuff, Ed.D  
Superintendent

Michelle Grate, RN, MHA, MPA, CERT  
Division Coordinator of Health Services

**VACCINE INFORMATION FACT SHEET FOR RECIPIENTS AND CAREGIVERS  
ABOUT COMIRNATY (COVID-19 VACCINE, mRNA)  
AND PFIZER-BIONTECH COVID-19 VACCINE TO PREVENT CORONAVIRUS  
DISEASE 2019 (COVID-19)**

You are being offered either COMIRNATY (COVID-19 Vaccine, mRNA) or the Pfizer-BioNTech COVID-19 Vaccine to prevent Coronavirus Disease 2019 (COVID-19) caused by SARS-CoV-2.

This Vaccine Information Fact Sheet for Recipients and Caregivers comprises the Fact Sheet for the authorized Pfizer-BioNTech COVID-19 Vaccine and also includes information about the FDA-licensed vaccine, COMIRNATY (COVID-19 Vaccine, mRNA).

The FDA-approved COMIRNATY (COVID-19 Vaccine, mRNA) and the FDA-authorized Pfizer-BioNTech COVID-19 Vaccine under Emergency Use Authorization (EUA) have the same formulation and can be used interchangeably to provide the COVID-19 vaccination series.<sup>[1]</sup>

COMIRNATY (COVID-19 Vaccine, mRNA) is an FDA-approved COVID-19 vaccine made by Pfizer for BioNTech.

- It is approved as a 2-dose series for prevention of COVID-19 in individuals 16 years of age and older.
- It is also authorized under EUA to be administered to:
  - prevent COVID-19 in individuals 12 through 15 years, and
  - provide a third dose to individuals 12 years of age and older who have been determined to have certain kinds of immunocompromise.

The Pfizer-BioNTech COVID-19 Vaccine has received EUA from FDA to:

- prevent COVID-19 in individuals 12 years of age and older, and
- provide a third dose to individuals 12 years of age and older who have been determined to have certain kinds of immunocompromise.

---

This Vaccine Information Fact Sheet contains information to help you understand the risks and benefits of COMIRNATY (COVID-19 Vaccine, mRNA) and the Pfizer-BioNTech COVID-19 Vaccine, which you may receive because there is currently a pandemic of COVID-19. Talk to your vaccination provider if you have questions.

COMIRNATY (COVID-19 Vaccine, mRNA) and the Pfizer-BioNTech COVID-19 Vaccine are administered as a 2-dose series, 3 weeks apart, into the muscle.

---

<sup>[1]</sup> The licensed vaccine has the same formulation as the EUA-authorized vaccine and the products can be used interchangeably to provide the vaccination series without presenting any safety or effectiveness concerns. The products are legally distinct with certain differences that do not impact safety or effectiveness.



Under EUA for individuals who are determined to have certain kinds of immunocompromise, a third dose may be administered at least 4 weeks after the second dose.

COMIRNATY (COVID-19 Vaccine, mRNA) and the Pfizer-BioNTech COVID-19 Vaccine may not protect everyone.

This Fact Sheet may have been updated. For the most recent Fact Sheet, please see [www.cvdvaccine.com](http://www.cvdvaccine.com).

## **WHAT YOU NEED TO KNOW BEFORE YOU GET THIS VACCINE**

### **WHAT IS COVID-19?**

COVID-19 disease is caused by a coronavirus called SARS-CoV-2. You can get COVID-19 through contact with another person who has the virus. It is predominantly a respiratory illness that can affect other organs. People with COVID-19 have had a wide range of symptoms reported, ranging from mild symptoms to severe illness leading to death. Symptoms may appear 2 to 14 days after exposure to the virus. Symptoms may include: fever or chills; cough; shortness of breath; fatigue; muscle or body aches; headache; new loss of taste or smell; sore throat; congestion or runny nose; nausea or vomiting; diarrhea.

### **WHAT IS COMIRNATY (COVID-19 VACCINE, mRNA) AND HOW IS IT RELATED TO THE PFIZER-BIONTECH COVID-19 VACCINE?**

COMIRNATY (COVID-19 Vaccine, mRNA) and the Pfizer-BioNTech COVID-19 Vaccine have the same formulation and can be used interchangeably to provide the COVID-19 vaccination series.<sup>1</sup>

For more information on EUA, see the “**What is an Emergency Use Authorization (EUA)?**” section at the end of this Fact Sheet.

---

<sup>1</sup> The licensed vaccine has the same formulation as the EUA-authorized vaccine and the products can be used interchangeably to provide the vaccination series without presenting any safety or effectiveness concerns. The products are legally distinct with certain differences that do not impact safety or effectiveness.

## **WHAT SHOULD YOU MENTION TO YOUR VACCINATION PROVIDER BEFORE YOU GET THE VACCINE?**

Tell the vaccination provider about all of your medical conditions, including if you:

- have any allergies
- have had myocarditis (inflammation of the heart muscle) or pericarditis (inflammation of the lining outside the heart)
- have a fever
- have a bleeding disorder or are on a blood thinner
- are immunocompromised or are on a medicine that affects your immune system
- are pregnant or plan to become pregnant
- are breastfeeding
- have received another COVID-19 vaccine
- have ever fainted in association with an injection

## **WHO SHOULD GET THE VACCINE?**

FDA has approved COMIRNATY (COVID-19 Vaccine, mRNA) for use in individuals 16 years of age and older and has authorized it for emergency use in individuals 12 through 15 years.

FDA has authorized the emergency use of the Pfizer-BioNTech COVID-19 Vaccine in individuals 12 years of age and older.

## **WHO SHOULD NOT GET THE VACCINE?**

You should not get the COMIRNATY (COVID-19 Vaccine, mRNA) or the Pfizer-BioNTech COVID-19 Vaccine if you:

- had a severe allergic reaction after a previous dose of this vaccine
- had a severe allergic reaction to any ingredient of this vaccine.

## **WHAT ARE THE INGREDIENTS IN COMIRNATY (COVID-19 VACCINE, mRNA) AND THE PFIZER-BIONTECH COVID-19 VACCINE?**

COMIRNATY (COVID-19 Vaccine, mRNA) and the Pfizer-BioNTech COVID-19 Vaccine include the following ingredients: mRNA, lipids ((4-hydroxybutyl)azanediyl)bis(hexane-6,1-diyl)bis(2-hexyldecanoate), 2 [(polyethylene glycol)-2000]-N,N-ditetradecylacetamide, 1,2-Distearoyl-sn-glycero-3-phosphocholine, and cholesterol), potassium chloride, monobasic potassium phosphate, sodium chloride, dibasic sodium phosphate dihydrate, and sucrose.

## **HOW IS THE VACCINE GIVEN?**

COMIRNATY (COVID-19 Vaccine, mRNA) and the Pfizer-BioNTech COVID-19 Vaccine will be given to you as an injection into the muscle.

The vaccination series is 2 doses given 3 weeks apart.

If you receive one dose of the vaccine, you should receive a second dose of the vaccine 3 weeks later to complete the vaccination series.



## **HAVE COMIRNATY (COVID-19 VACCINE, mRNA) AND THE PFIZER-BIONTECH COVID-19 VACCINE BEEN USED BEFORE?**

In clinical trials, approximately 23,000 individuals 12 years of age and older have received at least 1 dose of the Pfizer-BioNTech COVID-19 Vaccine. Data from these clinical trials supported the Emergency Use Authorization of the Pfizer-BioNTech COVID-19 Vaccine and the approval of COMIRNATY (COVID-19 Vaccine, mRNA). Millions of individuals have received the Pfizer-BioNTech COVID-19 Vaccine under EUA since December 11, 2020.

## **WHAT ARE THE BENEFITS OF COMIRNATY (COVID-19 VACCINE, mRNA) AND THE PFIZER-BIONTECH COVID-19 VACCINE?**

The vaccine has been shown to prevent COVID-19 following 2 doses given 3 weeks apart. The duration of protection against COVID-19 is currently unknown.

## **WHAT ARE THE RISKS OF COMIRNATY (COVID-19 VACCINE, mRNA) AND THE PFIZER-BIONTECH COVID-19 VACCINE?**

There is a remote chance that the vaccine could cause a severe allergic reaction. A severe allergic reaction would usually occur within a few minutes to one hour after getting a dose of the vaccine. For this reason, your vaccination provider may ask you to stay at the place where you received your vaccine for monitoring after vaccination.

Signs of a severe allergic reaction can include:

- Difficulty breathing
- Swelling of your face and throat
- A fast heartbeat
- A bad rash all over your body
- Dizziness and weakness

Myocarditis (inflammation of the heart muscle) and pericarditis (inflammation of the lining outside the heart) have occurred in some people who have received COMIRNATY (COVID-19 Vaccine, mRNA) or the Pfizer-BioNTech COVID-19 Vaccine. In most of these people, symptoms began within a few days following receipt of the second dose of vaccine. The chance of having this occur is very low. You should seek medical attention right away if you have any of the following symptoms after receiving the vaccine:

- Chest pain
- Shortness of breath
- Feelings of having a fast-beating, fluttering, or pounding heart

Side effects that have been reported with COMIRNATY (COVID-19 Vaccine, mRNA) or the Pfizer-BioNTech COVID-19 Vaccine include:

- severe allergic reactions
- non-severe allergic reactions such as rash, itching, hives, or swelling of the face
- myocarditis (inflammation of the heart muscle)
- pericarditis (inflammation of the lining outside the heart)
- injection site pain
- tiredness
- headache

- muscle pain
- chills
- joint pain
- fever
- injection site swelling
- injection site redness
- nausea
- feeling unwell
- swollen lymph nodes (lymphadenopathy)
- diarrhea
- vomiting
- arm pain

These may not be all the possible side effects of the vaccine. Serious and unexpected side effects may occur. The possible side effects of the vaccine are still being studied in clinical trials.

**WHAT SHOULD I DO ABOUT SIDE EFFECTS?**

If you experience a severe allergic reaction, call 9-1-1, or go to the nearest hospital.

Call the vaccination provider or your healthcare provider if you have any side effects that bother you or do not go away.

Report vaccine side effects to FDA/CDC Vaccine Adverse Event Reporting System (VAERS). The VAERS toll-free number is 1-800-822-7967 or report online to <https://vaers.hhs.gov/reportevent.html>. Please include either “COMIRNATY (COVID-19 Vaccine, mRNA)” or “Pfizer-BioNTech COVID-19 Vaccine EUA”, as appropriate, in the first line of box #18 of the report form.

In addition, you can report side effects to Pfizer Inc. at the contact information provided below.

Website	Fax number	Telephone number
<a href="http://www.pfizersafetyreporting.com">www.pfizersafetyreporting.com</a>	1-866-635-8337	1-800-438-1985

You may also be given an option to enroll in v-safe. V-safe is a new voluntary smartphone-based tool that uses text messaging and web surveys to check in with people who have been vaccinated to identify potential side effects after COVID-19 vaccination. V-safe asks questions that help CDC monitor the safety of COVID-19 vaccines. V-safe also provides second-dose reminders if needed and live telephone follow-up by CDC if participants report a significant health impact following COVID-19 vaccination. For more information on how to sign up, visit: [www.cdc.gov/vsafe](http://www.cdc.gov/vsafe).



**WHAT IF I DECIDE NOT TO GET COMIRNATY (COVID-19 VACCINE, mRNA) OR THE PFIZER-BIONTECH COVID-19 VACCINE?**

Under the EUA, it is your choice to receive or not receive the vaccine. Should you decide not to receive it, it will not change your standard medical care.

**ARE OTHER CHOICES AVAILABLE FOR PREVENTING COVID-19 BESIDES COMIRNATY (COVID-19 VACCINE, mRNA) OR PFIZER-BIONTECH COVID-19 VACCINE?**

Other vaccines to prevent COVID-19 may be available under Emergency Use Authorization.

**CAN I RECEIVE THE COMIRNATY (COVID-19 VACCINE, mRNA) OR PFIZER-BIONTECH COVID-19 VACCINE AT THE SAME TIME AS OTHER VACCINES?**

Data have not yet been submitted to FDA on administration of COMIRNATY (COVID-19 Vaccine, mRNA) or the Pfizer-BioNTech COVID-19 Vaccine at the same time with other vaccines. If you are considering receiving COMIRNATY (COVID-19 Vaccine, mRNA) or the Pfizer-BioNTech COVID-19 Vaccine with other vaccines, discuss your options with your healthcare provider.

**WHAT IF I AM IMMUNOCOMPROMISED?**

If you are immunocompromised, you may receive a third dose of the vaccine. The third dose may still not provide full immunity to COVID-19 in people who are immunocompromised, and you should continue to maintain physical precautions to help prevent COVID-19. In addition, your close contacts should be vaccinated as appropriate.

**WHAT IF I AM PREGNANT OR BREASTFEEDING?**

If you are pregnant or breastfeeding, discuss your options with your healthcare provider.

**WILL COMIRNATY (COVID-19 VACCINE, mRNA) OR THE PFIZER-BIONTECH COVID-19 VACCINE GIVE ME COVID-19?**

No. The vaccine does not contain SARS-CoV-2 and cannot give you COVID-19.

**KEEP YOUR VACCINATION CARD**


When you get your first dose, you will get a vaccination card to show you when to return for your second dose or if you have certain kinds of immunocompromise, your third dose of COMIRNATY (COVID-19 Vaccine, mRNA) or Pfizer-BioNTech COVID-19 Vaccine. Remember to bring your card when you return.



## ADDITIONAL INFORMATION

If you have questions, visit the website or call the telephone number provided below.

To access the most recent Fact Sheets, please scan the QR code provided below.

Global website	Telephone number
<p data-bbox="349 436 646 466"><a href="http://www.cvdvaccine.com">www.cvdvaccine.com</a></p> 	<p data-bbox="959 489 1222 558">1-877-829-2619 (1-877-VAX-CO19)</p>

## HOW CAN I LEARN MORE?

- Ask the vaccination provider.
- Visit CDC at <https://www.cdc.gov/coronavirus/2019-ncov/index.html>.
- Visit FDA at <https://www.fda.gov/emergency-preparedness-and-response/mcm-legal-regulatory-and-policy-framework/emergency-use-authorization>.
- Contact your local or state public health department.

## WHERE WILL MY VACCINATION INFORMATION BE RECORDED?

The vaccination provider may include your vaccination information in your state/local jurisdiction's Immunization Information System (IIS) or other designated system. This will ensure that you receive the same vaccine when you return for the second dose. For more information about IISs visit: <https://www.cdc.gov/vaccines/programs/iis/about.html>.

## CAN I BE CHARGED AN ADMINISTRATION FEE FOR RECEIPT OF THE COVID-19 VACCINE?

No. At this time, the provider cannot charge you for a vaccine dose and you cannot be charged an out-of-pocket vaccine administration fee or any other fee if only receiving a COVID-19 vaccination. However, vaccination providers may seek appropriate reimbursement from a program or plan that covers COVID-19 vaccine administration fees for the vaccine recipient (private insurance, Medicare, Medicaid, Health Resources & Services Administration [HRSA] COVID-19 Uninsured Program for non-insured recipients).

## WHERE CAN I REPORT CASES OF SUSPECTED FRAUD?

Individuals becoming aware of any potential violations of the CDC COVID-19 Vaccination Program requirements are encouraged to report them to the Office of the Inspector General, U.S. Department of Health and Human Services, at 1-800-HHS-TIPS or <https://TIPS.HHS.GOV>.

## WHAT IS THE COUNTERMEASURES INJURY COMPENSATION PROGRAM?

The Countermeasures Injury Compensation Program (CICP) is a federal program that may help pay for costs of medical care and other specific expenses of certain people who have been seriously injured by certain medicines or vaccines, including this vaccine. Generally, a claim must be submitted to the CICP within one (1) year from the

date of receiving the vaccine. To learn more about this program, visit [www.hrsa.gov/cicp/](http://www.hrsa.gov/cicp/) or call 1-855-266-2427.

### **WHAT IS AN EMERGENCY USE AUTHORIZATION (EUA)?**

An Emergency Use Authorization (EUA) is a mechanism to facilitate the availability and use of medical products, including vaccines, during public health emergencies, such as the current COVID-19 pandemic. An EUA is supported by a Secretary of Health and Human Services (HHS) declaration that circumstances exist to justify the emergency use of drugs and biological products during the COVID-19 pandemic.

The FDA may issue an EUA when certain criteria are met, which includes that there are no adequate, approved, available alternatives. In addition, the FDA decision is based on the totality of scientific evidence available showing that the product may be effective to prevent COVID-19 during the COVID-19 pandemic and that the known and potential benefits of the product outweigh the known and potential risks of the product. All of these criteria must be met to allow for the product to be used in the treatment of patients during the COVID-19 pandemic.

This EUA for the Pfizer-BioNTech COVID-19 Vaccine and COMIRNATY will end when the Secretary of HHS determines that the circumstances justifying the EUA no longer exist or when there is a change in the approval status of the product such that an EUA is no longer needed.



Manufactured by  
Pfizer Inc., New York, NY 10017

**BIONTECH**

Manufactured for  
BioNTech Manufacturing GmbH  
An der Goldgrube 12  
55131 Mainz, Germany

LAB-1451-7.2

Revised: 23 August 2021



Scan to capture that this Fact Sheet was provided to vaccine recipient for the electronic medical records/immunization information systems.

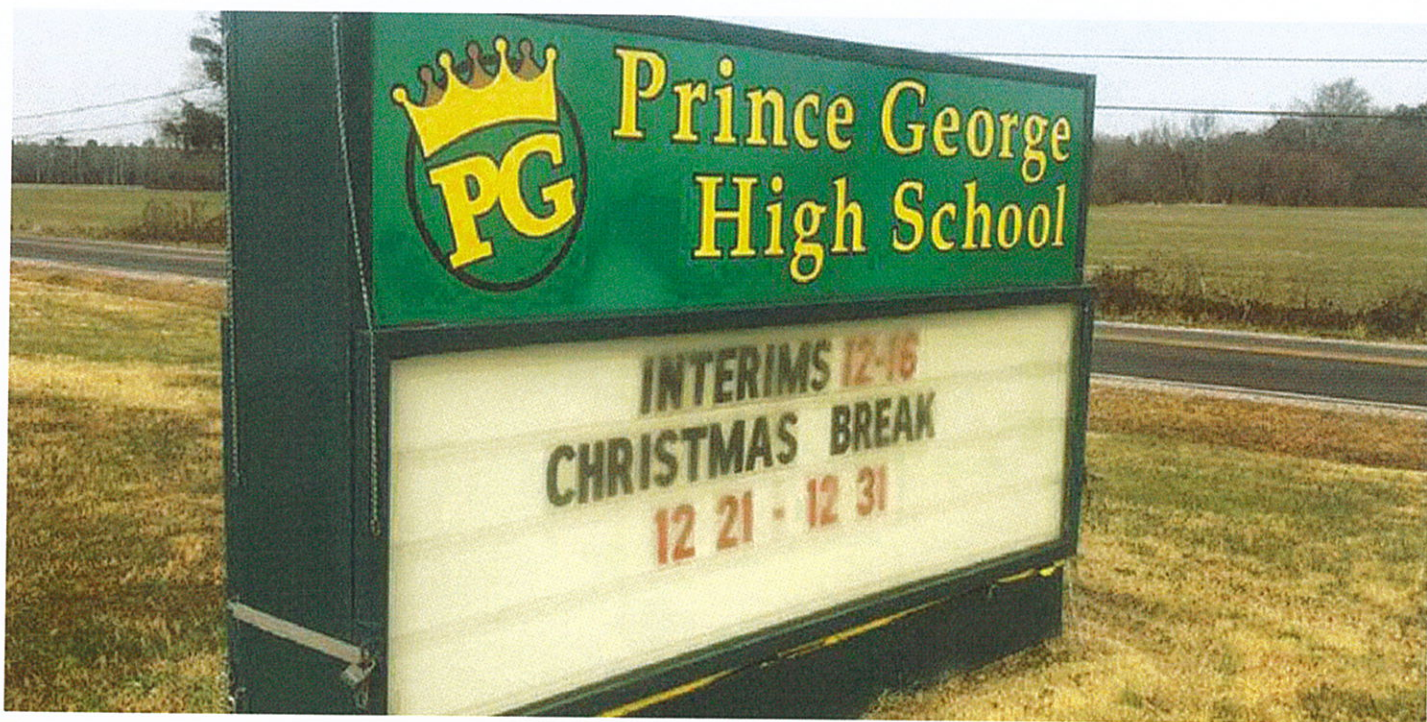
Barcode Date: 08/2021



[https://www.theprincegeorgejournal.com/news/prince-george-among-highest-college-acceptance-rates-in-va/article\\_34024a38-17f1-11ec-9b2f-17ebd284d2aa.html](https://www.theprincegeorgejournal.com/news/prince-george-among-highest-college-acceptance-rates-in-va/article_34024a38-17f1-11ec-9b2f-17ebd284d2aa.html)

## Prince George among highest college acceptance rates in VA

Sep 21, 2021



**By Zach Armstrong**

PRINCE GEORGE, Va -- A recently released report from the Virginia Public Access Project showed Prince George County had among one of the highest acceptance rates to four-year public colleges for its high school students.

The data examined the percentage of applicants from each locality in the commonwealth accepted at four-year public colleges and universities in 2019 and 2020, the two most recent years available.

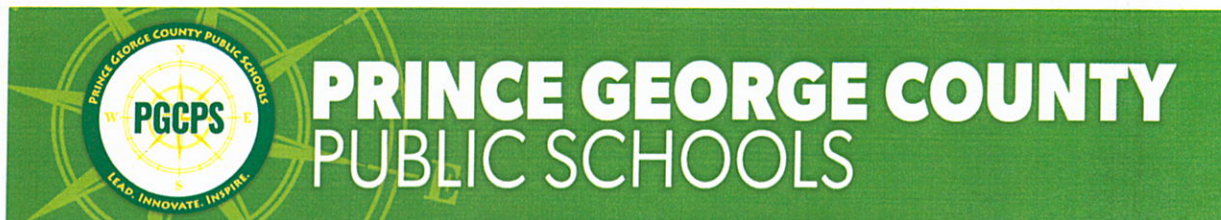
According to the report, Prince George had an acceptance rate of 82.5% with 531 applications and 438 acceptances. The average puts the county 6 percentage points higher than the average acceptance rate for Virginia localities which stood at 76%.



Becky Kirk

---

**From:** PGCPS - Royal Messenger  
**Sent:** Thursday, September 16, 2021 2:25 PM  
**Subject:** VDH to Hold COVID-19 Vaccination Clinic on October 1st at J.E.J. Moore Middle, PGHS  
**Attachments:** Pfizer Hoja Informativa Sobre la Vacuna COVID-19 - Español.pdf; Pfizer COVID-19 Vaccine Fact Sheet - English.pdf



## Virginia Department of Health to Hold COVID-19 Vaccination Clinic on October 1st at J.E.J. Moore Middle, PGHS

*COVID-19 Vaccines Available for PGCPS Staff, Students During Upcoming Clinic*

September 16, 2021

Good afternoon Prince George Family,

The Virginia Department of Health will return to our campuses to host a pair of clinics for our school community. On Friday, October 1st, 2021, our health district will be on site at Prince George High School & J.E.J. Moore Middle School to administer COVID-19 vaccines to PGCPS employees and students who received their first dose during the VDH's clinic on September 9th, and those who wish to receive their first dose of the two-dose Pfizer COVID-19 vaccine.

The times for the October 1st, 2021 vaccine clinics are as follows:

- Prince George High School - 9:00 a.m. - 11 a.m.
- J.E.J. Moore Middle School - 1:00 p.m. - 2:30 p.m.

### **COVID-19 Vaccinations**

The Centers for Disease Control and Prevention (CDC) recommends individuals **aged 12 and older** to receive a COVID-19 vaccine to protect against the virus.

If you wish to receive a dose of the Pfizer two-dose COVID-19 vaccine, please register online through the Virginia Department of Health provided below.

- **Prince George High School - October 1, 2021 - 9:00 a.m. - 11 a.m.**  
For PGCPS staff, N.B. Clements Jr. High School & PGHS students  
[REGISTRATION LINK](#)
- **J.E.J. Moore Middle School - October 1, 2021 - 1:00 p.m. - 2:30 p.m.**  
For PGCPS staff and J.E.J. Moore Middle students  
[REGISTRATION LINK](#)

*Note: Those receiving their FIRST COVID-19 vaccine dose during this upcoming clinic will need to find a vaccination location to receive their second dose at a later date. Visit <http://vaccinate.virginia.gov> to find a vaccination clinic near you.*

Thank you,

Lisa Pennycuff, Ed.D  
Superintendent

Michelle Grate, RN, MHA, MPA, CERT  
Division Coordinator of Health Services



Date: October 4, 2021  
Presenter: Dr. Lisa Pennycuff

Approved: \_\_\_\_\_  
Disapproved: \_\_\_\_\_  
Tabled: \_\_\_\_\_

---

TOPIC: PERSONNEL.

A. Appointments - 1

B. Resignations - 5

---

RECOMMENDATION: Approval

Date: October 4, 2021  
Presenter: Dr. Lisa Pennycuff

Approved: \_\_\_\_\_  
Disapproved: \_\_\_\_\_  
Tabled: \_\_\_\_\_

---

TOPIC: BOARD REQUESTS

None



Date: October 4, 2021

Presenter: Lisa Pennycuff

Approved: \_\_\_\_\_  
Disapproved: \_\_\_\_\_  
Tabled: \_\_\_\_\_

---

TOPIC: VSBA May 2021 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.

RECOMMENDATION: Approve revisions as presented at the September 15, 2021 meeting.

## Explanation of Revisions – May 2021 Policy Update (Part 3)

<b>Policy Code</b>	<b>Revision</b>
<b>AD</b>	<b>Educational Philosophy</b> Policy updated. Legal References updated to reflect enactment of Va. Code § 22.1-23.3 by HB 145/SB 161 (2020).
<b>BDD</b>	<b>Electronic Participation in Meetings from Remote Locations</b> Policy updated to reflect amendment of Va. Code § 2.2-3708.2 by SB 1271 and HB 1931.
<b>CBA</b>	<b>Qualifications and Duties for the Superintendent</b> Policy updated to remind school boards that adopt collective bargaining to define the superintendent's role with regard to collective bargaining.
<b>CBG</b>	<b>Evaluation of the Superintendent</b> Policy and Legal References updated.
<b>EGAA</b>	<b>Reproduction and Use of Copyrighted Materials</b> Policy and Cross References updated.
<b>GAA</b>	<b>Staff Time Schedules</b> Policy and Legal References updated to reflect enactment of Va. Code § 40.1-29.2 by HB 2063.
<b>GAB/IIBEA</b>	<b>Acceptable Computer System Use</b> Policy and Cross References updated. Legal References updated to reflect enactment of Va. Code § 22.1-23.3 by HB 145/SB 161 (2020).
<del><b>GAB-R/IIBEA-R</b></del>	<del><b>Technology Use Guidelines</b></del> Regulation <b>deleted</b> .
<b>IC/ID</b>	<b>School Year/School Day</b> Policy updated to reflect amendment of Va. Code § 22.1-98 by HB 1790.
<b>IGAJ</b>	<b>Driver Education</b> Text in first paragraph updated to reflect amendment of Va. Code § 22.1-205 by HB 1918. Text in footnote 2 updated to reflect amendment of Va. Code § 22.1-205 by HB 2119.

<del>IHA</del>	<del><b>Grouping for Instruction</b></del> Policy <b>deleted</b> because not required by law.
IIEA/GAB	<b>Acceptable Computer Use</b> Policy and Cross References updated. Legal References updated to reflect enactment of Va. Code § 22.1-23.3 by HB 145/SB 161 (2020).
<del>IIEA-R/GAB-R</del>	<del><b>Technology Use Guidelines</b></del> Regulation <b>deleted</b> .
JBA	<b>Section 504 Nondiscrimination Policy and Complaint Procedures</b> Policy, Legal References and Cross References updated.
JED	<b>Student Absences/Excuses/Dismissals</b> Policy updated to reflect amendment of Va. Code § 22.1-254 by HB 1940.
JFC (w/ PG Changes)	<b>Student Conduct</b> Legal References updated to reflect enactment of Va. Code § 22.1-23.3 by HB 145/SB 161 (2020).
JFCA	<b>Teacher Removal of Student From Class</b> Policy updated.
JFCF (Option 1)	<b>Drugs in School</b> Policy updated to reflect amendment of Va. Code §§ 18.2-255.2 and 22.1-277.08 by HB 2312. Legal References and Cross References updated.
JGDA	<b>Disciplining Students with Disabilities</b> Policy and Legal References updated.
JGD/JGE	<b>Student Suspension/Expulsion</b> Policy updated to reflect amendment of Va. Code § 22.1-277.08 by HB 2312/SB 1406. Legal References updated.
JHCD	<b>Administering Medicines to Students</b> Policy updated to reflect amendment of Va. Code § 22.1-274.2 by HB 2019 which goes into effect on January 1, 2022 and to reflect content of Legal References. Legal References and Cross References updated.



## EDUCATIONAL PHILOSOPHY

BLANK School Board is committed to providing equal opportunity for every student to achieve intellectual, social, emotional and physical growth and to ensuring that each student be equipped to communicate effectively with other people, to be competent both in the work place and in higher education and to feel confident of the ability to make creative and constructive decisions.

BLANK School Board:

- provides the necessary trained and dedicated leadership, qualified personnel, equipment and materials to assure an appropriate education for every student
- treats all members of the school community equitably and with respect
- allocates and uses assets fairly and efficiently

Adopted:

---

---

Legal Refs.: Code of Virginia, 1950, as amended, §§ ~~22.1-23.2~~, 22.1-23.3, 22.1-78.

Cross Refs.:	AC	Nondiscrimination
	GA	Personnel Policies Goals
	GB	Equal Employment Opportunity/Nondiscrimination
	GBA/JFHA	Prohibition Against Harassment and Retaliation
	IGBC	Parent and Family Engagement
	JB	Equal Education Opportunities/Nondiscrimination

## ELECTRONIC PARTICIPATION IN MEETINGS FROM REMOTE LOCATIONS

Except as provided hereafter, or as otherwise permitted by law, the School Board does not conduct any meeting wherein the public business is discussed or transacted through telephonic, video, electronic or other electronic communication means where the members are not physically assembled. This policy is applied strictly and uniformly, without exception, to the entire membership of the School Board and without regard to the identity of the member requesting remote participation or the matters that will be considered or voted on at the meeting.

For purposes of this policy, "electronic communication" means the use of technology having electrical, digital, magnetic, wireless, optical, electromagnetic, or similar capabilities to transmit or receive information.

### I. Quorum Physically Assembled

- A. The School Board may conduct any meeting wherein the public business is discussed or transacted through electronic communication means if 1) on or before the day of a meeting, a member of the School Board notifies the chair that such member is unable to attend the meeting due to a temporary or permanent disability or other medical condition that prevents the member's physical attendance attendance, a family member's medical condition that requires the member to provide care for such family member, thereby preventing the member's physical attendance, or that such member is unable to attend the meeting due to a personal matter and identifies with specificity the nature of the personal matter; and 2) the School Board approves the member's participation by a majority vote of the members present at the primary or central meeting location.

Participation by a School Board member by electronic communication means due to a personal matter is limited each calendar year to ~~two meetings.~~ meetings or 25 percent of the meetings held per calendar year rounded up to the next whole number, whichever is greater.

- B. If participation by a School Board member through electronic communication means is approved pursuant to subsection A above, the School Board records in its minutes the remote location from which the member participated; however, the remote location need not be open to the public. If participation is approved due to a temporary or permanent disability or other medical condition, the School Board also includes in its minutes the fact that the member participated through electronic communication means due to a temporary or permanent disability or other medical condition that prevented the member's physical attendance. If participation is approved due to a personal matter, the School Board also includes in its minutes the specific nature of the personal matter cited by the member.



If a School Board member's participation from a remote location due to a personal matter is disapproved, such disapproval is recorded in the minutes with specificity.

- C. A School Board member may participate in a meeting by electronic means pursuant to subsections A and B above only when:
- a quorum of the School Board is physically assembled at one primary or central meeting location; and
  - the School Board makes arrangements for the voice of the remote participant to be heard by all persons at the primary or central meeting location.

## II. Quorum Not Physically Assembled

The School Board may meet by electronic communication means without a quorum physically assembled at one location when the Governor has declared a state of emergency in accordance with Va. Code § 44-146.17, or the locality in which the School Board is located has declared a local state of emergency pursuant to Va. Code § 44-146.21, provided

- the catastrophic nature of the declared emergency makes it impracticable or unsafe to assemble a quorum in a single location, and
- the purpose of the meeting is to ~~address the emergency~~; provide for the continuity of operations of the School Board or the discharge of its lawful purposes, duties, and responsibilities.

If it holds a meeting pursuant to this section, the School Board

- gives public notice using the best available method given the nature of the emergency contemporaneously with the notice provided members of the School Board; ~~and~~
- makes arrangements for public access to the ~~meeting~~; meeting through electronic communications means, including videoconferencing if already used by the School Board; and
- provides the public with the opportunity to comment at those meetings when public comment is customarily received.

For any meeting conducted pursuant to this section, the nature of the emergency, the fact that the meeting was held by electronic communication means and the type of electronic communication means by which the meeting was held are stated in the minutes of the meeting.

Adopted:

---



---

Legal Ref.: Code of Virginia, 1950, as amended, §§ 2.2-3701, 2.2-3707, 2.2-3708.2, 2.2-3710.

Acts 2020, c. 1283.



Cross Ref.: BDDG      Minutes

## QUALIFICATIONS AND DUTIES FOR THE SUPERINTENDENT

### QUALIFICATIONS

The superintendent meets or exceeds the requirements set by the Board of Education.

The superintendent annually participates in high-quality professional development activities at the local, state, or national levels, on topics including the Standards of Quality, Board of Education regulations, and the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents.

### MAJOR ~~DUTIES~~ DUTIES

As chief executive officer of the school board, the superintendent

- attends school board meetings,
- implements school board policies and ensures that they are posted on the division's website,
- reports to the school board about the status of programs, personnel and operations of the school division,
- recommends actions to the school board,
- facilitates communication between the school board and school personnel,
- assists the chairman in developing agenda of meetings of the school board, and
- develops regulations as directed by the school board.

As the educational leader of the school division, the superintendent

- supervises the principals and assistant superintendents,
- oversees planning and evaluation of curriculum and instruction,
- develops for approval by the school board procedures for adopting textbooks and other instructional materials,
- visits schools on a regular basis, and
- maintains a current knowledge of developments in curriculum and instruction.

The superintendent enforces school laws and regulations, including by

- observing directions and regulations prescribed by the Superintendent of Public Instruction or Board of Education,
- reporting information to the Superintendent of Public Instruction as required,
- promptly distributing all reports, forms, laws and regulations received from the Superintendent of Public Instruction,
- enforcing school laws, regulations and decisions of the Superintendent of Public Instruction and of the Board of Education, and
- developing and maintaining procedures, guidelines and regulations to implement school board policy. If board action is required by law or the board



has specifically asked that certain types of regulations be given prior board approval, these procedures, regulations and guidelines are presented to the school board for approval and, when approved, placed in the school board policy manual. The administrative procedures, guidelines and regulations are communicated to the staff and made available for their information.

The superintendent oversees staff personnel management, including by

- organizing recruitment of personnel,
- reassigning personnel in accordance with school board policy,
- administering personnel policies and programs,
- upon request of the School Board, surveying the school division at least annually to identify critical shortages of teachers and administrative personnel by subject matter and school bus drivers and reporting such critical shortages to the School Board, the Superintendent of Public Instruction, and the Virginia Retirement System;
- supervising evaluation of personnel, and
- providing for maintenance of up-to-date job descriptions for all personnel.

The superintendent oversees facility management, including by

- preparing long- and short-range plans for facilities and sites,
- providing for the maintenance of school property and safety of personnel and property,
- inspecting, or providing for the inspection of, school property on a regular basis,
- overseeing the utilization of school property,
- monitoring any construction, renovation and demolition of school facilities,
- representing the school division before local or state agencies which control building requirements or provide financing for buildings, and
- closing public school buildings which appear to be unfit for occupancy.

The superintendent oversees financial management by

- preparing the budget for school board approval,
- ensuring that expenditures are within the limits approved by the school board,
- reporting to the school board on the financial condition of the division,
- establishing procedures for procurement of equipment and supplies, and
- ensuring that an accurate record of all receipts and disbursements of school funds is kept.

The superintendent directs community relations activities, including by

- articulating educational programs and needs to the community,
- responding to concerns expressed in the community,
- maintaining contact with the news media,
- participating in community affairs, and
- involving the community in planning and problem solving for the school division.



The superintendent oversees pupil personnel services by

- monitoring pupil personnel services,
- providing for an adequate pupil record system,
- implementing policies and programs relating to behavior and discipline of pupils,
- maintaining programs for the health and safety of pupils, and
- facilitating communication between the school division and community agencies.

Adopted:

---

---

Legal Ref.: Constitution of Virginia, article VIII, § 5.

Code of Virginia, 1950, as amended, §§ 22.1-58, 22.1-59, 22.1-68, 22.1-69, 22.1-70.3, 22.1-79, 22.1-136; 22.1-253.13:5, 22.1-253.13:7.

8 VAC 20-23-50.

8 VAC 20-23-630.

8 VAC 20-390-10.

8 VAC 20-390-40.

8 VAC 20-390-50.

8 VAC 20-390-60.

8 VAC 20-390-70.

8 VAC 20-390-80.

8 VAC 20-390-90.

8 VAC 20-390-100.

8 VAC 20-390-110.

Cross Refs.: BBA            School Board Powers and Duties

## EVALUATION OF THE SUPERINTENDENT

It is the responsibility of the School Board to maintain and improve the quality of administration and instruction. One of the primary methods used in carrying out this responsibility is to work with the superintendent in improving ~~his or her~~ the superintendent's effectiveness.

Annually, the superintendent provides the School Board with a work plan designed to implement the goals set for the division by the School Board. The School Board evaluates the superintendent annually. The School Board develops the instrument to evaluate the superintendent after consulting the uniform performance standards and criteria developed by the Board of Education and the superintendent. The superintendent's evaluations include student academic progress as a significant component and an overall summative rating. Evaluations include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities. Informal evaluations may also take place as the Board deems appropriate, provided that specific criteria for such appraisals be communicated to the superintendent.

Each Board member is involved in assessing the superintendent's job performance on a continuing basis and by completing the annual evaluation instrument. Upon conclusion of the annual performance appraisal, the evaluation is reviewed with the superintendent by the Board or its designees.

Adopted:

---

---

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-60.1, 22.1-253.13:5.

Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents (Virginia Board of Education, as revised on ~~July 23, 2015~~, November 13, 2019).

Cross Ref.: CBA            Qualifications and Duties for the Superintendent



## SAFETY DRILLS

### Fire Drills

Each school holds a fire drill at least twice during the first 20 school days of each session. Each school holds at least two additional fire drills during the remainder of the school session. Evacuation routes for students are posted in each room. No fire drills are conducted during periods of mandatory testing required by the Board of Education.

### Lock-Down Drills

Each school has a lock-down drill at least ~~twice~~ once during the first 20 school days of each school session. Each school holds at least one additional lock-down drill after the first 60 days of the school session. Each school provides the parents of enrolled students with at least 24 hours' notice before the school conducts any lock-down drill. Such notice is not required to include the exact date and time of the lock-down drill.

Pre-kindergarten and kindergarten students are exempt from mandatory participation in lock-down drills during the first 60 days of the school session. The superintendent develops procedures to implement such exemption. Each pre-kindergarten and kindergarten student participates in each lock-down drill after the first 60 days of each school session.

### School Bus Emergency Drills

Each school having school buses holds a drill in leaving school buses under emergency circumstances at least once during the first ninety calendar days of each school session and more often if necessary.

### Tornado Drills

There is at least one tornado drill every school year in every school.

### Emergency Situations

In addition to the drills mentioned above, the School Board provides training to each student and employee at least once each school year on safety procedures in the event of an emergency situation on school property.

Each school shall have a crisis plan for emergency evaluations.

Adopted:

---

---



Legal Refs.: Code of Virginia, §§ 22.1-137, 22.1-137.1, 22.1-137.2, 22.1-137.3, 22.1-184.

Acts 2006, c. 164.

8 VAC 20-131-260.

Cross Refs.: EB            School Crisis, Emergency Management and Medical  
Emergency Response Plan

## REPRODUCTION AND USE OF COPYRIGHTED MATERIALS

The reproduction and use of copyrighted materials, including computer software, electronic materials, video tapes, compact discs, laser discs and other non-print materials, are controlled by federal law. In general, copyright owners have the exclusive right to use, reproduce and modify their materials. Federal law does provide limited exceptions to this general rule which permit the reproduction and use of copyrighted materials in some circumstances. The superintendent is responsible for promoting an understanding of the applicable law among staff members and students.

The BLANK School Board encourages its staff and students to enrich the educational experience by making proper use of supplementary materials. However, each staff member and student is responsible for complying with copyright law and with any regulations or procedures developed by the superintendent. Any employee or student who is uncertain as to whether reproducing or using copyrighted materials complies with the division procedures or is permissible under law should contact the [INSERT POSITION TITLE]<sup>1</sup> who will provide clarification and assist staff members and students in obtaining proper authorization to copy or use protected material when such authorization is required.

At no time is it necessary for a staff member to violate copyright laws in order to properly perform his or her the staff member's duties. At no time is it necessary for a student to violate copyright laws in order to complete any assigned work. For staff members, violation of copyright laws or division requirements may result in discipline up to and including termination of employment. For students, violation of copyright laws or division requirements may result in discipline up to and including suspension or expulsion.

Adopted:

---

Legal Ref: 17 U.S.C § 101 et seq.

Cross Ref: ~~JFC-R~~ Standards of Student Conduct  
 GAB/IIBEA Acceptable Computer System Use  
 GCPD Professional Staff Discipline

---

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

<sup>1</sup> Position titles which divisions may wish to include here include superintendent, principal, or librarian.



## STAFF TIME SCHEDULES

### Work Schedules

The workday for full-time licensed and professional staff is a minimum of seven hours and thirty minutes<sup>1</sup> and continues until professional responsibilities to the students and school division are completed. Administrative meetings, curriculum development, pupil supervision, assigned duties, parent conferences, group or individual planning and extra-curricular activities may require hours beyond the stated minimum. Elementary school classroom teachers are provided at least an average of thirty minutes per day during the students' school week as planning time. Each full-time middle and secondary classroom teacher is provided one planning period per day, or the equivalent, as defined by the Board of Education, unencumbered of any teaching or supervisory duties. If a middle or secondary school classroom teacher teaches more than the standard load of students or class periods per week, as defined by the Board of Education, an appropriate contractual arrangement and compensation is provided.

Work schedules for other employees are defined by the superintendent or superintendent's designee consistent with the Fair Labor Standards Act and the provisions of this policy.

### Workweek Defined

For purposes of compliance with the Fair Labor Standards Act, the workweek for employees of Prince George School Board is 12:00 a.m. Sunday until 11:59 p.m. Saturday.<sup>2</sup>

### Overtime and Compensatory Time<sup>3</sup> Overtime<sup>3</sup>

Working hours for all employees not classified as exempt under the Fair Labor Standards Act, including secretaries, bus drivers, cafeteria, janitorial and maintenance personnel, conform to federal and state regulations. The superintendent ensures that job positions are classified as exempt or non-exempt and that employees are made aware of such classifications. Supervisors make every effort to avoid circumstances which require non-exempt employees to work more than 40 hours each week. The Prince George School Board discourages overtime work by non-exempt employees. A non-exempt employee will not work overtime without the express approval of the

---

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

<sup>1</sup> If the length of the usual workday is different, the correct length should be substituted.

<sup>2</sup> The board is legally required to identify the workweek, but may designate another 7-day period as the school division's workweek.

<sup>3</sup> Administrative procedures or regulations may provide more information on circumstances in which non-exempt employees will be permitted to work overtime.



employee's supervisor. All overtime work must be expressly approved in writing<sup>4</sup> by the superintendent or superintendent's designee.<sup>5</sup> All supervisory personnel must monitor overtime on a weekly basis and report such time to the superintendent or superintendent's designee. Principals and supervisors monitor employees' work, ensure that overtime provisions of this policy and the Fair Labor Standards Act are followed and ensure that all employees are compensated for any overtime worked.<sup>6</sup> Principals or supervisors may need to adjust daily schedules to prevent non-exempt employees from working more than 40 hours in a workweek. Accurate and complete time sheets of actual hours worked during the workweek must be signed by each employee and submitted to the finance officer.<sup>7</sup> The finance officer reviews work records of employees on a regular basis to make an assessment of overtime use.

In lieu of overtime compensation, non-exempt employees may receive compensatory time off at a rate of not less than one and one-half (1.5) hours for each one hour of overtime worked, if such compensatory time

- is pursuant to an agreement between the employer and employee reached before overtime work is performed, and
- is authorized by the immediate supervisor.

Employees will be allowed to use compensatory time within a reasonable period after requesting such use if the requested use of the compensatory time does not unduly disrupt the operation of the school division. Employees may accrue a maximum of 240<sup>8</sup> compensatory time hours before they will be provided overtime pay at the rate earned by the employee at the time the employee receives such payment. In addition, upon leaving the school division, an employee will be paid for any unused compensatory time at the rate of not less than the higher of

- the average regular rate received by the employee during the employee's last three years of employment, or
- the final regular rate received by the employee.

---

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

<sup>4</sup> Written approval is not required by the Fair Labor Standards Act but is recommended. If an individual school board elects not to require written approval, it should specify how and when oral approval may be granted.

<sup>5</sup> This sentence is not required by the Fair Labor Standards Act but is recommended.

<sup>6</sup> Employees must be compensated for all time worked, even if it is unauthorized overtime. However, employees who intentionally work unauthorized overtime may be subject to disciplinary action. Supervisors who fail to prevent employees from working unauthorized overtime may also be subject to discipline.

<sup>7</sup> Each division should designate the person to whom the time sheets should be given.

<sup>8</sup> The Fair Labor Standards Act permits employees to accrue a maximum of 8 hours of compensatory time. Individual boards may elect to permit employees to accrue a lesser number of compensatory hours.

Non-exempt employees whose workweek is less than 40 hours are paid at the regular rate of pay for time worked up to 40 hours. Such employees are provided overtime pay as provided above for working more than 40 hours in a workweek.

Employees are provided with a copy of this policy and are required to sign this policy to acknowledge their understanding of overtime and compensatory time provisions. Such signed policy constitutes the written agreement required in this section.

#### Attendance Expectations

All employees are expected to be present during all work hours. Absence without prior approval, chronic absences, habitual tardiness or abuses of designated working hours are all considered neglect of duty and will result in disciplinary action up to and including dismissal.<sup>9</sup>

Adopted: June 13, 2005

Revised: July 13, 2009; May 12, 2014; March 9, 2015; January 17, 2017; May 13, 2019 ; August 2, 2021

---

---

Legal Refs.: 29 U.S.C. 29 U.S.C. §§ 203, 207.

29 C.F.R § 516.1 et seq.

Code of Virginia, 1950, as amended, §§ 22.1-253.13:2, 22.1-253.13:3, 22.1-291.1, 40.1-29.2.

8 VAC 20-131-240.

Cross Ref.: G CBD            Staff Leaves and Absences  
IC/ID                School Year/School Day

---

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

<sup>9</sup> Administrative procedures or regulations may further clarify expectations on absences.



## ACCEPTABLE COMPUTER SYSTEM USE

The ~~school board~~ School Board provides a computer system, including the internet, to promote educational excellence by facilitating resource sharing, innovation and communication. The term computer system includes, but is not limited to, hardware, software, data, communication lines and devices, terminals, display devices, printers, CD, DVD and other media devices, tape or flash drives, storage devices, servers, mainframe and personal computers, tablets, laptops, telephones, cameras, projectors, multimedia devices, workstations, the internet and other electronic services and internal or external networks. This includes any device that may be connected to or used to connect to the school division's network or electronically stored division material.

All use of the division's computer system must be (1) in support of education and/or research, or (2) for legitimate school business. Use of the computer system is a privilege, not a right. Inappropriate use may result in cancellation of those privileges, disciplinary action, and/or legal action. Any communication or material generated using the computer system, including electronic mail, social media posts, instant or text messages, tweets, and other files, including communications and materials deleted from a user's account, may be monitored, read, and/or archived by division staff.

This policy applies to all users of the division's computer system. By using or accessing the computer system, the user agrees to abide by this ~~policy~~ policy and the Technology Use Guidelines established by the superintendent.

The superintendent is responsible for establishing Technology Use Guidelines, containing the appropriate uses, ethics and protocols for use of the computer system. The superintendent is also responsible for reviewing and updating, as necessary, the Guidelines at least every two years. It is the user's responsibility to know and follow this policy and the Technology Use Guidelines.

The Guidelines include:

- (1) a prohibition against use of the division's computer equipment and communications services for sending, receiving, viewing or downloading illegal material via the internet;
- (2) provisions, including the selection and operation of a technology protection measure for the division's computers having internet access to filter or block internet access through such computers, that seek to prevent access to:
  - a. child pornography as set out in Va. Code § 18.2-374.1:1 or as defined in 18 U.S.C. § 2256;
  - b. obscenity as defined by Va. Code § 18.2-372 or 18 U.S.C. § 1460; and
  - c. material that the school division deems to be harmful to juveniles as defined in Va. Code § 18.2-390, material that is harmful to minors as defined in 47 U.S.C. § 254(h)(7)(G), and material that is otherwise inappropriate for minors;



- (3) provisions establishing that the technology protection measure is enforced during any use of the division's computers;
- (4) provisions establishing that all usage of the computer system may be monitored;
- (5) provisions designed to educate students and employees about appropriate online behavior, including interacting with students and other individuals on social networking websites, blogs, in chat rooms, and cyberbullying awareness and response;
- (6) provisions designed to prevent unauthorized online access by minors, including "hacking" and other unlawful online activities;
- (7) provisions requiring every user to protect the security of information necessary to access the computer system, such as usernames and passwords, and prohibiting the sharing of passwords;
- (8) provisions prohibiting the unauthorized disclosure, use, and dissemination of photographs and/or personal information of or regarding minors; and
- (9) a component of internet safety for students that is integrated in the division's instructional program.

Use of the school division's computer system shall must be consistent with the educational or instructional mission or administrative function of the division as well as the varied instructional needs, learning styles, abilities and developmental levels of students.

The division's computer system is not a public forum.

Users of the division's computer system have no expectation of privacy for use of the division's resources or electronic devices including non-division owned devices while connected to division networks or computer resources.

Software and/or services may not be installed or downloaded on the division's computer system without the prior approval of the superintendent or superintendent's designee.

The failure of any user to follow the terms of this policy or the Technology Use Guidelines may result in loss of computer system privileges, disciplinary action, and/or appropriate legal action.

The ~~school board~~ School Board is not responsible for any information that may be lost, damaged or unavailable when using the computer system or for any information retrieved via the internet. Furthermore, the ~~school board will not be~~ School Board is not

responsible for any unauthorized charges or fees resulting from access to the computer system.

The school board will review, amend if necessary, and approve School Board reviews and amends, if necessary, this policy every two years.

Adopted:

---

---

Legal Refs: 18 U.S.C. §§ 1460, 2256.

47 U.S.C. § 254.

Code of Virginia, 1950, as amended, §§ 18.2-372, 18.2-374.1:1, 18.2-390, 22.1-70.2, and 22.1-78.

Cross Refs.:	EGAA	Reproduction and Use of Copyrighted Materials
	<del>GAB-R/IIBEA-R</del>	<del>Technology Use Guidelines</del>
	GBA/JHFA	Prohibition Against Harassment and Retaliation
	GCPD	Professional Staff Discipline
	GCQB	Staff Research and Publishing
	JFC	Student Conduct
	<del>JFC-R</del>	<del>Standards of Student Conduct</del>



## SCHOOL YEAR/SCHOOL DAY

## School Year

The length of the school year is at least 180 teaching days or 990 teaching hours. Days on which a school or schools or all the schools in the division are closed due to severe weather or other emergencies are made up as provided below if necessary to meet these requirements.

Students are provided a minimum of 680 hours of instructional time in elementary school, except for students in half-day kindergarten, in the four academic disciplines of English, mathematics, science, and history and social science and a minimum of 375 hours of instructional time in half-day kindergarten in the four academic disciplines of English, mathematics, science, and history and social science.

Unstructured recreational time that is intended to develop teamwork, social skills, and overall physical fitness may be included in the calculation of total instructional time or teaching hours for elementary school, provided that such unstructured recreational time does not exceed 15 percent of total instructional time or teaching hours.

## Make Up Days

If severe weather conditions or other emergency situations result in the closing of a school or schools or all the schools in the school division or in an unscheduled remote learning day for a school or schools in the division for

- five or fewer days, all missed days are made up by adding teaching days to the school calendar or extending the length of the school day;
- six days or more, the first five days plus one day for each two days missed in excess of the first five are made up by adding teaching days to the school calendar or extending the length of the school day.

If severe weather conditions or other emergency situations result in the closing of any school in the school division and such school has been unable to meet the 180 teaching day requirement, the school division may make up the missed teaching days by providing its students with instructional hours equivalent to such missed teaching days to meet the minimum 990 teaching hour requirement.

If severe weather conditions or other emergency situations result in the closing of any school in the school division for in-person instruction, the school division may declare an unscheduled remote learning day whereby the school provides instruction and student services that are consistent with guidelines established by the Department of Education to ensure the equitable provision of such services.

The Board of Education may waive the requirement that the school division provide additional teaching days or teaching hours to compensate for school closings resulting from a declared state of emergency or severe weather conditions or other emergency situations under certain circumstances. If the School Board desires a



waiver, it will submit a request to the Board of Education. The request will include evidence of efforts that have been made by the school division to reschedule as many days as possible and certification by the superintendent and chairman of the School Board that every reasonable effort for making up lost teaching days or teaching hours was exhausted before requesting a waiver. If the waiver is denied, the school division will make up the missed instructional time.

The Board of Education waives the requirement that school divisions provide additional teaching days or teaching hours to compensate for school closings resulting from an evacuation directed and compelled by the Governor pursuant to Va. Code § 44-146.17 for up to five teaching days. If the School Board desires such a waiver, it notifies the Board of Education and provides evidence of efforts that have been made by the school division to reschedule as many days as possible and certification by the superintendent and chair of the School Board that every reasonable effort for making up lost teaching days or teaching hours was exhausted. After receiving such notification, the Board of Education grants the waiver and there is no proportionate reduction in the amount paid by the Commonwealth from the Basic School Aid Fund. Further, the local appropriations for educational purposes necessary to fund 180 teaching days or 990 teaching hours shall not be proportionally reduced by the local appropriating body due to any reduction in the length of the term of any school or the schools in a school division permitted by such waiver.

## School Calendar

The School Board establishes the division's calendar in accordance with state law.<sup>1</sup> The School Board establishes teaching contracts in accordance with applicable

---

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

<sup>1</sup> School divisions may set the school calendar such that the first day students are required to attend is up to 14 days before Labor Day. Divisions beginning school prior to Labor Day must close from the Friday immediately preceding Labor Day through Labor Day except as follows. Divisions granted a waiver to open prior to Labor Day for the 2018-2019 school year may begin school earlier than 14 days before Labor Day but must close the Friday immediately preceding Labor Day. Divisions granted a waiver to open prior to Labor Day for the 2011-2012 school year may begin school earlier than 14 days before Labor Day and are not required to close the Friday immediately preceding Labor Day. In addition, any school board in Planning District 16 (which includes the City of Fredericksburg and the counties of Caroline, King George, Spotsylvania and Stafford) that was not granted a good cause waiver pursuant to Va. Code § 22.1-79.1 for the 2018-2019 school year but would qualify for such a waiver pursuant to Va. Code § 22.1-79.1 as it was in effect prior to July 1, 2019, for the 2019-2020 school year may set the school calendar so that the first day students are required to attend is earlier than Labor Day, including earlier than 14 days before Labor Day. Additionally, the school board of any school division located in Planning District 16 that is entirely surrounded by two school divisions that either were granted a waiver pursuant to Chapter 3 of the Acts of Assembly of 2012, Special Session I, or would qualify for a good cause waiver pursuant to § 22.1-79.1 as it was in effect prior to July 1, 2019, for the 2019-2020 school year may open schools on the same opening date as either such surrounding school division.



regulations of the Board of Education to include contingencies for making up teaching days and teaching hours missed for emergency situations.

An advisory committee composed of teachers, parents and school administration may be utilized to recommend a proposed calendar to the superintendent. The recommendation of this committee is advisory.

### School Day

The standard school day for students in grades 1 through 12 averages at least 5-1/2 instructional hours excluding breaks for meals and recess. The standard school day for kindergarten is a minimum of three instructional hours.

All students in grades 1 through 12 maintain a full day schedule of classes (5-1/2 hours) unless a waiver is granted in accordance with policies defined by the School Board.

Each elementary school provides students with a daily recess during the regular school year, as determined appropriate by the school.

The secondary school class schedule contains a minimum of 140 clock hours for each unit of credit. When credit is awarded in less than whole units, the increment awarded is no greater than the fractional part of the 140 hours of instruction provided.

The time for opening and closing schools is established by the School Board upon recommendation of the superintendent, provided that the daily program for students in grades 1 through 12 averages at least 5 ½ hours, not including meal intermissions. If the required program length is maintained, the School Board may approve occasional shortened days for staff development, conferences, planning and other activities designed to improve the instructional program, provided that no more than one day in each five-day week may be shortened to no less than four hours. The daily program for kindergarten is at least three hours, not including meal intermissions.

When exceptions in the length of the daily program are necessary, the Board requests approval by the Superintendent of Public Instruction of the exceptions by August 1 preceding the school year for which they are requested.

The length of the work day for employees is determined by the School Board. It is of sufficient length to allow for the daily program for students and additional time as

---

Joint or regional schools, such as academic year Governor's Schools, may set the school calendar so that the first day students are required to attend school will be the same as the day set by any of the participating school divisions.

The Virginia Department of Education has prepared information that provides a convenient source for school divisions to determine whether they have had waivers in the past and thus which legal provisions apply to the division. That information can be found at [http://www.doe.virginia.gov/boe/pre-labor-day\\_waiver/index.shtml](http://www.doe.virginia.gov/boe/pre-labor-day_waiver/index.shtml).

may be necessary for such activities as planning, preparation, meetings, workshops, conferences, meal intermissions or other contractual obligations.

### Joint or Regional Schools

School boards operating joint or regional high schools, including regional charter schools, offering a specialized curriculum leading to a high school diploma and a postsecondary credential, such as industry certification, career certificate, or degree may, by agreement, establish alternative schedules for the delivery of instruction. Those schedules may include alternatives to standard school day and year requirements, subject to the issuance of any necessary waivers by the Board of Education and relevant Board of Education regulations.

### Certification

The superintendent and School Board chair certify the total number of teaching days and teaching hours each year as part of the annual report to the Board of Education.

Adopted:

---

---

Legal Refs.: Code of Virginia, 1950, as amended §§ 22.1-26, 22.1-79.1, 22.1-98, 22.1-200.2.

Acts 2019, cc. 569, 570 and 637.

8 VAC 20-131-150.

8 VAC 20-131-200.

8 VAC 20-490-30.

Cross Ref.:	BCF	Advisory Committees to the School Board
	DL	Payroll Procedures
	GAA	Staff Time Schedules
	IKF	The Virginia Assessment Program and Graduation Requirements
	IKFD <sup>2</sup>	Alternative Paths to Attaining Standard Units of Credit

---

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

<sup>2</sup> Policy IKFD is an optional policy. A division which has not adopted it should not add it as a Cross Reference here.



## DRIVER EDUCATION

The BLANK School Board offers a program of driver education in the high schools in the safe operation of motor vehicles.<sup>1</sup> The program includes instruction concerning alcohol and drug abuse, aggressive driving, motorcycle awareness, the dangers of distracted driving, driving and speeding, organ and tissue donor awareness, fuel-efficient driving practices and traffic stops, including law-enforcement procedures for traffic stops, appropriate actions to be taken by drivers during traffic stops and appropriate interactions with law-enforcement officers who initiate traffic stops.

The School Board establishes fees, that do not exceed the limit established by the Department of Education, for the behind-the-wheel portion of the program. The School Board may waive the fee or surcharge in whole or in part for those students it determines cannot pay the fee or surcharge.

Any student who participates in a driver education program must meet the academic requirements established by the Board of Education. No student is permitted to operate a motor vehicle without a learner's permit or a license. Necessary certification of students' academic standing and compliance with compulsory attendance laws is provided by the administration to the Department of Motor Vehicles upon request, in accordance with state law.

Driver education instructors possess valid driver's licenses and maintain satisfactory driving records. Any teacher of behind-the-wheel instruction who receives six or more demerit points in a 12-month period will be suspended from teaching driver education for 24 months<sup>2</sup>.

At the beginning of each school year and thereafter as necessary, the superintendent reports to the Department of Motor Vehicles the name and driver's license number of all persons providing instruction in driver education for the school division.

Adopted:

---

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

<sup>1</sup> School boards are not required to offer driver education programs. A division that does not offer such a program should not adopt this policy. Boards that do offer driver education may offer classroom training or behind-the-wheel instruction or both. Divisions that do not offer behind-the-wheel should not adopt the second paragraph of this policy and should remove Policy JN as a Cross Reference to this policy.  
FOOTNOTES ARE FOR REFERENCE ONLY AND SHOULD BE REMOVED FROM FINAL POLICY.

<sup>2</sup> Each school board can determine what a satisfactory driving record is for driver education instructors. Boards are free to include requirements which are more or less stringent than those included here.

---

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-205, 46.2-334, 46.2-340.

8 VAC 20-340-10.

8 VAC 20-720-80.

Cross Ref.: JED Student Absences/Excuses/Dismissals  
JFC-R ~~Standards of Student Conduct~~  
JN Student Fees, Fines, and Charges



## ACCEPTABLE COMPUTER SYSTEM USE

The school board School Board provides a computer system, including the internet, to promote educational excellence by facilitating resource sharing, innovation and communication. The term computer system includes, but is not limited to, hardware, software, data, communication lines and devices, terminals, display devices, printers, CD, DVD and other media devices, tape or flash drives, storage devices, servers, mainframe and personal computers, tablets, laptops, telephones, cameras, projectors, multimedia devices, workstations, the internet and other electronic services and internal or external networks. This includes any device that may be connected to or used to connect to the school division's network or electronically stored division material.

All use of the division's computer system must be (1) in support of education and/or research, or (2) for legitimate school business. Use of the computer system is a privilege, not a right. Inappropriate use may result in cancellation of those privileges, disciplinary action, and/or legal action. Any communication or material generated using the computer system, including electronic mail, social media posts, instant or text messages, tweets, and other files, including communications and materials deleted from a user's account, may be monitored, read, and/or archived by division staff.

This policy applies to all users of the division's computer system. By using or accessing the computer system, the user agrees to abide by this ~~policy~~ policy and the Technology Use Guidelines established by the superintendent.

The superintendent is responsible for establishing Technology Use Guidelines, containing the appropriate uses, ethics and protocols for use of the computer system. The superintendent is also responsible for reviewing and updating, as necessary, the Guidelines at least every two years. It is the user's responsibility to know and follow this policy and the Technology Use Guidelines.

The Guidelines include:

- (1) a prohibition against use by division employees and students of the division's computer equipment and communications services for sending, receiving, viewing or downloading illegal material via the internet;
- (2) provisions, including the selection and operation of a technology protection measure for the division's computers having internet access to filter or block Internet access through such computers, that seek to prevent access to:
  - (a) child pornography as set out in Va. Code § 18.2-374.1:1 or as defined in 18 U.S.C. § 2256;
  - (b) obscenity as defined by Va. Code § 18.2-372 or 18 U.S.C. § 1460; and



- (c) material that the school division deems to be harmful to juveniles as defined in Va. Code § 18.2-390, material that is harmful to minors as defined in 47 U.S.C. § 254(h)(7)(G), and material that is otherwise inappropriate for minors;
- (3) provisions establishing that the technology protection measure is enforced during any use of the division's computers;
  - (4) provisions establishing that all usage of the computer system may be monitored;
  - (5) provisions designed to educate students and employees about appropriate online behavior, including interacting with students and other individuals on social networking websites, blogs, in chat rooms, and cyberbullying awareness and response;
  - (6) provisions designed to prevent unauthorized online access by minors, including "hacking" and other unlawful online activities.;
  - (7) provisions requiring every user to protect the security of information necessary to access the computer system, such as usernames and passwords, and prohibiting the sharing of passwords;
  - (8) provisions prohibiting the unauthorized disclosure, use, and dissemination of photographs and/or personal information of or regarding minors; and
  - (9) a component of internet safety for students that is integrated in the division's instructional program.

Use of the school division's computer system shall be consistent with the educational or instructional mission or administrative function of the division as well as the varied instructional needs, learning styles, abilities and developmental levels of students.

The division's computer system is not a public forum.

Users of the division's computer system have no expectation of privacy for use of the division's resources or electronic devices including non-division owned devices while connected to division networks or computer resources.

Software and/or services may not be installed or downloaded on the division's computer system without the prior approval of the superintendent or superintendent's designee.

The failure of any user to follow the terms of this policy or the Technology Use Guidelines may result in loss of computer system privileges, disciplinary action, and/or appropriate legal action.



The ~~school board~~ School Board is not responsible for any information that may be lost, damaged or unavailable when using the computer system or for any information retrieved via the Internet. Furthermore, the ~~school board~~ School Board is not responsible for any unauthorized charges or fees resulting from access to the computer system.

The ~~school board will review, amend if necessary, and approve~~ School Board reviews and amends, if necessary, this policy every two years.

Adopted:

---

---

Legal Refs: 18 U.S.C. §§ 1460, 2256.

47 U.S.C. § 254.

Code of Virginia, 1950, as amended, §§ 18.2-372, 18.2-374.1:1, 18.2-390, 22.1-70.2, and 22.1-78.

Cross Refs.: EGAA	Reproduction and Use of Copyrighted Materials
GBA/JHFA	Prohibition Against Harassment and Retaliation
GCPD	Professional Staff Discipline
GCQB	Staff Research and Publishing
<del>IIBEA R/GAB R</del>	<del>Technology Use Guidelines</del>
JFC	Student Conduct
<del>JFC R</del>	<del>Standards of Student Conduct</del>

## SECTION 504 NONDISCRIMINATION POLICY AND COMPLAINT PROCEDURES

The **BLANK** School Board does not discriminate against individuals on the basis of disability. The **BLANK** School Board has established this policy as a way to provide prompt and impartial review of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973. This policy provides an optional resolution procedure for a complainant. This procedure is not a prerequisite before a complainant may directly pursue any other remedy available under state or federal law. However, the policy of **BLANK** School Board is for students, parents/guardians and employees to have the opportunity to make concerns known to the School Board and for the School Board to have the opportunity to respond to and resolve concerns as rapidly as practicable.

The goal of these procedures is to protect the substantive rights of interested persons, meet appropriate due process standards, assure School Board compliance with Section 504 of the Rehabilitation Act of 1973 and provide a prompt, equitable and impartial resolution of complaints alleging a violation of Section 504.

Any student or any parent or guardian of a student may be a complainant and may file a formal or informal grievance as provided below.

### A. FORMAL PROCEDURE

#### 1. Filing a Complaint

Any complainant should submit a complaint alleging discrimination as soon as possible to the Compliance Officer or to any other school or school division staff. The complaint shall be submitted within 45 school days of the alleged discrimination. Any employee who has knowledge of conduct which may constitute discrimination shall immediately report such conduct to the Compliance Officer, the employee's supervisor, or to any other school or school division staff. Any employee who receives a complaint under this policy shall immediately forward the complaint to the Compliance Officer.

The complainant should use the "Complaint of Discrimination" form (see end of this policy) to make a complaint of discrimination. However, oral complaints ~~shall also be~~ are also accepted. The complaint should be filed with the school principal, other school or school division staff, or the Compliance Officer. School or school division staff receiving a complaint of discrimination shall forward it to the school principal; who shall immediately forward the complaint of discrimination to the Compliance Officer. Any complaint that involves the Compliance Officer shall be reported to the superintendent. Any complaint that involves the superintendent shall be reported to the School Board Chair.

The complaint and the identity of the complainant, the individual who is the subject of the complaint (if other than the complainant), and the persons



allegedly responsible for the discrimination will not be disclosed except as required by law or policy, as necessary to fully investigate the complaint or as authorized by the complainant.

## 2. Investigation

Upon receipt of a report or complaint of discrimination, the Compliance Officer ~~shall immediately authorize or undertake~~ immediately authorizes or undertakes an investigation. The investigation may be conducted by school staff or a third party designated by the school division. The investigation shall be completed as soon as practicable, but not later than 15 school days after receipt of the complaint of alleged discrimination by the Compliance Officer unless the extension below is exercised. Within 3 school days of receiving the complaint, the Compliance Officer ~~shall send~~ sends written notice that the complaint has been received to the complainant and the person or persons allegedly responsible for the ~~discrimination (the accused):~~ discrimination.

Also upon receiving the complaint, the Compliance Officer ~~shall determine~~ determines whether interim measures should be taken pending the outcome of the investigation. If the Compliance Officer determines that more than 15 school days will be required to investigate the complaint, the Compliance Officer will notify the complainant and the person or persons allegedly responsible for the discrimination of the reasons for the extended investigation and of the date by which the investigation is projected to be concluded, which will be no longer than an additional 15 school days. The investigation may consist of personal interviews with the complainant, the person or persons allegedly responsible for the discrimination, and any others who may have knowledge of the alleged discrimination or the circumstances giving rise to the complaint. The investigation may also include the inspection of any documents or information deemed relevant by the investigator. The complainant and the ~~accused shall~~ person or persons allegedly responsible for the discrimination have the right to identify witnesses and other relevant information as well as rebut evidence presented by ~~opposing parties:~~ others. The school division ~~shall take~~ takes necessary steps to protect the complainant and others pending the completion of the investigation.

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

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



and Privacy Act and Policy JO Student Records. The report shall be issued to the superintendent, the complainant and the accused person or persons allegedly responsible for the discrimination within 20 school days of receipt of the complaint, unless additional time was utilized for the investigation in which case the report shall be issued within 35 school days of receipt of the complaint.

3. Action by the Superintendent

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

4. Appeal

If the superintendent or designee determines that no discrimination occurred, the complainant may appeal this determination to the School Board within 5 calendar days of receiving the decision. Notice of appeal must be filed with the superintendent, who shall forward the Compliance Officer's report and any documentation or information deemed relevant by the Compliance Officer during the course of the investigation to the School Board. The School Board shall make a decision within 30 calendar days of receiving the record. The School Board may require oral or written argument from the complainant, the person or persons ~~accused of~~ allegedly responsible for the discrimination, the superintendent, and any other individual it deems appropriate. An extension of the 30 calendar day time limit may occur if necessary as determined by the School Board Chair up to an additional 10 calendar days. The decision of the School Board shall be in writing and shall be provided to the complainant and the ~~accused-~~ person or persons allegedly responsible for the discrimination.

If the superintendent or superintendent's designee determines that discrimination occurred and discipline is imposed, the disciplined person (i.e. student or employee) may appeal the disciplinary sanction in accordance with existing School Board policies and regulations.

5. Compliance Officer

The School Board shall ~~at all times designate~~ 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 shall be 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].<sup>1</sup>**

The **BLANK** School Board's Compliance Officer ~~shall receive training and shall be receives training and is~~ knowledgeable about the requirements of Section 504 in order to impartially and equitably resolve complaints and ensure compliance with the law. In addition, the Compliance Officer ~~shall:~~

- ~~receive~~ receives reports and complaints of discrimination,
- ~~conduct or oversee~~ conducts or oversees the investigation of any alleged discrimination,
- ~~assess~~ assesses the training needs of the school division in connection with this policy and
- ~~arrange~~ arranges necessary training to achieve compliance with this policy.

## **B. INFORMAL PROCEDURE**

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

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

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

## **C. RETALIATION**

Retaliation against students, school staff or school division staff who report discrimination or participate in the related proceedings is prohibited. The school division shall take appropriate action against any student or employee who retaliates

---

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

<sup>1</sup> To avoid changing the policy any time the Compliance Officer changes, a school board may designate the position by title and provide an email address established for that position. However, the division website **MUST** reflect the current, complete name and contact information for the Compliance Officer.

against another student or employee who reports alleged discrimination or participates in related proceedings.

**D. FALSE CHARGES**

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

Adopted:

---

---

Legal Ref.: 29 U.S.C. § 794

34 C.F.R. ~~Part 104.7(b)~~ § 104.7

Cross Ref:	GCPD	Professional Staff Discipline
	JB	Equal Educational Opportunities/Nondiscrimination
	<del>JFC-R</del>	<del>Standards of Student Conduct</del>
	JGD/JGE	Student Suspension/Expulsion
	JO	Student Records



### COMPLAINT OF DISCRIMINATION

Name of Complainant: \_\_\_\_\_

Student's School and Class: \_\_\_\_\_

Address: \_\_\_\_\_

Email Address: \_\_\_\_\_ Phone Number(s): \_\_\_\_\_

Name(s) of Parent/Legal Guardian: \_\_\_\_\_

Address(es): \_\_\_\_\_

Email address(es): \_\_\_\_\_ Phone Number(s): \_\_\_\_\_

Dates of Alleged Discrimination: \_\_\_\_\_

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

Please describe the disability that forms the basis of the complaint.

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

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

Please identify any attempts you have made to discuss or resolve this issue with any school division staff, including the results of those discussions.

Please provide your suggestions about how the issue can be resolved.

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

Signature of Complainant \_\_\_\_\_ Date \_\_\_\_\_

Complaint Received By: \_\_\_\_\_  
Compliance Officer \_\_\_\_\_ Date \_\_\_\_\_

## STUDENT CONDUCT

### Generally

The BLANK School Board establishes expectations for student conduct so that public education is conducted in an atmosphere free of disruption and threat to persons or property and supportive of individual rights.

In addition to the types of conduct prohibited below, the superintendent issues Standards of Student Conduct and a list of possible actions for violations of those Standards.

This Policy and the Standards of Student Conduct apply to all BLANK school students. They are enforced when the student's conduct occurs when the student is

- On school property.
- Traveling to school or from school.
- Traveling to, at, and from bus stops.
- In School Board vehicles.
- In attendance at any school-sponsored activity.
- Off school property if the conduct disrupts the learning environment.

The School Board and superintendent biennially review the model student conduct code developed by the Virginia Board of Education to incorporate into policy and the Standards of Student Conduct a range of discipline options and alternatives to preserve a safe and non-disruptive environment for effective learning and teaching.

### Parental Involvement and Responsibility

Each parent of a student enrolled in BLANK schools has a duty to assist in enforcing this policy, the Standards of Student Conduct and compulsory school attendance in order that education may be conducted in an atmosphere free of disruption and threat to persons or property and supportive of individual rights. This policy, the Standards of Student Conduct, a notice of the requirements of Va. Code § 22.1-279.3, and a copy of the compulsory school attendance law is sent to all parents within one calendar month of the opening of schools simultaneously with any other materials customarily distributed at that time. A statement for the parent's signature acknowledging the receipt of this policy, the Standards of Student Conduct, the requirements of Va. Code § 22.1-279.3 and the compulsory school attendance law is also sent. Parents are notified that by signing the statement of receipt, they are not deemed to waive, but expressly reserve, their rights protected by the constitution or laws of the United States or Virginia. Each school maintains records of the signed statements.

The school principal may request the student's parent or parents, if both have legal and physical custody, to meet with the principal or principal's designee to review this policy, the Standards of Student Conduct and the parent's or parents' responsibility



to participate with the school in disciplining the student and maintaining order, to ensure the student's compliance with compulsory school attendance law and to discuss improvement of the child's behavior, school attendance and educational progress.

The school principal may notify the parents of any student who violates a School Board policy, the Standards of Student Conduct, or the compulsory school attendance requirements when such violation could result in the student's suspension or the filing of a court petition, whether or not the school administration has imposed such disciplinary action or filed such a petition. The notice shall state (1) the date and particulars of the violation; (2) the obligation of the parent to take actions to assist the school in improving the student's behavior and ensuring compliance with compulsory school attendance; (3) that, if the student is suspended, the parent may be required to accompany the student to meet with school officials; and (4) that a petition with the juvenile and domestic relations court may be filed under certain circumstances to declare the student a child in need of supervision.

The principal or principal's designee notifies the parent of any student involved in an incident required to be reported to the superintendent and Virginia Board of Education as described in Policy CLA Reporting Acts of Violence and Substance Abuse.

If a parent fails to comply with the requirements of this Policy, the School Board may ask the Juvenile and Domestic Relations Court to proceed against the parent in accordance with the requirements of the Code of Virginia.

A parent, guardian or other person having control or charge of a student is notified in writing of any disciplinary action taken with regard to any incident upon which an adjudication of delinquency or conviction for an offense listed in Va. Code § 16.1-260.G was based and the reasons therefor. The parent or guardian is also notified of the parent or guardian's right to review, and to request an amendment of, the student's scholastic record, in accordance with regulations of the Board of Education governing the management of scholastic records.

#### Prevention, Intervention, and Treatment Activities and Programs

Any student involved in a reportable drug or violent incident, as described in Policy CLA Reporting Acts of Violence and Substance Abuse, participates in prevention and intervention activities deemed appropriate by the superintendent or superintendent's designee. Further, any student who has been found to be in possession of or under the influence of drugs or alcohol on school property or at a school sponsored activity may be required to (1) undergo evaluation for drug or alcohol abuse and (2) participate in a drug and/or alcohol treatment program if recommended by the evaluator and if the parent consents.

## Prohibited Conduct

The following conduct is prohibited. Students engaging in such conduct are subject to disciplinary action.

### Bullying and Use of Electronic Means for Bullying

Bullying is prohibited. "Bullying" means any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. "Bullying" includes cyber bullying. "Bullying" does not include ordinary teasing, horseplay, argument or peer conflict.

### Gang Activity

Gang activity, as defined in Policy JFCE Gang Activity or Association, is prohibited.

### Harassment

As provided in Policy JFHA/GBA Prohibition Against Harassment and Retaliation, students are prohibited from harassing other students, school staff, volunteers, student teachers or any other person present in school facilities or at school functions.

### Hazing

Hazing is prohibited.

Hazing means to recklessly or intentionally endanger the health or safety of a student or students or to inflict bodily harm on a student or students in connection with or for the purpose of initiation, admission into or affiliation with or as a condition for continued membership in a club, organization, association, fraternity, sorority, or student body regardless of whether the student or students so endangered or injured participated voluntarily in the relevant activity.

### Intentional Injury of Others

Students are prohibited from intentionally injuring others. Exchanging mutual, physical contact between two or more persons, including but not limited to, pushing, shoving, or hitting with or without injury, is prohibited. Whether a student acted in self-defense is considered when the student's conduct is evaluated for disciplinary action.



### Self-defense

Whether a student acted in self-defense is considered when the student's conduct is evaluated for disciplinary action.

### Threats: Intimidation

Students are prohibited from making any verbal, written or physical threat of bodily injury to another person.

### Trespassing

Students, including students who have been suspended or expelled, are subject to disciplinary action for trespassing on school property

### Use and/or Possession of Alcohol, Tobacco Products, Nicotine Vapor Products, Anabolic Steroids, and Other Drugs

Students are prohibited from possessing, using, or distributing any of the restricted substances listed below on school property, on school buses or during school activities, on or off school property.

Students are prohibited from attempting to possess, use, consume, procure and/or purchase, any of the restricted substances listed below or what is represented by or to the student to be any of the restricted substances listed below or what the student believes is any of the restricted substances listed below.

Students are prohibited from being under the influence of any of the restricted substances listed below, regardless of whether the student's condition amounts to legal intoxication.

Restricted substances include but are not limited to alcohol, tobacco products as defined in Policy JFCH Tobacco Products and Nicotine Vapor Products, nicotine vapor products as defined in Policy JFCH Tobacco Products and Nicotine Vapor Products, inhalant products, and other controlled substances defined in the Drug Control Act, Chapter 15.1 of Title 54 of the Code of Virginia, such as anabolic steroids, stimulants, depressants, hallucinogens, marijuana, imitation and look-alike drugs, drug paraphernalia and any prescription or non-prescription drug possessed in violation of School Board policy.

In addition to any other consequences which may result, a student who is a member of a school athletic team will be ineligible for two school years to compete in interscholastic athletic competition if the school principal and the superintendent determine that the student used anabolic steroids during the

training period immediately preceding or during the sport season of the athletic team, unless such steroid was prescribed by a licensed physician for a medical condition.

#### Use of Profane or Obscene Language and Conduct

Students are prohibited from using profane or obscene language or engaging in profane or obscene conduct.

#### Vandalism

Students are prohibited from vandalizing school property and the property of any School Board staff member or any other person.

The School Board may recover damages sustained because of the willful or malicious destruction or, or damage to, public property pursuant to Policy ECAB Vandalism.

Adopted:

---

---

Legal Refs.: Code of Virginia, 1950, as amended, §§16.1-260, 18.2-56, 18.2-308.1, 18.2-308.7, 22.1-23.3, 22.1-78, 22.1-200.1, 22.1-253.13:7.C.3; 22.1-254, 22.1-276.3, 22.1-277, 22.1-277.08, 22.1-277.2, 22.1-279.1, 22.1-279.3, 22.1-279.3:1, 22.1-279.6, 22.1-288.2.

Model Guidance for Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension, Virginia Board of Education January 2019.

Cross Refs.:	CLA	Reporting Acts of Violence and Substance Abuse
	EBB	Threat Assessment Teams
	ECAB	Vandalism
	IIBEA/GAB	Acceptable Computer System Use
	<del>IIBEA-R/GAB-R</del>	<del>Technology Use Guidelines</del>
	JFCE	Gang Activity or Association
	JFCF	Drugs in School
	JFG	Search and Seizure
	JFHA/GBA	Prohibition Against Harassment and Retaliation
	JGA	Corporal Punishment
	JGD/JGE	Student Suspension/Expulsion
	JGDA	Disciplining Students with Disabilities



JGDB	Discipline of Students with Disabilities for Infliction of
	Serious Bodily Injury
JN	Student Fees, Fines and Charges

## TEACHER REMOVAL OF STUDENTS FROM CLASS

Teachers have the initial authority to remove students from class for disruptive behavior. "Disruptive behavior" means a violation of School Board policies or regulations issued by the superintendent governing student conduct that interrupts or obstructs the learning environment.

### Criteria for Removal

In order for a teacher to remove a student from class for disruptive behavior

- removal of the student from the class must be necessary to restore a learning environment free from interruptions and obstructions caused by the student's behavior
- interventions by the teacher and/or administrators have been attempted and failed to end the student's disruptive behavior, and
- notice of the student's disruptive behavior and the opportunity to meet with the teacher and/or school administrators must have been provided to the student's parents as described below.

When all of the above criteria have been satisfied, a teacher may remove a student from class.

### Requirements for Incident Reports

Teachers should write incident reports regarding all incidents of disruptive behavior. The reports will be filed with the school administration and provided to the student's parents within 24 hours of the incident. The parents must be given the opportunity to meet with the teacher and/or school administrator to discuss the student's behavior and the possible consequences if the behavior continues. The teacher will document, in writing, ~~his or her~~ attempts to request and encourage the parents to meet with him or her or school administrators.

A student may not be removed from class for disruptive behavior unless two written incident reports have been filed with school administrators and provided to the student's parents concerning two prior incidents of disruptive behavior. Upon removal, the teacher shall file a "Student Removal Form" (JFCA-E) with school administrators. The teacher will include any other documentation supporting the removal including, but not limited to, the previous two incident reports.

### Procedures for Written Notification of Student and Parents

The teacher shall provide copies of any incident report and Student Removal Form to the student and ~~his or her~~ the student's parents and notify them of the opportunity to meet with the teacher and/or school administrators to discuss the behavior and the possible consequences if the behavior continues. Such notice shall be provided within twenty-four hours of each incident. The teacher shall document, in writing, ~~his or her~~ attempts to request and encourage the parents to meet with school administrators and/or the teacher. Such notice and documentation shall be required for each incident report and student removal.



## Guidelines for Alternative Assignment and Instruction of Removed Students

The principal shall determine the appropriate placement of any student removed from class by a teacher. The principal may

- assign the student to an alternative program
- assign the student to another class
- send the student to the principal's office or study hall. If the principal chooses this option, the teacher shall provide and evaluate appropriate make-up work for the student
- suspend the student or recommend the student for expulsion. If the principal chooses this option, alternative instruction and assignment, if any, shall be provided according to School Board policy and in the case of students with disabilities, in accordance with federal law
- return the student to class in accordance with the procedures below

### Procedure for the Student's Return to Class

The principal shall determine, after consultation with the teacher, the duration of the student's removal from class. The principal shall notify the teacher of the decision to return the student to class. If the teacher disagrees with the principal's decision to return a student to the class

- the teacher and principal shall discuss the teacher's objection to returning the student to class and the principal's reason for returning the student.
- the teacher, after meeting with the principal, may appeal the principal's decision to the superintendent or designee within one school day. The incident reports and removal form must accompany the appeal. After discussion with the principal and teacher or receiving their written comments, the decision of the superintendent or designee shall be final. The decision shall be made within forty-eight hours of the teacher's appeal. During the appeal process, the student shall not be returned to class and the principal will determine an appropriate placement for the student.

Once the decision has been made to return the student to class, the teacher and principal shall develop a plan to address future disruptive behavior.

### Other Provisions

The principal shall ensure that students removed from class under this policy continue to receive an education in accordance with School Board policies.

Application of this policy to students with disabilities shall be consistent with federal and state law and regulations as well as School Board policy regarding students with disabilities.

Teacher deficiencies in classroom management shall be addressed in teacher evaluations pursuant to Policy GCN Evaluation of Professional Staff.

This policy does not limit or restrict the ability of School Board employees to apply other policies, regulations or laws for maintaining order in the classroom.

Adopted:

---

---

Legal Ref: Code of Virginia, 1950, as amended, §§ 22.1-276.01, 22.1-276.2.

Cross Refs:	GCN	Evaluation of Professional Staff
	JFC	Student Conduct
	JGDA	Disciplining Students with Disabilities
	JGDB	Discipline of Students with Disabilities for Infliction of Serious Bodily Injury
	JGD/JGE	Student Suspension/Expulsion



## STUDENT SUSPENSION/EXPULSION

### I. DEFINITIONS

As used in this Policy,

“Aggravating circumstances” as defined by the Virginia Department of Education shall mean:

- i. That a student engaged in misconduct which caused serious harm (including but not limited to physical, emotional, and psychological harm) to another person(s) or posed a credible threat of serious harm to another person(s), as determined by a threat assessment; or
- ii. That a student’s presence in the school poses an ongoing and unreasonable risk to the safety of the school, its students, staff, or others in the school; or
- iii. That a student engaged in a serious offense that is:
  - a) persistent (repeated similar behaviors are documented on the student’s disciplinary record), and
  - b) unresponsive to targeted interventions as documented through an established intervention process.

“Alternative education program” includes night school, adult education, or another education program designed to offer instruction to students for whom the regular program of instruction may be inappropriate.

“Destructive device” means (1) any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or other similar device; (2) any weapon, except a shotgun or a shotgun shell generally recognized as particularly suitable for sporting purposes, by whatever name known that will, or may be readily converted to, expel a projectile by the action of an explosive or other propellant, and that has any barrel with a bore of more than one-half inch in diameter that is homemade or was not made by a duly licensed weapon manufacturer, any fully automatic firearm, any sawed-off shotgun or sawed-off rifle as defined in Va. Code § 18.2-299 or any firearm prohibited from civilian ownership by federal law; and (3) any combination of parts either designed or intended for use in converting any device into any destructive device described herein and from which a destructive device may be readily assembled. “Destructive device” does not include any device that is not designed or redesigned for use as a weapon, or any device originally designed for use

as a weapon and that is redesigned for use as a signaling, pyrotechnic, line-throwing, safety, or other similar device, nor shall it include any antique firearm as defined in subsection G of Va. Code § 18.2-308.2:2.

“Disruptive behavior” means a violation of school board policies or the Standards of Student Conduct issued by the superintendent pursuant to Policy JFC Student Conduct that interrupts or obstructs the learning environment.

“Exclusion” means a Virginia school board’s denial of school admission to a student who has been expelled or has been placed on a long-term suspension of more than thirty calendar days by another school board or a private school, either in Virginia or another state, or for whom admission has been withdrawn by a private school in Virginia or another state.

“Expulsion” means any disciplinary action imposed by a school board or a committee thereof, as provided in school board policy, whereby a student is not permitted to attend school within the school division and is ineligible for readmission for 365 calendar days after the date of the expulsion.

“Firearm” means (1) any weapon, including a starter gun, that will, or is designed or may readily be converted to, expel single or multiple projectiles by the action of an explosion of a combustible material; (2) the frame or receiver of any such weapon; or (3) any unloaded firearm in a closed container. “Firearm” does not include any pneumatic gun as defined in this Policy.

“Long-term suspension” means any disciplinary action whereby a student is not permitted to attend school for 11 to 45 school days.

“One year” means 365 calendar days as required in federal regulations.

“Pneumatic gun” means any implement, designed as a gun, that will expel a BB or a pellet by action of pneumatic pressure. “Pneumatic gun” includes a paintball gun that expels by action of pneumatic pressure plastic balls filled with paint for the purpose of marking the point of impact.

“School property” means any real property owned or leased by the School Board or any vehicle owned or leased by the School Board or operated by or on behalf of the School Board.

“School Board Disciplinary Committee or Disciplinary Committee” means a committee composed of at least three members of the Prince George School Board.

“Short-term suspension” means any disciplinary action whereby a student is not permitted to attend school for a period not to exceed ten school days.



In Sections III, IV, VI, and VIII of this Policy, "superintendent's designee" means a 1) trained hearing officer or 2) professional employee in the administrative offices of the school division who reports directly to the superintendent and who is not a school-based instructional or administrative employee.

## II. SUSPENSIONS AND EXPULSIONS OF STUDENTS GENERALLY

Pupils may be suspended or expelled from attendance at school for sufficient cause; however, in no case may sufficient cause for suspension include only instances of truancy.

Except as provided in subsection C of Va. Code § 22.1-277 or Va. Code §§ 22.1-277.07 or 22.1-277.08, no student in preschool through grade three is suspended for more than three school days or expelled from attendance at school, unless (i) the offense involves physical harm or credible threat of physical harm to others or (ii) the School Board or the superintendent or superintendent's designee finds that aggravating circumstances exist, as defined by the Virginia Department of Education.

Any student for whom the superintendent has received a report pursuant to Va. Code § 16.1-305.1 of an adjudication of delinquency or a conviction for an offense listed in subsection G of Va. Code § 16.1-260 may be suspended or expelled from school attendance.

The authority of teachers to remove students from their classes in certain instances of disruptive behavior shall not be interpreted to affect the operation of this Policy.

The superintendent is responsible for creating procedures to ensure that suspended students are able to access and complete graded work during and after the suspension.

## III. SHORT-TERM SUSPENSIONS

A pupil may be suspended for not more than ten school days by either the school principal, any assistant principal, or, in their absence, any teacher. The principal, assistant principal ~~or teacher~~ or in their absence, a designee, may suspend the pupil after giving the pupil oral or written notice of the charges against him and, if he denies them, an explanation of the facts as known to school personnel and an opportunity to present his version of what occurred. In the case of any pupil whose presence poses a continuing danger to persons or property, or whose presence is an ongoing threat of disruption, the pupil may be removed from school immediately and the notice, explanation of facts and opportunity to present his version shall be given as soon as is practical thereafter.



Upon suspension of any pupil, the principal, assistant principal or ~~teacher~~ principals designee responsible for such suspension reports the facts of the case in writing to the superintendent or superintendent's designee and the parent of the pupil suspended. The superintendent or superintendent's designee reviews forthwith the action taken by the principal, assistant principal or ~~teacher~~ principal's designee upon a petition for such review by any party in interest and confirms or disapproves such action based on an examination of the record of the pupil's behavior.

The decision of the superintendent or superintendent's designee is final and may not be appealed.

Any oral or written notice to the parent of a student who is suspended from school attendance for not more than ten days includes notification of the length of the suspension, information regarding the availability of community-based educational programs, alternative education programs or other educational options, and of the student's right to return to regular school attendance upon the expiration of the suspension. The costs of any community-based educational program or alternative education program or educational option, which is not a part of the educational program offered by the school division, are borne by the parent of the student.

#### IV. LONG-TERM SUSPENSION

A pupil may be suspended from attendance at school for 11 to 45 school days after written notice is provided to the pupil and the pupil's parent of the proposed action and the reasons therefor and of the right to a hearing before the School Board Disciplinary Committee for matters related to drugs, alcohol, weapons, and physical contact with staff. The Disciplinary Committee may confirm or disapprove the suspension. If the Disciplinary Committee's decision is not unanimous, the pupil or the pupil's parent may appeal the Disciplinary Committee's decision to the full School Board. Such appeal shall be decided by the School Board within thirty days.

A pupil may be suspended from attendance at school for 11 to 45 school days after written notice is provided to the pupil and the pupil's parent of the proposed action and the reasons therefor and of the right to a hearing before the superintendent or superintendent's designee for all other matters than those seen by the School Board Discipline Committee. The decision of the superintendent or superintendent's designee may be appealed to the full School Board. Such appeal will be decided by the School Board within thirty days.

The written notice of a suspension for 11 to 45 school days includes notification of the length of the suspension and provides information concerning the availability of community-based educational, alternative education or intervention programs. Such notice also states that the student is eligible to return to regular school attendance upon



the expiration of the suspension or to attend an appropriate alternative education program approved by the School Board during or upon the expiration of the suspension. The costs of any community-based educational, alternative education, or intervention program that is not a part of the educational program offered by the school division that the student may attend during his suspension is borne by the parent of the student.

A long-term suspension may extend beyond a 45-school-day period but shall not exceed 364 calendar days if (i) the offense is one described in Va. Code §§ 22.1-277.07 or 22.1-277.08 or involves serious bodily injury or (ii) the School Board or division superintendent or superintendent's designee finds that aggravating circumstances exist, as defined by the Virginia Department of Education.

Nothing herein shall be construed to prohibit the School Board from permitting or requiring students suspended pursuant to this section to attend an alternative education program provided by the School Board for the term of such suspension.

## V. EXPULSION

### A. Generally

Pupils may be expelled from attendance at school after written notice to the pupil and the pupil's parent of the proposed action and the reasons therefor and of the right to a hearing before the School Board Disciplinary Committee. The ~~School Board~~ Committee confirms or disapproves of the proposed expulsion regardless of whether the pupil has exercised the right to a hearing.

The written notice given to the pupil and the pupil's parent includes notification of the length of the expulsion and provides information to the parent of the student concerning the availability of community-based educational, training and intervention programs. The notice also states whether or not the student is eligible to return to regular school attendance, or to attend an appropriate alternative education program approved by the School Board, or an adult education program offered by the school division, during or upon the expiration of the expulsion, and the terms or conditions of such readmission. The costs of any community-based educational, training, or intervention program that is not a part of the educational program offered by the school division that the student may attend during the expulsion is borne by the parent of the student.

Nothing in this section shall be construed to prohibit the School Board from permitting or requiring students expelled pursuant to this Policy to attend an alternative education program provided by the School Board for the term of such expulsion.

If the School Board determines that the student is ineligible to return to regular school attendance or to attend during the expulsion an alternative education program or



an adult education program in the school division, the written notice also advises the parent of such student that the student may petition the School Board for readmission to be effective one calendar year from the date of the expulsion, and of the conditions, if any, under which readmission may be granted.

Such students may apply and reapply for readmission to school in accordance with the following schedule:

In an effort to ensure that the initial petition for readmission will be reviewed by the School Board Disciplinary Committee or the superintendent, and, if granted, enable the student to resume school attendance one calendar year from the date of the expulsion. The student may submit the petition for readmission one month before the one year anniversary of the date of expulsion, in order to receive a decision that, if permitted, would enable the student to resume school attendance one calendar year from the date of the expulsion. If the School Board Disciplinary Committee or the superintendent denies such petition, the student may petition the School Board for review of such denial.

#### B. Conduct Giving Rise to Expulsion

Recommendations for expulsions for actions other than those specified below are based on consideration of the following factors:

- the nature and seriousness of the conduct;
- the degree of danger to the school community;
- the student's disciplinary history, including the seriousness and number of previous infractions;
- the appropriateness and availability of an alternative education placement or program;
- the student's age and grade level;
- the results of any mental health, substance abuse or special education assessments;
- the student's attendance and academic records; and
- other appropriate matters.

No decision to expel a student shall be reversed on the grounds that such factors were not considered. Nothing in this subsection precludes the School Board from considering any of the factors listed above as "special circumstances" for purposes of expulsions discussed in the following subsections.

#### Firearms, Destructive Devices and Pneumatic Guns

The School Board shall expel from school attendance for a period of not less than one year any student whom the School Board has determined to have possessed a firearm on school property or at a school-sponsored activity as prohibited by Va. Code



§ 18.2-308.1, or to have possessed a firearm or destructive device as defined in this policy, a firearm muffler or firearm silencer or a pneumatic gun as defined in this policy on school property or at a school-sponsored activity. A school administrator or the School Board may, however, determine, based on the facts of a particular situation, that special circumstances exist and no disciplinary action or another disciplinary action or another term of expulsion is appropriate. The School Board may promulgate guidelines for determining what constitutes special circumstances. In addition, the School Board authorizes the superintendent or superintendent's designee to conduct a preliminary review of such cases to determine whether a disciplinary action other than expulsion is appropriate. Nothing in this section shall be construed to require a student's expulsion regardless of the facts of the particular situation.

The exemptions set out in Va. Code § 18.2-308 regarding concealed weapons apply, *mutatis mutandis*, to the provisions of this Policy. The provisions of this section do not apply to students who possess such firearm or firearms or pneumatic guns as a part of the curriculum or other programs sponsored by the schools in the school division or any organization permitted to use school premises.

#### Drug Offenses

The School Board shall expel from school attendance any student whom the School Board has determined to have brought a controlled ~~substance, imitation controlled substance or marijuana as~~ substance or imitation controlled substance as those terms are defined in Va. Code § 18.2-247 onto school property or to a school-sponsored activity. The School Board may, however, determine, based on the facts of the particular case that special circumstances exist and another disciplinary action is appropriate. In addition, the School Board authorizes the superintendent or the superintendent's designee to conduct a preliminary review of such cases to determine whether a disciplinary action other than expulsion is appropriate. Nothing in this section shall be construed to require a student's expulsion regardless of the facts of the particular situation.

#### C. Procedure for School Board Hearing

The procedure for the School Board hearing is as follows:

- The ~~School Board~~ Discipline Committee determines the propriety of attendance at the hearing of persons not having a direct interest in the hearing. The hearing is private unless otherwise specified by the School Board.
- The ~~School Board~~ Discipline Committee may ask for opening statements from the principal or principal's representative and the student or student's parent(s) (or their representative) and, at the discretion of the School Board, may allow closing statements.



- The parties then present their evidence. Because the principal has the ultimate burden of proof, he presents his evidence first. Witnesses may be questioned by the ~~School Board~~ Discipline Committee members and by the parties (or their representative). The ~~School Board~~ Discipline Committee may, at its discretion, vary this procedure, but it shall afford full opportunity to both parties for presentation of any material or relevant evidence and shall afford the parties the right of cross-examination provided, however, that the School Board may take the testimony of student witnesses outside the presence of the student, the student's parent(s) and their representative if the School Board determines, in its discretion, that such action is necessary to protect the student witness.
- The parties shall produce such additional evidence as the ~~School Board~~ Discipline Committee may deem necessary. The School Board is the judge of the relevancy and materiality of the evidence.
- Exhibits offered by the parties may be received in evidence by the ~~School Board~~ Discipline Committee and, when so received, are marked and made part of the record.
- The ~~School Board~~ Discipline Committee may, by majority vote, uphold, reject or alter the recommendations.
- The ~~School Board~~ Discipline Committee transmits its decision, including the reasons therefor, to the student, the student's parent(s), the principal and superintendent.

## VI. ALTERNATIVE EDUCATION PROGRAM

The School Board may require any student who has been

- charged with an offense relating to the laws of Virginia, or with a violation of School Board policies, on weapons, alcohol, or drugs, or intentional injury to another person, or with an offense that is required to be disclosed to the superintendent pursuant to Va. Code § 16.1-260.G;
  - found guilty or not innocent of an offense relating to Virginia's laws on weapons, alcohol, or drugs, or of a crime that resulted in or could have resulted in injury to others, or of an offense that is required to be disclosed to the superintendent pursuant to Va. Code § 16.1-260.G;
  - found to have committed a serious offense or repeated offenses in violation of School Board policies;
  - suspended pursuant to Va. Code § 22.1-277.05; or
  - expelled pursuant to Va. Code § 22.1-277.06, 22.1-277.07, or 22.1-277.08 or subsection C of Va. Code § 22.1-277,
- to attend an alternative education program.

The School Board may require such student to attend such programs regardless of where the conduct occurred.



The School Board may require any student who has been found to have been in possession of, or under the influence of, drugs or alcohol on a school bus, on school property, or at a school-sponsored activity in violation of School Board policies, to undergo evaluation for drug or alcohol abuse, or both, and, if recommended by the evaluator and with the consent of the student's parent, to participate in a treatment program.

The School Board authorizes the superintendent or superintendent's designee to require students to attend an alternative education program consistent with the provisions of the previous paragraph after (i) written notice to the student and the student's parent that the student will be required to attend an alternative education program and (ii) notice of the opportunity for the student or the student's parent to participate in a hearing to be conducted by the superintendent or the superintendent's designee regarding such placement.<sup>1</sup> If the student or parent wants to participate in a hearing regarding the placement, the student or parent must notify the superintendent or superintendent's designee within 5 days of receiving the written notice of the student's assignment to the alternative education program. The decision of the superintendent or superintendent's designee regarding such alternative education placement is final unless altered by the Board upon written petition by the student or student's parent for a review of the record by the School Board. Such petition must be received by the superintendent or superintendent's designee within 5 days after receiving written notice of the decision after the hearing.

A principal or principal's designee may impose a short-term suspension, pursuant to Va. Code § 22.1-277.04, upon a student who has been charged with an offense involving intentional injury enumerated in Va. Code § 16.1-260.G, to another student in the same school pending a decision as to whether to require that such student attend an alternative education program.

As used in this section, "charged" means that a petition or warrant has been filed or is pending against a pupil.

## VII. REPORTING

---

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

<sup>1</sup> School boards are not required to authorize the superintendent or superintendent's designee to require students to attend an alternative education program in the situations described in the previous paragraph. If a board does not authorize the superintendent or superintendent's designee to require students to attend alternative education programs in such circumstances, it should not adopt this paragraph.



- A. Except as may otherwise be required by federal law, regulation or jurisprudence, reports are made to the superintendent and to the principal or principal's designee on all incidents involving
- (1) 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;
  - (2) the assault and battery which results in a 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 Va. Code § 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;
  - (3) 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 or attempted theft of student prescription medications;
  - (4) any threats against school personnel while on a school bus, on school property or at a school-sponsored activity;
  - (5) the illegal carrying of a firearm as defined in Va. Code § 22.1-277.07 onto school property;
  - (6) 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;
  - (7) 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;
  - (8) the arrest of any student for an incident occurring on a school bus, on school property or at a school sponsored activity, including the charge therefor; and
  - (9) any illegal possession of weapons, alcohol, drugs or tobacco products.
- B. The superintendent and the principal or principal's designee receive reports made by local law enforcement authorities on offenses, wherever committed, by students enrolled at the school if the offense would be a felony if committed by an adult or would be a violation of the Drug Control Act, Va. Code § 54.1-3400 et seq., and occurred on a school bus, on school property, or at a school-sponsored activity, or would be an adult misdemeanor involving any incidents described in the clauses (1) through (8) of subsection VII.A. of this policy, and whether the student is released to the custody of the student's parent or, if 18 years of age or more, is released on bond. A superintendent who receives notification that a juvenile has committed an act that would be a crime if committed by an adult pursuant to subsection G of Va. Code § 16.1-260 reports such information to the principal of the school in which the juvenile is enrolled.



- C. The principal or principal's designee submits a report of all incidents required to be reported pursuant to subsection VII.A.(1-8) of this policy to the superintendent. The superintendent annually reports all such incidents to the Department of Education.

In submitting reports of such incidents, principals and superintendents accurately indicate any offenses, arrests, or charges as recorded by law-enforcement authorities and required to be reported by such authorities pursuant to subsection VII.B. of this policy.

- D. The principal or principal's designee also notifies the parent of any student involved in an incident required by this subsection to be reported, regardless of whether disciplinary action is taken against such student or the nature of the disciplinary action. Such notice relates to only the relevant student's involvement and does not include information concerning other students.
- E. Whenever any student commits any reportable incident as set forth in this subsection, such student is required to participate in such prevention and intervention activities as deemed appropriate by the superintendent or superintendent's designee.
- F. Except as may otherwise be required by federal law, regulation or jurisprudence, a principal immediately reports to the local law-enforcement agency any act enumerated in clauses (2) through (7) of subsection VII.A. of this policy that may constitute a felony offense and may report to the local law enforcement agency any incident described in clause (1) of subsection VII.A. of this policy.

In addition, except as may be prohibited by federal law, regulation or jurisprudence, the principal also immediately reports any act enumerated in clauses (2) through (5) of subsection VII.A of this policy that may constitute a criminal offense to the parents of any minor student who is the specific object of such act. Further, the principal reports whether the incident has been reported to local law enforcement pursuant to this subsection and if the incident is so reported, that the parents may contact local law enforcement for further information, if they so desire.

- G. For purposes of this section, "parent" or "parents" means any parent, guardian or other person having control or charge of a child.

#### VIII. RE-ADMISSION OF SUSPENDED AND/OR EXPELLED STUDENTS

Any student who has been suspended from a school of this division is not eligible to attend any other school within the division until eligible to return to the student's regular school.

Any student who has been expelled or suspended for more than thirty days from attendance at school by a school board or a private school in this Commonwealth or in another state or for whom admission has been withdrawn by a private school in this Commonwealth or in another state may be excluded from attendance in the BLANK Schools, in accordance with Policy JEC School Admission. In the case of a suspension of more than thirty days, the term of the exclusion may not exceed the duration of such suspension.

In excluding any such expelled student from school attendance, the School Board may accept or waive any or all of any conditions for readmission imposed upon such student by the expelling school board pursuant to Va. Code § 22.1-277.06. The School Board shall not impose additional conditions for readmission to school.

No suspended student is admitted to the regular school program until such student and the student's parent have met with school officials to discuss improvement of the student's behavior, unless the school principal or principal's designee determines that re-admission, without parent conference, is appropriate for the student.

If the parent fails to comply with this policy or Policy JEC School Admission, the School Board may ask the Juvenile and Domestic Relations Court to proceed against the parent for willful and unreasonable refusal to participate in efforts to improve the student's behavior.

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

The School Board Committee may permit students excluded pursuant to this section to attend an alternative education program provided by the School Board for the term of such exclusion.

#### IX. DISCIPLINING STUDENTS WITH DISABILITIES

Students with disabilities are disciplined in accordance with Policy JGDA Disciplining Students with Disabilities.

Adopted:

---

---



Legal Refs.: ~~20 U.S.C. § 7151.~~ 20 U.S.C. § 7961.

Code of Virginia, 1950, as amended, §§ 15.2-915.4, 16.1-260, 18.2-119, 18.2-308.1, 18.2-308.7, 18.2-308.2:2, 22.1-200.1, 22.1-254, 22.1-276.01, 22.1-276.2, 22.1-277, 22.1-277.04, 22.1-277.05, 22.1-277.06, 22.1-277.07, 22.1-277.07:1, 22.1-277.08, 22.1-277.2, 22.1-277.2:1, 22.1-279.3:1.  
8 VAC 20-560-10.

Cross Refs.:	IGBH	Alternative School Programs
	JEC	School Admission
	JFC	Student Conduct
	JFCD	Weapons in School
	JGDA	Disciplining Students with Disabilities
	JGDB	Discipline of Students with Disabilities for Infliction of Serious Bodily Injury
	KG	Community Use of School Facilities

## DISCIPLINING STUDENTS WITH DISABILITIES

Students with disabilities, who violate the student code of conduct, or engage in conduct for which they may be disciplined, will be disciplined in accordance with this policy. Additionally, the regular disciplinary procedures must be followed. School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability as a result of discipline.

### I. Long-Term Suspensions, Expulsions or Short-Term Suspensions Which Constitute a Pattern are Long Term Removals and Considered a Disciplinary Change in Placement

For the purpose of removing students with disabilities from their current educational placements, a disciplinary change in placement occurs when:

- (1) the removal is for more than 10 consecutive school days at a time; or
- (2) Pattern analysis: there is a series of removals during the school year, each of which is for 10 days or less and they cumulate to more than 10 days in a school year and constitute a pattern because of:
  - (a) the length of each removal,
  - (b) the proximity of the removals to each other,
  - (c) the total time the student is removed, and
  - (d) the child's behavior is substantially similar to the child's behavior in the series of removals for previous incidents in the school year.
- (e) The pattern analysis determination is made and documented by the administration.

If the disciplinary action will result in a long term removal, the student's parents must be sent notice of the recommendation of discipline the same day as the decision is made for the disciplinary change in placement and must be provided with a copy of the procedural safeguards. The procedures outlined in Section IV must also be followed.

A parent may request a due process hearing to challenge the pattern analysis determination. For any disciplinary change in placement, a Manifestation Determination Review ("MDR") must be held and the Individualized Education Program (IEP) team must meet to determine the educational services to be provided during the long-term removal.

### II. Short-Term Suspensions

A short-term suspension is a suspension of 10 consecutive days or less at a time.

School authorities may remove a student with a disability from ~~his or her~~ the student's current educational setting for 10 school days cumulative in a school year



to the extent that such removals would be applied to students without disabilities and for additional short-term suspensions during the school year provided no pattern exists. Short term suspensions which constitute a pattern will be handled through long term removal procedures.

No MDR or IEP meeting is required for a short term removal, although an IEP meeting may be held if needed. Educational services are provided for each day of removal after the first ten days of removal in a school year. Educational services should also be provided during the first ten days of removal if services are provided to a student without disabilities in the same circumstances.

### III. Functional Behavior Assessments and Behavior Intervention Plans

If the MDR team members determine that a manifestation exists, the IEP team must:

- conduct a Functional Behavioral Assessment (FBA) and implement a Behavioral Intervention Plan (BIP), if no FBA was conducted previously; or,
- if the student already has an FBA and a BIP in place, review and modify the BIP, as necessary to address the behavior.

If a manifestation is found, the school division and the parent may still agree to a change in placement made through the IEP process. Without this agreement, the student must return to the placement from which the student was removed. Nothing in this section limits the authority of the school division for the first ten days of removal in a school year or for applicable forty-five school day removals.

If the MDR team members determine that there is no manifestation, then the IEP team should decide whether there is a need to conduct or review an FBA and BIP.

### IV. Educational Services While Disciplined

For the first 10 days of removal in a school year, the School Board is not required to provide educational services to the student with a disability if services are not provided to students without disabilities who have been similarly removed.

After the first 10 days of removal in a school year, the School Board shall provide educational services to the student during the period of removal. The services must enable the student to:

- 1) continue to progress in the general curriculum, although in another setting, and
- 2) make progress toward meeting the goals set out in the student's IEP.

The determination of the educational services is made by the IEP team if the discipline constitutes a change in placement. For a short term removal which is not



a change in placement, the determination of the education services is made by school personnel in consultation with the student's special education teacher.

#### V. Manifestation Determination Review

When a disciplinary action is proposed that will result in a disciplinary change of placement, an MDR shall be conducted within 10 school days after the date on which the decision to take disciplinary action is made. This review shall be conducted by the Manifestation Team which consists of a local educational agency representative, the parent(s) and relevant members of the IEP team (as determined by the parent and the school division).

The Manifestation Team may determine that the behavior of the student was not a manifestation of such child's disability only if the Team:

- 1) considers all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information supplied by the parents; and
- 2) determines that:
  - (a) the conduct in question was not caused by, or did not have a direct and substantial relationship to, the student's disability; and
  - (b) the conduct in question was not the direct result of the school division's failure to implement the IEP.

#### VI. Disciplinary Action Following an MDR Determination that there is No Manifestation

If the behavior is not a manifestation of the student's disability, the disciplinary procedures will be applied in the same manner as applied to students without disabilities. The student must continue to receive the educational services necessary to enable the student to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. In addition, the special education and disciplinary records of the student must be made available to the person who makes the final decision regarding the imposition of discipline.

A parent may request an expedited due process hearing if the parent disagrees with the determination that the behavior was not a manifestation of the student's disability or if the parent disagrees with any decision regarding the placement of the student while disciplined. During any appeal, the student will remain in the interim alternative education setting unless reversed by decision of the hearing officer; provided, however, the student may still serve the balance of any applicable forty-five school day removal. The placement may also be changed through the IEP process with the consent of the parent.



VII. Disciplinary Action Following MDR Determination that there is a Manifestation

A student with a disability whose behavior is determined to be a manifestation of ~~his or her~~ the student's disability may not be disciplined except to the extent a removal is otherwise permitted by law. The student may be removed to a more restrictive placement by following change in placement procedures through the IEP process. The IEP team must conduct or review an FBA and/or BIP as provided in Section III.

VIII. Interim Alternative Educational Settings for Weapons, Drugs and Infliction of Serious Bodily Injury

Students with disabilities 1) who carry or possess a weapon to or at school, or on school premises, or to or at a school function under the jurisdiction of a state or local educational agency; 2) who knowingly possess or use illegal drugs or sell or solicit the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a state or local educational agency; or 3) who inflict serious bodily injury upon another person at school, on school premises, or at a school function under the jurisdiction of a state or local educational agency may be disciplined pursuant to Policies JFCD Weapons in School, JFCF Drugs in School or JGDB Discipline of Students with Disabilities for Infliction of Serious Bodily Injury and may be placed in an interim alternative educational setting for up to forty-five school days. These options are available even if a manifestation exists. If no manifestation is found, the student may be disciplined to the extent a student without disabilities would be disciplined.

Weapons, controlled substance and serious bodily injury have the meaning given under state regulations in 8 VAC 20-81-10.

Any interim alternative educational setting shall be selected, by the IEP team, so as to enable the student to continue to progress in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. The student must also receive, as appropriate, an FBA, behavioral intervention services and modifications designed to address the behavior so it does not recur.

IX. Change of Placement by Hearing Officer

In addition to the other options for removal, a hearing officer through an expedited due process hearing requested by the school division, may order a change in the placement for a student with a disability to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the hearing officer determines that maintaining the current placement of such student is substantially likely to result in injury to the student or others. Additional forty-five (45) school day removals may be authorized by the hearing officer as appropriate.



X. Placement During Appeals

During the course of any appeals, the student's placement shall be in accordance with the provisions of state and federal law unless the parent and the school division agree otherwise. Students with disabilities are also entitled to the due process rights available to a non-disabled student who is subject to discipline. In addition, students with disabilities are entitled to the due process procedures available under the Individuals with Disabilities Education Act, as amended, and any state procedures.

XI. Students Not Yet Identified as Disabled

Students for whom the parents assert there is a disability but who have not yet been identified as disabled may be subjected to the same measures applied to students without disabilities if the school division did not have knowledge of the disability before the behavior that precipitated the disciplinary action occurred. A school division will be found to have knowledge of the student's disability if, before the behavior that precipitated the disciplinary action occurred, one of the following occurred:

- (1) the parent expressed concern in writing to supervisory or administrative personnel of the school division, or to a teacher of the student, that the student is in need of special education and related services; or
- (2) the parent requested an evaluation of the student for special education eligibility; or
- (3) the student's teacher or other school personnel expressed specific concerns about a pattern of behavior demonstrated by the student directly to the director of special education or to other supervisory personnel of the school division that suggests the presence of a disability.

A school division would not be found to have knowledge of a student's disability if:

- (1) the parents refused to allow an evaluation of the student or refused special education services; or
- (2) the student was evaluated and found not eligible for special education services.

If a request for an initial evaluation is made during the period a student is subject to disciplinary measures, the evaluation shall be conducted in an expedited manner. If the student is found eligible as a child with a disability, taking into consideration information from the evaluation conducted by the school division and information provided by the parents, then the student must be provided special education and related services, although in another setting. Pending the results of the evaluation, the student shall remain in the educational placement determined



by the school authorities which placement can include suspension or expulsion without services.

## XII. Disciplining Certain Section 504 Students Who Violate Alcohol and Drug Policies

Students who are identified as disabled solely under Section 504 of the Rehabilitation Act, and who are currently engaging in the illegal use of drugs or alcohol, may be disciplined for violating the division's alcohol and drug policies to the same extent as non-disabled students. The student is not entitled to a due process hearing under special education procedures in this circumstance but does retain the protections afforded to regular education students.

## XIII. Reporting of Crimes

Nothing in these procedures prevents the reporting of a crime to appropriate authorities or prevents state law enforcement and judicial authorities from exercising their responsibilities.

Adopted:

Revised:

---

---

Legal Refs.: 20 U.S.C. § ~~1415(k)~~ 1415.  
29 U.S.C. § ~~705(20)(C)(iv)~~ 705.

34 C.F.R. 300.530-300.536.

Code of Virginia, 1950, as amended, § 22.1-279.6.

8 VAC 20-81-160.

Cross Ref.:	JFC	Student Code of Conduct
	JFCD	Weapons in School
	JFCF	Drugs in School
	JGD/JGE	Student Suspensions/Expulsions
	JGDB	Discipline of Students with Disabilities for Infliction of Serious Bodily Injury

## ADMINISTERING MEDICATION TO STUDENTS

The administration of medication to a student during school hours shall be provided for the purpose of providing essential medications necessary in order for the student to attend school or benefit from his/her educational program.

Prince George County Public School qualified personnel may administer medication to students only pursuant to written authorization as follows. All medication (with the exception of acetaminophen, ibuprofen and naproxen) shall require written authorization of student's licensed prescriber (physician, nurse practitioner, or physician assistant) and parent or guardian. Acetaminophen, ibuprofen and naproxen shall require only written authorization of student's parent or guardian, unless any of the following situations exist, at which time licensed prescriber's authorization is required:

- student requires medication for more than three consecutive school days;
- dosage exceeds recommended amount for age and/or weight;
- medication is contraindicated according to student's health condition and/or other medication being taken;
- personnel administering medication, at his/her discretion, determines that the medication should not be administered.

For purposes of this policy, "medication" shall be defined as all medications including over-the-counter nonprescription medications, vitamins, herbal products, dietary supplements, and those prescribed by a physician.

All medication must be delivered to the principal, school nurse or school division designee by the parent or guardian of the student. Prescription medication must be in the originally labeled prescription bottle that clearly indicates name of student, name of medication, dosage and hour to be given, and name of prescriber. Over-the-counter medication must be in the original, unopened container, labeled with student's name.

With the exception of insulin, asthma medication and/or auto-injectable epinephrine, (as discussed below) the possession, sharing, borrowing, distributing, manufacturing or selling of any medication is prohibited for students.

### Diabetes Self-Care

Each enrolled student who is diagnosed with diabetes, with parental consent and written approval from the physician/prescriber, is permitted to carry with him/her and use supplies, including a reasonable and appropriate short-term supply of carbohydrates, and insulin pump, and equipment for immediate treatment of high and low blood glucose levels, and be able to self-check his/her own blood glucose levels on school buses, on school property, and at school-sponsored activities.



A local school board employee who is a registered nurse, licensed practical nurse, or certified nurse aide and who has been trained in the administration of insulin, including the use and insertion of insulin pumps, and the administration of glucagon may assist a student who is diagnosed with diabetes and who carries an insulin pump with the insertion or reinsertion of the pump or any of its parts. For the purposes of this subsection, "employee" has the same meaning as in subsection E of § 22.1-274. Prescriber authorization and parental consent shall be obtained for any such employee to assist with the insertion or reinsertion of the pump or any of its parts. Nothing in this section shall require any employee to assist with the insertion or reinsertion of the pump or any of its parts."

### Self-Administration of Medication

Self-administration of any medication with the exception of insulin, asthma medication and/or auto-injectable epinephrine (as discussed below) is prohibited for students.

Students with a diagnosis of diabetes, asthma, and/or anaphylaxis are permitted to possess and self-administer insulin, inhaled asthma medications and/or auto-injectable epinephrine, as the case may be, in accordance with this policy during the school day, at school-sponsored activities, or while on a school bus or other school property. A student may possess and self-administer insulin, asthma medication, and/or auto-injectable epinephrine when the following conditions are met:

- Written parental consent that the student may self-administer insulin, inhaled asthma medications and/or auto-injectable epinephrine is on file with the school.
- Written notice from the student's health care provider is on file with the school, indicating the identity of the student, stating the diagnosis of diabetes, asthma and/or anaphylaxis, and approving self-administration of insulin, inhaled asthma medications and/or auto-injectable epinephrine that have been prescribed for the student; specifying the name and dosage of the medication, the frequency in which it is to be administered and the circumstances which may warrant its use; and attesting to the student's demonstrated ability to safely and effectively self-administer the medication.
- An individualized health care plan is prepared, including emergency procedures for any life-threatening conditions.
- There is a consultation with the student's parent before any limitations or restrictions are imposed on a student's possession and self-administration of insulin, inhaled asthma medications and/or auto-injectable epinephrine, and before the permission to possess and self-administer insulin, inhaled asthma



medications and/or auto-injectable epinephrine at any point during the school year is revoked.

- Self-administration of insulin, inhaled asthma medications and/or auto-injectable epinephrine is consistent with the purposes of the Virginia School Health Guidelines and the Guidelines for Specialized Health Care Procedures Manual, which are jointly issued by the Virginia Department of Education and the Virginia Department of Health.
- Information regarding the health condition of the student may be disclosed to school board employees in accordance with state and federal law governing the disclosure of information contained in student scholastic records.

Permission granted to a student to possess and self-administer asthma medications or auto-injectable epinephrine, or both, will be effective for a period of 365 calendar days, and must be renewed annually. Permission granted to a student to possess and self-administer insulin must be renewed annually at the beginning of each school year. However, a student's right to possess and self-administer insulin, inhaled asthma medication and/or auto-injectable epinephrine may be limited or revoked after appropriate school personnel consult with the student's parents.

### Epinephrine

Pursuant to an order or standing protocol issued by the prescriber within the course of his professional practice, a school nurse or any School Board employee who is authorized and trained in the administration of epinephrine may possess epinephrine and may administer it to any student believed to be having an anaphylactic reaction.

Each school shall provide at least two (2) doses each of 0.15mg and 0.3mg of auto-injectable epinephrine (called "stock epinephrine") to be administered to any student believed to be having an anaphylactic reaction on school premises, during the academic day.

Stock epinephrine does not extend to activities off school grounds (including transportation to and from school, field trips, etc.) or outside of the academic day (sporting events, extra-curricular activities, etc.). Stock epinephrine is intended for use on school premises and shall not be carried offsite. It is expected that parents of students with known life threatening allergies and/or anaphylaxis provide the school with written instructions from the students' health care provider for handling anaphylaxis and all necessary medications for implementing the student specific order on an annual basis. Stock epinephrine is not intended to replace student specific orders or parent provided individual medications.



### Albuterol Inhalers

As of January 1, 2022, albuterol inhalers and valved holding chambers are stocked in each school in the division to be administered by any school nurse, employee of the School Board, employee of a local appropriating body, or employee of a local health department who is authorized by the local health director and trained in the administration of albuterol inhalers and valved holding chambers for any student believed in good faith to be in need of such medication.

### Civil Immunity

School principals and other employees of school boards who supervise the self-administration of inhaled asthma medication or auto-injectable epinephrine by a student will be immune from liability for any civil damages for acts or omissions resulting from the supervision of self-administration of inhaled asthma medication or auto-injectable epinephrine, when such function is performed in good faith, without compensation, and in the absence of gross negligence or willful misconduct. School principals and other employees of school boards will be immune from liability for any civil damages for any injuries or deaths resulting from the misuse of such auto-injectable epinephrine.

A school nurse or an employee of a school board, authorized by a prescriber and trained in the administration of epinephrine, who provides, administers, or assists in the administration of epinephrine to a student believed in good faith to be having an anaphylactic reaction, or is the prescriber of the epinephrine, shall not be liable for any civil damages for ordinary negligence in acts or omissions resulting from the rendering of such treatment.

An employee of a school board, authorized by a prescriber and trained in the administration of insulin and glucagon, who, upon the written request of the parents as defined in § 22.1-1, assists with the administration of insulin or administers glucagon to a student diagnosed as having diabetes who requires insulin injections during the school day or for whom glucagon has been prescribed for the emergency treatment of hypoglycemia shall not be liable for any civil damages for ordinary negligence in acts or omissions resulting from the rendering of such treatment if the insulin is administered according to the child's medication schedule or such employee has reason to believe that the individual receiving the glucagon is suffering or is about to suffer life-threatening hypoglycemia. Whenever any employee of a school board is covered by the immunity granted herein, the school board employing him shall not be liable for any civil damages for ordinary negligence in acts or omissions resulting from the rendering of such insulin or glucagon treatment.

## Regulation

The superintendent shall develop a regulation for administration of medicines to students. The regulation shall include provisions for the handling, storage, monitoring, documentation and disposal of medication.

Adopted: June 13, 2005

Revised: August 8, 2005; July 9, 2007; July 13, 2009 (administratively); August 8, 2011; August 13, 2012 (administratively); August 11, 2014; June 29, 2017

---

Legal Ref.: Code of Virginia, as amended, sections 22.1-78, 22.1-274.2, 54.1-2957.02, 8.01-225, 8.01-226.5:1, 54.1-3401

Cross Ref.: EBBA First Aid/CPR Certified Personnel  
JHCD-R Anaphylaxis Policy - Recognition and Treatment of Anaphylaxis  
(Severe Allergic Reaction) in the School Setting  
JHCE Recommendation of Medication by School Personnel

### Additional References:

American Academy of Pediatrics. (2003). Policy statement: Guidelines for the administration of medication in school. *Pediatrics*, 112 No. 3, 697-699.

Hootman, J., Schwab, N. C., Gelfman M. H. B., Gregory, E. K., & Pohlman, K. J. (2005). School nursing practice: Clinical performance issues. In N. Schwab and M. Gelfman's (Eds.), *Legal issues in school health services—A resource for school administrators, school attorneys, and school nurses*, (pp 167-230). New York: Authors Choice Press.

Smith, G. P. & Cruise, E. G. (Eds.). (2006). *Manual for the training of public school employees in the administration of medication*. Virginia Department of Education.



## STUDENT ABSENCES/EXCUSES/DISMISSALS

### I. Student Attendance Policy

Student attendance is a cooperative effort and the School Board involves parents and students in accepting the responsibility for good attendance.

Each parent/guardian or person having control or charge of a child within the compulsory attendance age is responsible for such child's regular and punctual attendance at school as required under provisions of the law.

Parents of students who are absent must inform the school of the reason for the absence no later than upon the student's return to school. Absences are excused for the following reasons:

- for middle and high school students, one<sup>1</sup> school day per school year to engage in a civic event
- Illness;
- Medical appointments;
- Court appointments;
- Religious holidays; and
- Funerals

The superintendent, by regulation, establishes procedures for appropriate interventions when a student engages in a pattern of absences for less than a full day, the explanation of which, if it were a full-day absence, would not be an excused absence.

The superintendent's regulations include procedures for excusing students who are absent by reason of observance of a religious holiday. Such regulations ensure that a student is not deprived of any award or of eligibility or opportunity to compete for any award, or of the right to take an alternate test or examination, which the student missed by reason of such absence, if the absence is verified in an acceptable manner.

Students shall attend school for a full day unless excused by the principal or principal's designee.

High school students may spend a maximum of five (5) school days each academic year participating in High School to Work Partnerships established pursuant

---

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

<sup>1</sup> Virginia law requires school boards to excuse a one school-day absence for middle school and high school students to engage in a civic event. School boards may permit additional excused absences for such purpose. School boards may require that the student provide advance notice of the intended absence and require that the student provide documentation of participation in a civic event.



to guidelines developed by the Board of Education. Students who miss a partial or full day of school while participating in Partnership programs are not counted as absent for the purposes of calculating average daily membership. The superintendent's regulations include procedures by which students may make up work missed while participating in a High School to Work Partnership.

An attendance officer, or a division superintendent or superintendent's designee when acting as an attendance officer pursuant to Va. Code § 22.1-258, may complete, sign, and file with the intake officer of the juvenile and domestic relations district court, on forms approved by the Supreme Court of Virginia, a petition for a violation of a school attendance order entered by the juvenile and domestic relations district court pursuant to Va. Code § 16.1-278.5 in response to the filing of a petition alleging the pupil is a child in need of supervision as defined in Va. Code § 16.1-228.

Nothing in this policy shall be construed to limit in any way the authority of any attendance officer or the division superintendent to seek immediate compliance with the compulsory school attendance law.

## II. Compulsory Attendance Procedures

Whenever a student fails to report to school on a regularly scheduled school day and no information has been received by school personnel that the student's parent is aware of and supports the absence, or the parent provides a reason for the absence that is unacceptable to the school administration, the school principal, principal's designee, attendance officer or other school personnel or volunteer notifies the parent by phone, email or other electronic means to obtain an explanation. School staff records the student's absence for each day as "excused" or "unexcused". Early intervention with the student and parent or parents takes place for repeated unexcused absences.

### A. Upon Fifth Absence Without Parental Awareness and Support

If (1) a pupil fails to report to school for a total of five scheduled school days for the school year, and (2) there is no indication that the pupil's parent is aware of and supports the absence; and (3) ~~reasonable efforts to notify the parent of the absences have a reasonable effort to notify the parent has failed,~~ then the principal or principal's designee ~~shall make~~ makes a reasonable effort to ensure that direct contact is made with the parent in person, through telephone conversation, or through the use of other communication devices to obtain an explanation for the pupil's absence and to explain to the parent the consequences of continued nonattendance. The school principal or principal's designee, the pupil, and the pupil's parent shall jointly develop a plan to resolve the pupil's nonattendance. Such plan shall include documentation of the reasons for the pupil's nonattendance.

### B. Upon Additional Absences Without Parental Awareness and Support



If the pupil is absent for more than one additional day after direct contact with the pupil's parent and school personnel have received no indication that the pupil's parent is aware of and supports the pupil's absence, the school principal or principal's designee shall schedule a conference with the pupil, the pupil's parent and school personnel. Such conference may include the attendance officer and other community service providers to resolve issues related to the pupil's nonattendance. The conference shall be held no later than 10 school days after the tenth absence of the pupil, regardless of whether his the student's parent approves of the conference. The conference team shall monitor the pupil's attendance and may meet again as necessary to address concerns and plan additional interventions if attendance does not improve. In circumstances in which the parent is intentionally noncompliant with compulsory attendance requirements or the pupil is resisting parental efforts to comply with compulsory attendance requirements, the principal or principal's designee shall make a referral to the attendance officer. The attendance officer shall schedule a conference with the pupil and pupil's parent within 10 school days and may (i) file a complaint with the juvenile and domestic relations district court alleging the pupil is a child in need of supervision as defined in Va. Code § 16.1-228 or (ii) institute proceedings against the parent pursuant to Va. Code § 18.2-371 or § 22.1-262. In filing a complaint against the student, the attendance officer shall provide written documentation of the efforts to comply with the provisions of this policy. In the event that both parents have been awarded joint physical custody pursuant to Va. Code § 20-124.2 and the school has received notice of such order, both parents shall be notified at the last known addresses of the parents.

### III. Report for Suspension of Driver's License

In addition to any other actions taken pursuant to this policy, if a student who is under 18 years of age has 10 or more unexcused absences from school on consecutive school days, the principal may notify the juvenile and domestic relations court, which may take action to suspend the student's driver's license.

### IV. Attendance Reporting

Student attendance is monitored and reported as required by state law and regulations. At the end of each school year, each public school principal reports to the superintendent the number of pupils by grade level for whom a conference was scheduled pursuant to Part II (B) above. The superintendent compiles this information and provides it annually to the Superintendent of Public Instruction.

### V. Dismissal Precautions

Principals do not release a student during the school day to any person not authorized by the student's parent/guardian to assume responsibility for the pupil. Students are released only on request and authorization of parent or guardian. The

superintendent establishes procedures for release of pupils who are not residing with or under the supervision of a parent/guardian. The burden of proof on the authority of the person to receive the student is on the requesting party. A formal check-out system is maintained in each school.

**In the case of marital difficulty where one parent provides evidence of legal custody granted by the court and has requested that the student not be permitted to leave with the other parent, the request is to be enforced.**

Adopted:

\_\_\_\_\_  
\_\_\_\_\_

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-227.1, 22.1-254, 22.1-258, 22.1-260, 22.1-279.3, 46.2-323, 46.2-334.01, and 54.1-3900.

8 VAC 20-730-10.

8 VAC 20-730-20.

Cross Refs.: IGAJ                      Driver Education  
JFC                                      Student Conduct



## DRUGS IN SCHOOL

### I. Generally

~~Possession of a controlled substance, imitation controlled substance or marijuana, as defined in Va. Code § 18.2-247 on school property or at a school-sponsored activity is prohibited.~~

No person may manufacture, sell or distribute or possess with intent to sell, give or distribute any controlled substance or imitation controlled substance while

- on the property, including building or grounds, of any public school;
- on public property or any property open to public use within 1,000 feet of the property, including building or grounds, of any public school;
- on any school bus; or
- at any designated school bus stop or any property open to public use within 1,000 feet of such school bus stop during the time when school children are waiting to be picked up and transported to or are being dropped off from school or a school sponsored activity.

### A. Expulsion

A student who is determined to have brought a controlled substance, ~~imitation controlled substance, or marijuana,~~ substance or imitation controlled substance onto school property or to a school-sponsored activity may be expelled in accordance with Policy JGD/JGE Student Suspension/Expulsion. The School Board may determine, based on the facts of the particular case that special circumstances exist and another form of discipline is appropriate. In addition, the School Board may, ~~by regulation, authorize~~ authorizes the superintendent or superintendent's designee to conduct a preliminary review of such cases to determine whether a disciplinary action other than expulsion is ~~appropriate.~~<sup>†</sup> appropriate. Any disciplinary action imposed pursuant to such a review must be taken in accordance with Article 3 of Chapter 14 of Title 22.1 of the Code of Virginia.

### B. Prevention and Intervention

Any student who violates this policy shall participate in the prevention and intervention activities identified in BLANK school division's drug and violence prevention plan.

---

FOOTNOTE IS FOR REFERENCE ONLY AND SHOULD BE REMOVED FROM FINAL POLICY.

~~†If the School Board adopts such a regulation, it must ensure that any disciplinary action imposed is taken in accordance with Article 3 of Chapter 14 of Title 22.1 of the Code of Virginia.~~

The School Board may require any student who is in possession of or under the influence of drugs at school or school-sponsored activities to: (1) undergo evaluation for drug abuse and (2) participate in a drug treatment program if recommended by the evaluator and if the student's parent consents.

C. Required Reporting to Parents and Local Law Enforcement

The Principal shall report a violation of this policy to parents and local law enforcement as required by Policy CLA Reporting Acts of Violence and Substance Abuse.

II. Students with Disabilities

A. Students with disabilities are subject to the provisions of Section I of this policy and may be disciplined to the same extent as a nondisabled student provided the manifestation review committee determines that the violation was not a manifestation of the student's disability. The provisions of Policy JGDA Disciplining Students with Disabilities will be followed in addition to the regular disciplinary procedures.

B. Additional authority to remove a student with a disability from school for a drug violation.

1. In addition to the authority granted in subsection A above, a student with a disability may be removed without parent consent and assigned to an interim alternative education program by school personnel for not more than forty-five (45) school days when the student knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a state or local educational agency. This option is available regardless of whether a manifestation exists. The removal should not be in excess of any removal imposed on a student without a disability for the same offense.

2. For purposes of this forty-five (45) school day removal, "illegal drugs" and "controlled substance" are defined as follows:

a. Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in § 202(c) of the Controlled Substances Act at 21 U.S.C. § 812(c).

b. Illegal drug means a controlled substance, but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.



Adopted:

---

---

Legal Refs: 20 U.S.C. §§ ~~1415(k)(1)(G)(ii), 1415(k)(7)(A), 1415(k)(7)(B)~~. § 1415

21 U.S.C. § ~~812(e)~~. 812.

Code of Virginia, 1950, as amended, §§ 18.2-247, 18.2-250, 18.2-250.1, 18.2-255.2, 22.1-277.08.

8 VAC 20-81-10.

Cross Refs:	CLA	Reporting Acts of Violence and Substance Abuse
	JGD/JGE	Student Suspension/Expulsion
	JFC	Student Conduct
	<del>JFC-R</del>	<del>Standards of Student Conduct</del>
	JGDA	Disciplining Students with Disabilities

Date: October 4, 2021

Presenter: Lisa Pennycuff

Approved: \_\_\_\_\_  
Disapproved: \_\_\_\_\_  
Tabled: \_\_\_\_\_

---

TOPIC: October is "Bullying Prevention Month"

RATIONALE: The VSBA Board of Directors has designated the month of October as Virginia Bullying Prevention Month. The Prince George School Board Policy manual includes several policies which addresses bullying.

Policy JFC, Student Conduct, defines bullying as:

Bullying and Use of Electronic Means for Bullying

Bullying is prohibited. "Bullying" means any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. "Bullying" includes cyber bullying. "Bullying" does not include ordinary teasing, horseplay, argument or peer conflict.

Policy IGAI, Character Education, states that the division's character education program will include instruction on the inappropriateness of bullying.

Policy GCL, Professional Staff Development, provides that the division's professional development program educates school board employees about bullying and the need to create a bully-free environment.

In addition to policies that address bullying by name, it is important to remember that bullying is a term which incorporates many types of conduct. Some of that conduct, such as hitting, may amount to criminal misconduct. When that is the case, the conduct must be reported to law



enforcement officials pursuant to Policy CLA, Reporting Acts of Violence and Substance Abuse. The conduct may also be addressed by Policy JFHA/GBA, Prohibition Against Harassment and Retaliation. Whenever a division is confronted with conduct that may be bullying, it should carefully consider whether the conduct is also prohibited harassment. When a division discovers harassment, it should consider not only appropriate discipline for the harasser(s) but should also consider whether broader remedies, such as school-wide or division-wide training are necessary.

Additional information from the Office of Civil Rights (OCR) is available by visiting

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.html>

Attached is a Proclamation designating the month of October, 2021 as "School Bullying Prevention Month" in Prince George County.

RECOMMENDATION: Approve the Proclamation as presented.



**PROCLAMATION DESIGNATING THE MONTH OF OCTOBER 2021 AS  
“SCHOOL BULLYING PREVENTION MONTH”  
IN PRINCE GEORGE COUNTY PUBLIC SCHOOLS**

WHEREAS, school bullying has become an increasingly significant problem in the United States and Virginia; and

WHEREAS, over twenty percent of the youth in the United States are estimated to be involved in bullying each year, either as a bully or as a victim; and

WHEREAS, an estimated one hundred sixty thousand students in kindergarten through twelfth grade miss school every day due to a fear of being bullied; and

WHEREAS, bullying can take many forms, including verbal, physical, and most recently in cyberspace, and can happen in many places on and off school grounds; and

WHEREAS, it is important for Virginia parents, students, teachers, and school administrators to be aware of bullying, and to encourage discussion of the problem as a school community; and

WHEREAS, the Prince George School Board has developed a model policy on anti-bullying to encourage positive behaviors and to eliminate bullying behaviors;

Now, THEREFORE, the PRINCE GEORGE COUNTY SCHOOL BOARD recognizes the month of October, 2021, as School Bullying Prevention Month, with the intention that the issue of bullying and its prevention be discussed in Virginia schools and classrooms during that time.

Adopted this 4<sup>th</sup> day of October, 2021.

\_\_\_\_\_  
Robert E. L. Eley, III, School Board Chairman

Attest:

\_\_\_\_\_  
Stephanie Estep, Deputy Clerk of the board





# CERTIFICATE of RECOGNITION

*By virtue of the authority vested by the Constitution of Virginia in the Governor of the Commonwealth of Virginia, there is hereby officially recognized:*

## **BULLYING PREVENTION MONTH**

**WHEREAS**, school bullying has become an increasingly significant and prevalent problem throughout the Commonwealth and the nation; and

**WHEREAS**, it is estimated that more than twenty percent of the United States' youth are involved in bullying each year, either as a victim or as an aggressor; and

**WHEREAS**, bullying can assume many forms, including verbal, physical, emotional, and cyber, and can happen both on and off school grounds; and

**WHEREAS**, it is important for Virginia parents, students, teachers, and school administrators to be aware of and address bullying, and to encourage discussion of the problem as a school community; and

**NOW, THEREFORE**, I, Ralph S. Northam, do hereby recognize October 2021, as **BULLYING PREVENTION MONTH** in our **COMMONWEALTH OF VIRGINIA**, and I call this observance to the attention of all our citizens.



  
Governor

  
Secretary of the Commonwealth

Date: October 4, 2021

Presenter: Monique Barnes

Approved: \_\_\_\_\_

Disapproved: \_\_\_\_\_

Tabled: \_\_\_\_\_

TOPIC: Request for Final Budget Adjustments- Categorical Transfers for the 2020-2021 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 2020-21 budget (prior year) transfers are needed to clear the categorical deficit on June 30, 2021.

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 four (4) major categories still overspent at year-end:

<u>Technology</u>	<u>\$ 157</u>
<u>Administration &amp; Health</u>	<u>\$ 272,458</u>
<u>Maintenance &amp; Operations</u>	<u>\$ 162,956</u>
<u>Capital Outlay</u>	<u>\$ 134,419</u>

CATEGORY	AVAILABLE BALANCE	BUDGET REDUCTION	BUDGET INCREASE	EXPLANATION
INSTRUCTION	\$1,339,116	(\$475,000)		Savings generated from unfilled positions.
ADMINISTRATION & HEALTH	(\$272,458)		\$275,000	Additional Nurses & Supplies – Covid-19
TRANSPORTATION	\$253,725	(\$100,250)		Savings in fuel consumption, overtime, extra runs- field trips



OPERATIONS & MAINTENANCE	(\$162,956)		\$165,000	Overage generated due to increased costs in utilities and supplies
CAPITAL OUTLAY	(\$134,419)		\$135,000	Open purchase orders remained at year-end that had to be closed for FY21 and reopened in FY22- "Rolled" because projects were not completed.
TECHNOLOGY	(\$157)		\$ 250	Slight overage due to correct alignment of software expenses to correct category..
TOTAL AS OF 9/23/21	\$1,022,851	(\$575,250)	\$575,250	

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

Date: October 4, 2021

Presenter: Lisa Pennycuff, Ed.D.

Approved: \_\_\_\_\_  
Disapproved: \_\_\_\_\_  
Tabled: \_\_\_\_\_

---

TOPIC: Maggie Walker – Admission Criteria of Students

RATIONALE: The Director of Maggie Walker in collaboration with the Policy Steering Committee of Maggie Walker has asked all Regional School Board members to share the revisions to the criteria for admission. These include adjustments to the weighting that puts a greater emphasis on the writing samples from a weight of 15% previously to 25% with the revision. This is offset by removing the achievement test that was a measure similar to an end-of-course History assessment.

Recommendation: The recommendation is to support this criteria adjustment and provide the PGCPs representative with our thoughts on this matter so she can vote on behalf of the PGCPs School Board.



PRINCE GEORGE COUNTY PUBLIC SCHOOLS

Financial Report for JUNE 2021 - Period 13 FY21 - August

	Adopted	Adopted Changes	Revised	Prior Period Actual	Current Month	Year to Date Actual	Year to Date Encumbered	Remaining Revenue Amount	Remaining Revenue %
<b>Revenue</b>									
<b>Operating Fund</b>									
Other Funds	\$ 260,000	\$ -	\$ 260,000	\$ 228,537	\$ 1,546	\$ 230,083	\$ -	\$ 29,917	11.5%
State Funds	\$ 43,802,352	\$ 1,142,030	\$ 44,944,382	\$ 45,067,552	\$ 492,380	\$ 45,559,933	\$ -	\$ (615,551)	-1.4%
Federal Funds	\$ 5,039,686	\$ 1,480,997	\$ 6,520,683	\$ 6,460,511	\$ -	\$ 6,460,511	\$ -	\$ 60,172	0.9%
Local Transfer	\$ 16,525,450	\$ 47,039	\$ 16,572,489	\$ 16,572,489	\$ -	\$ 16,572,489	\$ -	\$ -	0.0%
	<u>\$ 65,627,488</u>	<u>\$ 2,670,066</u>	<u>\$ 68,297,554</u>	<u>\$ 68,329,090</u>	<u>\$ 493,926</u>	<u>\$ 68,823,016</u>	<u>\$ -</u>	<u>\$ (525,462)</u>	<u>-0.8%</u>
<b>Federal Funds</b>									
All Grants	\$ 2,265,345	\$ 581,041	\$ 2,846,386	\$ 2,057,284	\$ 473,859	\$ 2,531,142	\$ -	\$ 315,244	11.1%
	<u>\$ 2,265,345</u>	<u>\$ 581,041</u>	<u>\$ 2,846,386</u>	<u>\$ 2,057,284</u>	<u>\$ 473,859</u>	<u>\$ 2,531,142</u>	<u>\$ -</u>	<u>\$ 315,244</u>	<u>11.1%</u>
<b>Textbook Fund</b>									
State Funds	\$ 498,898	\$ -	\$ 498,898	\$ 479,895	\$ -	\$ 479,895	\$ -	\$ 19,003	3.8%
Use of Fund Balance	\$ -	\$ 347,122	\$ 347,122	\$ -	\$ 338,088	\$ 338,088	\$ -	\$ 9,034	2.6%
Transfer from School Fund	\$ 163,385	\$ -	\$ 163,385	\$ 163,385	\$ -	\$ 163,385	\$ -	\$ -	0.0%
	<u>\$ 662,283</u>	<u>\$ 347,122</u>	<u>\$ 1,009,405</u>	<u>\$ 643,280</u>	<u>\$ 338,088</u>	<u>\$ 981,368</u>	<u>\$ -</u>	<u>\$ 28,037</u>	<u>2.8%</u>
<b>Nutritional Services Fund</b>									
Revenue - Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
Cafeteria Receipts	\$ 1,334,135	\$ -	\$ 1,334,135	\$ 106,592	\$ -	\$ 106,592	\$ -	\$ 1,227,543	92.0%
Food Commodities	\$ 180,000	\$ -	\$ 180,000	\$ -	\$ -	\$ 163,339	\$ -	\$ 16,661	9.3%
State Funds	\$ 63,756	\$ -	\$ 63,756	\$ 49,531	\$ -	\$ 49,531	\$ -	\$ 14,225	22.3%
Federal Funds	\$ 1,590,061	\$ 37,284	\$ 1,627,345	\$ 2,069,811	\$ 157,326	\$ 2,227,137	\$ -	\$ (599,792)	-36.9%
Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
	<u>\$ 3,167,952</u>	<u>\$ 37,284</u>	<u>\$ 3,205,236</u>	<u>\$ 2,225,934</u>	<u>\$ 157,326</u>	<u>\$ 2,546,599</u>	<u>\$ -</u>	<u>\$ 658,637</u>	<u>20.6%</u>
<b>TOTAL ALL SCHOOL FUNDS</b>	<u>\$ 71,723,068</u>	<u>\$ 3,635,513</u>	<u>\$ 75,358,581</u>	<u>\$ 73,255,587</u>	<u>\$ 1,463,198</u>	<u>\$ 74,882,125</u>	<u>\$ -</u>	<u>\$ 476,456</u>	<u>0.6%</u>

PRINCE GEORGE COUNTY PUBLIC SCHOOLS  
Financial Report for JUNE 2021 - Period 13 FY21 - August

	Adopted	Adopted Changes	Revised	Prior Period Actual	Current Month	Year to Date Actual	Year to Date Encumbered	Available Budget Amount	%
<b>Expenses</b>									
<b>Operating Fund</b>									
Instruction	\$ 47,236,502	\$ 1,054,408	\$ 48,290,910	\$ 46,926,047	\$ 25,747	\$ 46,951,794	\$ -	\$ 1,339,116	2.8%
Technology	\$ 2,927,493	\$ 1,173,619	\$ 4,101,112	\$ 4,041,704	\$ 59,565	\$ 4,101,269	\$ -	\$ (157)	0.0%
Total Instruction	\$ 50,163,995	\$ 2,228,027	\$ 52,392,022	\$ 50,967,751	\$ 85,312	\$ 51,053,063	\$ -	\$ 1,338,959	2.6%
Admin., Health & Attendance	\$ 3,695,068	\$ -	\$ 3,695,068	\$ 3,954,765	\$ 12,761	\$ 3,967,526	\$ -	\$ (272,458)	-7.4%
Pupil Transportation	\$ 4,545,750	\$ -	\$ 4,545,750	\$ 4,292,050	\$ (25)	\$ 4,292,025	\$ -	\$ 253,725	5.6%
Maintenance & Operations	\$ 5,983,422	\$ (169,360)	\$ 5,814,062	\$ 5,975,626	\$ 1,391	\$ 5,977,018	\$ -	\$ (162,956)	-2.8%
Capital Improvements	\$ 322,253	\$ 961,399	\$ 1,283,652	\$ 1,418,070	\$ -	\$ 1,418,070	\$ 354,367	\$ (488,786)	-38.1%
Contingency Fund	\$ 350,000	\$ (350,000)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
Debt Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
County CIP Transfer	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
County CSA Transfer	\$ 567,000	\$ -	\$ 567,000	\$ 567,000	\$ -	\$ 567,000	\$ -	\$ -	0.0%
<b>Total Regular Fund</b>	<b>\$ 65,627,488</b>	<b>\$ 2,670,066</b>	<b>\$ 68,297,554</b>	<b>\$ 67,175,263</b>	<b>\$ 99,440</b>	<b>\$ 67,274,703</b>	<b>\$ 354,367</b>	<b>\$ 668,484</b>	<b>1.0%</b>
<b>Federal Funds</b>									
Instruction - Title I	\$ 624,151	\$ 69,303	\$ 693,454	\$ 625,132	\$ -	\$ 625,132	\$ -	\$ 68,322	9.9%
All Grants	\$ 1,641,194	\$ 511,738	\$ 2,152,932	\$ 1,989,099	\$ (83,089)	\$ 1,906,010	\$ -	\$ 246,922	11.5%
<b>Total Federal</b>	<b>\$ 2,265,345</b>	<b>\$ 581,041</b>	<b>\$ 2,846,386</b>	<b>\$ 2,614,231</b>	<b>\$ (83,089)</b>	<b>\$ 2,531,142</b>	<b>\$ -</b>	<b>\$ 315,244</b>	<b>11.1%</b>
<b>Textbook Fund</b>	<b>\$ 662,283</b>	<b>\$ 347,122</b>	<b>\$ 1,009,405</b>	<b>\$ 981,368</b>	<b>\$ -</b>	<b>\$ 981,368</b>	<b>\$ -</b>	<b>\$ 28,037</b>	<b>2.8%</b>
<b>Nutritional Services Fund</b>	<b>\$ 3,167,952</b>	<b>\$ 37,284</b>	<b>\$ 3,205,236</b>	<b>\$ 2,625,745</b>	<b>\$ 163,339</b>	<b>\$ 2,789,085</b>	<b>\$ -</b>	<b>\$ 416,151</b>	<b>13.0%</b>
<b>TOTAL ALL SCHOOL FUNDS</b>	<b>\$ 71,723,068</b>	<b>\$ 3,635,513</b>	<b>\$ 75,358,581</b>	<b>\$ 73,396,607</b>	<b>\$ 179,690</b>	<b>\$ 73,576,297</b>	<b>\$ 354,367</b>	<b>\$ 1,427,916</b>	<b>1.9%</b>



PRINCE GEORGE COUNTY PUBLIC SCHOOLS  
 Financial Report for JUNE 2021 - Period 13 FY21 - August

**Fund Balance from Operations**

	Beginning Balance	Prior Period Y.T.D.	Current Month	Current Y.T.D.	Rollover PO's & Transfers	Current Balance
Operating Fund	\$ -	\$ 1,153,827	\$ 394,487	\$ 1,548,314	\$ 354,367	\$ 1,193,947
Federal Funds	\$ -	\$ (556,948)	\$ 556,948	\$ -	\$ -	\$ -
Textbook Fund	\$ 347,122	\$ (338,088)	\$ 338,088	\$ -	\$ 338,088	\$ 9,034
Nutritional Services Fund	\$ 966,676	\$ (399,812)	\$ (6,013)	\$ (242,486)	\$ -	\$ 724,190
<b>Total All School Funds</b>	<b>\$ 1,313,798</b>	<b>\$ (141,020)</b>	<b>\$ 1,283,508</b>	<b>\$ 1,305,828</b>	<b>\$ 692,455</b>	<b>\$ 1,927,171</b>

LEAD. INNOVATE. INSPIRE.

# Prince George County Public Schools

PRINCE GEORGE, VIRGINIA

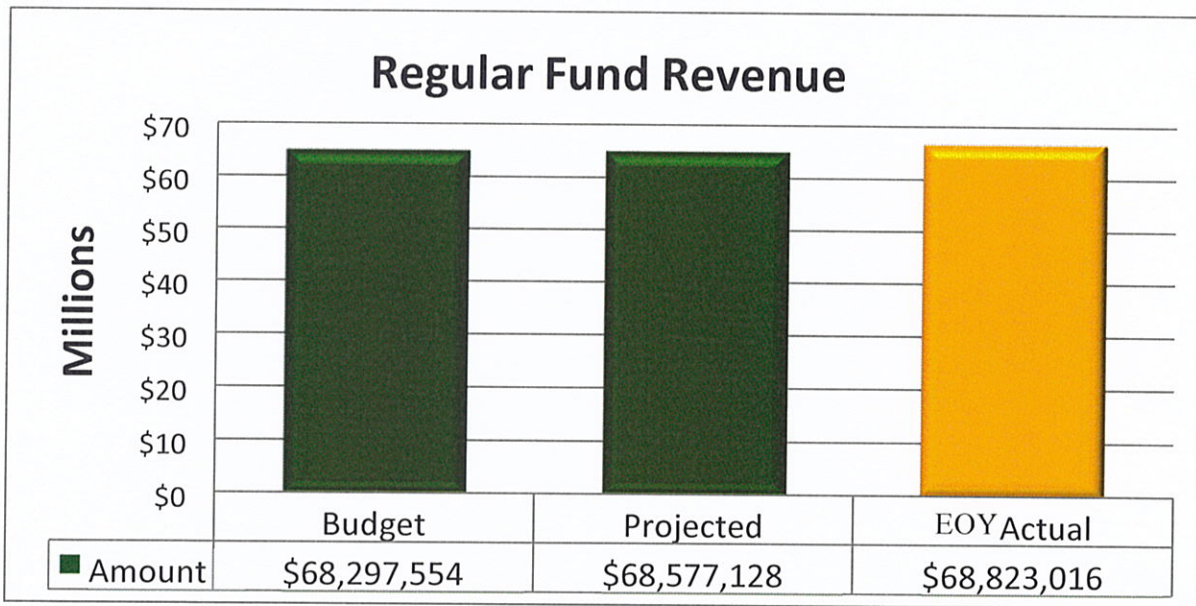


## FINANCIAL HIGHLIGHTS

FY 2021 JUNE - Period 13- August

### REGULAR/OPERATING FUND REVENUE

For the month ended August, 2021, we had received revenues of \$68,823,016 or 100.1% of budgeted funds. This compares to 101.8% at the same time last year.



Revenue Type	FY2021 Budget	FY2021 Projected	\$ Diff.	% Diff.
Local Appropriations	\$16,572,489	\$16,572,489	\$ 0	0.0%
State Funds	44,944,382	45,315,796	371,414	.8%
Federal Funds	6,520,683	6,460,306	-60,377	-0.9%
Other Local Funds	260,000	228,537	-31,463	-1.2%
<b>Total Revenues</b>	<b>\$68,297,554</b>	<b>\$68,577,128</b>	<b>\$ 279,574</b>	<b>.4%</b>



REGULAR FUND EXPENDITURES & ENCUMBRANCES

For the month ending August 31, 2021 we had obligated (encumbrances + YTD expenses) \$67,629,070 or 99% of available funds in the general operating fund. This compares to 98.9% at the same time last year. As school divisions operate on a modified accrual basis, this reflects additional invoices and revenue received that were applied to FY21 through August 2021.

Pending the annual audit results, the current fund balance for the Regular/Operating Fund is \$1,193,947.

