



Virginia College Partnership Laboratory School Application

Approved by the Virginia Board of Education
July 26, 2012
Updated August 31, 2022

School Name: Future Educators Academy

Date of Submission to Virginia Board of Education:

9/27/23

Name of Authorized Official:

Date: 9/27/23

Dr. Janet Gullickson

Signature of Authorized Official:

Date: 9/27/23

A handwritten signature in black ink that reads "Janet Gullickson".

Instructions

All applicants for a college partnership laboratory school should read the College Partnership Laboratory School Application Process before completing the application. The process is available on the Virginia Department of Education's website at the following link:

http://www.doe.virginia.gov/instruction/laboratory_schools/index.shtml.

Please complete the cover page and insert the name of the college partnership laboratory school into the footer before completing the application. Each gray section in the document must contain a response.

Completed applications and supporting documents must be submitted to labschools@doe.virginia.gov. The Department may return or reject applications that are incomplete.

Note: The *Virginia Freedom of Information Act* (FOIA), § [2.2-3700](#) et seq. of the *Code of Virginia*, guarantees citizens of the Commonwealth and representatives of the media access to public records held by public bodies, public officials, and public employees. Please be advised that documents submitted to the Virginia Department of Education are subject to FOIA and must be released in response to a FOIA request unless the records are exempt as specifically provided by law.

Part A: Applicant Information

School Information

School Name: Future Educators Academy

Does the applicant presently have access to a facility suitable for a school? Yes No

If the answer is yes to the question above, insert address and information regarding ownership of the facility:

School Location (City/Town and Zip Code): Culpeper, Virginia, 22701

Is the applicant a public, nonsectarian, nonreligious school in the Commonwealth established by a public institution of higher education; public higher education center, institute, or authority; or an eligible institution, as defined in § 23.1-628 related to the Tuition Assistance Grant Program? Yes

Proposed Opening Date (Date should be at least twelve (12) months from the date of this application.): August 2024

Grades to be Served for the Full Term of the Contract (Please Check All That Apply)*			
Pre-K	<input type="checkbox"/>	Sixth Grade	<input type="checkbox"/>
Kindergarten	<input type="checkbox"/>	Seventh Grade	<input type="checkbox"/>
First Grade	<input type="checkbox"/>	Eighth Grade	<input type="checkbox"/>
Second Grade	<input type="checkbox"/>	Ninth Grade	<input type="checkbox"/>
Third Grade	<input type="checkbox"/>	Tenth Grade	<input type="checkbox"/>
Fourth Grade	<input type="checkbox"/>	Eleventh Grade X	<input type="checkbox"/>
Fifth Grade	<input type="checkbox"/>	Twelfth Grade X	<input type="checkbox"/>

*If the college partnership laboratory school intends to add or change grade levels at some point during the school's operation, please provide this information in the education program section of the narrative.

If the college partnership laboratory school is going to have a specialized focus (e.g., Science, Technology, Engineering, Mathematics [STEM], at-risk students, special education, career and technical education, gifted education), please describe the focus:

This Lab School will specialize in training future teachers with a concentration on licensure, certification, and immediate job placement for successful candidates. The focus will be in the areas of elementary education (PreK-6), IECE (Inclusive early childhood education), a PreK-3 and Special Ed license, or SPED (PreK-12).

If the college partnership laboratory school is going to be in partnership with a local school division, please describe the partnership briefly.

Future Educators Academy (FEA) is a partnership with school divisions in Culpeper, Orange, Madison, Clarke, Fauquier, Frederick, Page, Rappahannock, Shenandoah, and Warren counties, and the city of Winchester.

Students will be recruited for Future Educators Academy participation from these school divisions. Students will complete experiential learning requirements in a rotation within the school divisions. Each division has a research-area expertise; hands-on learning for Academy students will be guided by this research focus at each division.

For instance, Rappahannock County has a unique action-based learning lab (ABL) where all students in primary grades receive targeted movement interventions to mitigate gaps in ten foundational skills of brain development which then impact learning. Currently, there is research being conducted at this site to measure the ABL's impact on primary grade reading growth.

Additionally, students participating in the Lab School will commit to teaching for two years in one of the participating school divisions upon graduation and licensure. Participating K-12 localities will provide job placement for successful graduates of the Academy.

Contact Information

Name of Individual/Organization Submitting Application: **Germanna Community College**

Name of Contact Person for Application: Taylor Landrie

Title/Affiliation with Individual/Organization Submitting Application: Special Assistant to the President for Strategic Initiatives

Office Telephone: **540-834-1066** Mobile Telephone: **304-517-3741**

Fax Number: E-mail Address: **tlandrie@germanna.edu**

Prior Experience

1. Has the applicant had any prior experience operating a college partnership laboratory school or similar school?
Please check one of the following: Yes No
2. If the response to the question above is “yes,” please describe any prior experience with establishing and operating college partnership laboratory schools and/or similar schools. Please provide information such as the name of the school, the state where it is located, years of operation, and contact information. If the school is no longer operating, please provide the reason(s) for closure:

Germanna Community College has supported early college students in Virginia within the Germanna Scholars program and Gladys P. Todd Academy since 2014 and 2015, respectively. These students complete an associate degree in general studies concurrently with high school graduation. Both early college programs utilize an on-site, cohort-style learning environment with students from numerous base high schools. Germanna Scholars students attend classes at the Daniel Technology Center in Culpeper while the Gladys P. Todd Academy students attend classes at the Fredericksburg Area Campus. The point of contact for both programs is Dr. Keyanna Hawkins, Interim Director of Equity Advancement, khawkins@germanna.edu.

Germanna’s success with these early college academies demonstrates our capacity and commitment to innovative early college approaches. With 93% of early college students completing their academic programs, it is apparent that the faculty and support staff at Germanna and partnering school divisions are equipped to guide students on accelerated education journeys.

Laurel Ridge Community College houses the Mountain Vista Governor’s School (MVGS) at its Middletown and Fauquier campuses. MVGS was established in 2006 and is a regional program

for academically talented and highly motivated 10th, 11th, and 12th grade students in the counties of Clarke, Culpeper, Fauquier, Frederick, Rappahannock, and Warren as well as the City of Winchester. The point of contact is Dr. Kelly Huff, Director of Mountain Vista Governor's School, khuff@mvgshome.org.

The program was initiated with input and guidance from administrators from each participating school division, Laurel Ridge Community College administrators and faculty, superintendents from each school division, and the President of the College. A parent and student survey was conducted to determine interest in the regional program.

The program offers rigorous courses in science, mathematics, humanities, and research that are integrated to provide a college-level, project-based learning environment. Students are provided the opportunity to earn college credits through a dual enrollment contract, as well as the option to sit for Advanced Placement examinations through their base high school.

MVGS has approximately 210 students in grades 10-12. Each school division determines the number of slots per year to send to the school. The school is funded through some state funds as well as local funding from participating school divisions.

MVGS has a supporting Foundation whose purpose is to promote, assist, and encourage the educational efforts of the school. The Foundation seeks to raise funds from individuals, businesses, and other institutions and will use those funds to benefit the school's educational and co-curricular programs, equipment, student and faculty activities, and capital improvements.

3. Please describe the relevant experience of the members of the governing board:

DR. KIMBERLY BLOSSER has been the president of Laurel Ridge Community College since 2018. Dr. Blosser has served as Vice President of Academic and Student Affairs; Associate Vice President overseeing instructional programs; Chief Information Officer; Dean of math, physical sciences, and technology; full-time teaching faculty and program lead for information systems technology; and adjunct faculty member. She was also elected Faculty Senate Chair. Dr. Blosser graduated from Page County High School and earned a bachelor's degree in business administration and a master's degree in education from Eastern Mennonite University; a second master's degree in management information systems and a doctorate of education from Nova Southeastern University.

DR. TONY BRADS is the Division Superintendent for Culpeper County Public Schools and has served in this role for 18 years. He is completing his 35th year in service to public education across four school divisions. Dr. Brads brought valuable and relevant experience to the superintendency as a former teacher, coach, assistant principal, principal, and central office supervisor. Dr. Brads' career has led to providing more and improved access to programming and facilities for all students – especially noteworthy has been his advocacy and work in the areas of Career and Technical Education, Special Education, and Gifted Education. Additionally, he has been a consistent and vocal advocate for the teaching profession, focused on teacher and staff compensation, teacher and staff support, and teacher and staff working conditions.

MS. ANNA GRAHAM has been the superintendent of Madison County for five years. Before coming to Madison County, Ms. Graham served as an assistant superintendent, high school principal, and high school assistant principal in Buena Vista, Virginia. She also worked in Newport News for ten years as a middle and high school assistant principal and high school teacher. Ms. Graham has an undergraduate degree in history with a secondary education certification in social studies and a Master of Education in educational leadership from the College of William and Mary. She is currently pursuing her Doctorate in Education from the University of South Carolina.

DR. SHANNON GRIMSLEY serves as Superintendent of Rappahannock County Public Schools. She has served in this role for six years. Dr. Grimsley has served Rappahannock County Schools for over a decade in various capacities at both the elementary and high school, as well as in the central office, including special and gifted education, English, career and technical education, review and curriculum development, academic services, federal programming, and civil rights compliance. Dr. Grimsley earned a bachelor's degree in English from the University of Massachusetts, a master's degree in educational administration from Shenandoah University, and completed her doctorate in advanced educational leadership from Regent University.

DR. JANET GULLICKSON was appointed the first woman President of Germanna Community College on July 1, 2017. She previously held leadership roles within the Colorado Department of Higher Education and Community College System, the Minnesota State Colleges and Universities system, and Community Colleges of Spokane. Since becoming President of Germanna, Dr. Gullickson has worked with school divisions to improve education and services by creating single point-of-contact, concierge services for each division. Additionally, Germanna has increased partnership activity with county and city governments to broaden services and academic offerings to underserved geographic areas, resulting in the establishment of a Real Estate Foundation to oversee land holdings in Stafford County and a unique joint-use agreement among Culpeper County Schools, Culpeper County and Germanna. Dr. Gullickson holds a Doctor of Leadership and Policy in Higher Education degree from the University of Minnesota, a Master of Science degree in Rural Sociology and Planning from South Dakota State University and has completed the Lean Six Sigma Enterprise certification. She is most proud to be a wife and a mother to three, adult children, two of whom live in Virginia and have served their country as an Army JAG and as a Navy Nuclear Reactor Operator and Reactor Technician. Her husband is a US Navy veteran, having served aboard the USS New Jersey battleship.

DR. DANIEL HORNICK serves as the superintendent of Orange County Public Schools. He began this role on July 1, 2022. Before moving to Orange County Public Schools, Dr. Hornick was a teacher, assistant principal, and principal in Stafford County. Throughout his career, Dr. Hornick has focused on establishing trusting relationships, building a positive culture, providing students access to rigorous and relevant instructional experiences, and expanding CTE career pathways. During his tenure as principal, North Stafford High School was recognized as a Distinguished High School by Project Lead the Way and a Platinum School of Distinction by Jostens in both 2021 and 2022. Dr. Hornick earned a bachelor's degree from Lebanon Valley College, a master's degree from the University of Mary Washington, and a doctorate in education from Virginia Commonwealth University.

DR. BRYAN ZUGELDER is Associate Dean for Academic Affairs and Partnerships and Associate Professor in the Department of Learning, Technology, and Leadership Education. Dr. Zugelder provided state-level leadership for teacher preparation and development at the University of North Carolina (UNC) System Office. He also served on the lab school development team for the UNC System. At East Carolina University, he was Principal Investigator for a \$4.8M per year funded project focused on systemic, university-based teacher induction. He led the development of a comprehensive logic model for research, in collaboration with the Stanford Center for Assessment, Learning, and Equity, and the Friday Institute for Educational Innovation at NC State University, that studies the effects of university-based teacher induction on *teacher retention*, *teacher effectiveness*, *student achievement*, and *strengthened school-university partnerships*. Dr. Zugelder was an elementary school teacher in Florida for Leon County Schools and Seminole County Public Schools and has been a career-long teacher leader.

Contact Information – Institution of Higher Education Partner

Name of Contact Person for Application: Taylor Landrie

Title/Affiliation with the Institution of Higher Education: Special Assistant to
the President for Strategic Initiatives

Office Telephone:
540-834-1066

Cell Telephone:
304-517-3741

Fax Number:

E-mail Address:
tlandrie@germanna.edu

Part B: Narrative

The application narrative must contain all of the elements in § [22.1-349.5](#) of the *Code of Virginia*.

I. *Executive Summary: Provide an executive summary that addresses the need for the college partnership laboratory school and its goals and objectives. (The suggested length is two pages.)*

Future Educators Academy (FEA) is an innovative early college academy that focuses on preparing tomorrow's early and special education teachers in Culpeper, Orange, Madison, Rappahannock, Clarke, Fauquier, Frederick, Page, Shenandoah, and Warren counties and the City of Winchester. FEA is a collaboration between these school divisions, Germanna Community College, Laurel Ridge Community College, and James Madison University with one shared goal: provide high-quality, accelerated teacher education to produce exceptional teachers for the region.

Central Virginia has a critical teacher shortage. This shortage negatively impacts students, especially in the post-pandemic landscape where many children are behind and struggling socially and emotionally. FEA addresses this problem in two ways. First, it reinvigorates the current teacher cadre with innovative opportunities to include FEA learners in the classroom through observations and hands-on practicums. Second, it streamlines the pathway to teacher licensure and work for current FEA students, who can complete their Bachelor's degree in as little as two years after high school graduation. As FEA grows, it promotes a virtuous cycle, with FEA alumni teaching in the region with a two-year minimum teaching contract and hosting new FEA students for observations and practicums.

The future of education in Central Virginia is technological, agile, and diverse, so FEA embeds training in educational technology, classroom management and problem-solving, and diversity and inclusion within the Academy. Because FEA students will start their teaching careers when they are only 20 or 21 years old, FEA also builds in industry and business-led professional development and soft skills training.

Students in FEA will complete an associate degree while concurrently completing the requirements designated in the profile of a Virginia graduate to complete an advanced studies diploma. While the FEA curriculum is rigorous and accelerated, the Academy is designed to be accessible to all students who have a passion for teaching, including at-risk student groups and students with pandemic-related learning loss. Tutoring, intrusive advising, and substantial hands-on learning create the support network necessary to bolster enrolled students from admission to graduation.

A steering committee comprised of faculty, staff, and leadership at Germanna Community College, Laurel Ridge Community College, James Madison University, and the school divisions of Culpeper, Orange, Madison and Rappahannock worked collaboratively to:

- Align curriculum

- Develop class schedules
- Create the student application
- Produce promotional materials for prospective students and families
- Design a practicum and observation rotation

Future Educators Academy is scalable, starting with a cohort of 24 students and growing to ultimately include eight cohorts at two sites. FEA is also sustainable, with significant community support for the Academy and the future teachers it will train. Within five years, FEA will:

GRADUATE FUTURE TEACHERS

The primary aim of FEA is to support students in reaching their academic goals. This requires high-touch learning environments and early, intrusive educational intervention for struggling students. FEA is designed to provide this intervention and support so that all students can become teachers.

FEA will gradually increase enrollment year over year by increasing cohorts and sites.

Year	Sites	Cohorts	Total Enrollment
1	1	1	24
2	2	3	72
3	2	4	96
4	2	6	144
5	2	8	192

In year 1, 24 students will enroll at Germanna’s Daniel Technology Center (DTC). By year 2, 48 students will enroll at the Daniel Technology Center and 24 additional students will enroll at a second site at Laurel Ridge Community College. By year 3, the number will expand again, with 48 students at DTC and 48 students at Laurel Ridge Community College.

With support and recommendations from FEA’s governing board and advisory board, an additional junior cohort may be added to both sites in year 4, with a total of 8 cohorts running concurrently by year 5. Growth in cohorts is dependent on community support, student demand, and recommendations from FEA leadership.

INCREASE THE CADRE OF EDUCATORS IN CENTRAL VIRGINIA

In four years after launch, FEA graduates will begin to fill the educator ranks in participating counties, a critical first step in assuaging the teacher shortage in rural Central Virginia. Each year more FEA students will graduate with teacher licensure and fill vacant educator positions, increasing the teacher-to-student ratio and bringing innovative pedagogical practices and enthusiasm to classrooms throughout the region. FEA alumni will be surveyed by FEA three times – upon completion of the bachelor’s degree, upon completion of the first year of teaching, and upon completion of the second year of teaching. These surveys will inform the governing board and generate continuous improvement for new cohorts.

After two years, FEA alumni may choose to pursue employment outside of the participating school districts. Surveying alumni during pivotal points may guide teacher retention practices in the participating school divisions beyond the initial commitment.

EXPAND COMMUNITY SUPPORT FOR SUSTAINED SUCCESS

The governing board and advisory board will work collaboratively to continue to build and strengthen connections within the community to sustain FEA beyond the initial start-up funds. This will include working with educational boards, business leaders, and individual donors throughout the service area. Supporting FEA uplifts current students and the next generation of learners. FEA graduates will be asked to share their stories for marketing materials that will support donor relations.

Participating school divisions are committed to FEA and growing the next generation of teachers. This commitment is demonstrated through Memorandums of Understanding that facilitate a per-slot funding model, based on the Regional Governor’s School model, should potential funding gaps arise. An all-hands effort to reduce the expenses of the program and pursue grant funding, individual donations, and business partnerships will persist to keep the program at no out-of-pocket cost for future Virginia teachers.

CONTINUE INNOVATING AND ITERATING ON BEST PRACTICES

FEA is a lab school designed on the pillars of innovation, acceleration, and passion for education. A core goal of the Academy is to maintain this level of innovation and to grow and iterate based on the guidance of current student surveys, alumni surveys, advisory board recommendations, and pedagogical advances. The work of innovation is never done – FEA will continue adapting to best serve the learning needs of the students and the educator needs of its region.

Mission and Vision: State the mission and vision of the proposed college partnership laboratory school, including identification of the targeted student population, must be included. The following components must be addressed:

Mission: The mission of the Future Educators Academy is to produce well-prepared future educators by providing accessible, supportive, and innovative learning experiences.

Vision: Future Educators Academy will provide an accelerated, high-quality teacher education and licensure pathway to a diverse group of high school juniors and seniors through collaborative partnerships between community colleges, universities, and public school divisions.

- 1. A description of the college partnership laboratory school's mission and vision and how it is consistent with the Virginia Standards of Quality (SOQ), the Virginia Standards of Learning (SOL), and the Virginia Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA). (See § 22.1-349.3 of the Code of Virginia.)**

The FEA will meet all applicable standards of quality. Specifically, the following standards are addressed in the course offerings and experiential learning to produce well-prepared future educators.

Standard 1: Instructional programs supporting the Standards of Learning and other educational objectives.

B.1 FEA has implemented the Standards of Learning or objectives specifically designed for the school division that are equivalent to or exceed the Board of Education's requirements.

- the basic skills of communication (listening, speaking, reading, and writing)
- computation and critical reasoning, including problem-solving and decision-making
- proficiency in the use of computers and related technology
- computer science and computational thinking
- skills to manage personal finances and to make sound financial decisions

B.2. FEA expects students to achieve the educational objectives established by the school division at appropriate age or grade levels.

- expected to achieve the educational objectives established by the school division at appropriate age or grade levels

B.3. The curriculum adopted by FEA is aligned with the Standards of Learning.

C.1. In collaboration with local school boards, FEA shall develop and implement a program of instruction for grades 11 and 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the Board of Education. FEA's program of instruction shall emphasize the following:

- C1a. Reading, writing, and speaking
- C1b. Mathematical concepts and computations
- C1c. Proficiency in the use of computers and related technology, computer science, and computational thinking, including computer coding
- C1d. Scientific concepts and processes

C.2. In collaboration with participating school divisions, FEA provides programs of prevention, intervention, or remediation for students who are educationally at-risk including, but not limited to, students who fail to achieve a passing score on any Standards of Learning assessment in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit required for the student's graduation. Such programs include components that are research-based.

D.4. Educational objectives in middle and high school that emphasize economic education and financial literacy pursuant to § 22.1-200.03 of the Code of Virginia.

D.10. FEA utilizes an agreement for postsecondary degree attainment with a community college in the Commonwealth (Germanna or Laurel Ridge) specifying the options for students to complete an associate degree or a one-year Uniform Certificate of General Studies from a community college concurrent with a high school diploma. Such an agreement specifies the credit available for dual enrollment courses.

D.18. FEA includes a program of instruction in the high school Virginia and the U.S. Government course on all information and concepts contained in the civics portion of the U.S. Naturalization Test.

Standard 4: Student Achievement and Graduation Requirements

A.3. FEA provides reasonable accommodations that are provided for students with disabilities to meet the requirements for a diploma.

A.4. In collaboration with the school board, parents of rising eleventh and twelfth-grade students in FEA are notified of (i) the requirements for graduation pursuant to the standards for accreditation and (ii) the requirements that have yet to be completed by the individual student.

2. A description of any specific area of academic concentration.

FEA will provide tracks for elementary and special education educators. All students will benefit from an educator-specific programmatic focus and a well-rounded curriculum. Students also participate in pre-professional and career-related experiential learning opportunities required of successful classroom teachers.

3. The college partnership laboratory school's core philosophy.

The Future Educators Academy strives to develop a cadre of professional educators within the school divisions served through new approaches, methods, and processes to train young people to be classroom teachers. FEA believes all students have the ability to succeed in an accelerated, targeted teacher training program when provided excellent educational opportunities, holistic support, and high-quality experiential learning.

4. Information about the college partnership laboratory school’s targeted student population.

In year 1, a cohort of 24 rising juniors will be selected by lottery from Orange, Rappahannock, Madison, and Culpeper counties for the Future Educators Academy. In subsequent years, two cohorts of 24 rising juniors will be selected from participating counties, including an expansion into the City of Winchester, and the counties of Frederick, Clarke, Shenandoah, Page, Warren, and Fauquier. As new cohorts of juniors begin their journey in FEA, second-year student cohorts will complete their associate degree and high school graduation requirements and prepare for transfer.

These cohorts will be self-identified future teachers who demonstrate college readiness and the motivation and dedication to complete a rigorous co-enrollment program. Recruiting materials and communication from high school counselors will emphasize that FEA values a diverse student body and welcomes students from at-risk groups, with unique learning needs, and from all identity groups in the region. For consideration in the lottery, students will submit an application, meet dual enrollment criteria, and be on track for high school graduation with documented verified credits. (See Appendix 1 – Application and Letter of Commitment).

The impact of this lab school proposal is two-fold: it will impact the students who enter the program but also will ultimately address the needs of all grade levels across the participating school districts as future teachers in the Academy will be working directly within the school setting at each of the districts concentrating on an area of research-based best practices. As Academy graduates enter the teacher ranks of Central Virginia, they will infuse the currently strained teacher workforce with diversity, innovative practices, and enthusiasm. The long-term results of the Academy will positively impact more than 66,000 students enrolled in the participating districts.

Within these eleven Superintendent Region 4 counties, there is significant diversity in socioeconomic status. For example, nearly half (43%) of students are economically disadvantaged, a risk factor that may negatively impact educational success. Within these counties, there are also numerous students from historically underserved groups including racial and ethnic minorities, students with differing abilities, and English language learners. These students will benefit from the Academy both directly via enrollment through the lottery system and indirectly through an expanded teacher workforce. The clearer, streamlined pathway to becoming a teacher may increase opportunities for students from historically disadvantaged groups to enter the education field, which ultimately benefits all students in the participating counties.

Partner School Divisions Total Enrollment Chart:

District	Total student enrollment
Culpeper County	8353

Madison County	1683
Orange County	5042
Rappahannock County	736
Winchester County	4268
Frederick County	13962
Clarke County	1894
Shenandoah County	5633
Page County	3033
Warren County	5170
Fauquier County	10839

Partner School Divisions Demographics Chart:

Diversity concentration on the following traditionally underrepresented groups:

	Black	Hispanic	Sped	ELL	Econ Disadv.
Culpeper County	1083	2463	918	1505	4063
Madison County	121	115	162	48	784
Orange County	650	680	666	288	2223

Rappahannock Co.	13	81	109	55	298
Winchester	444	1814	581	1304	2616
Frederick	608	3214	1906	1478	5712
Clarke	59	272	208	120	567
Shenandoah	175	947	908	576	2787
Page	53	134	396	51	1507
Warren	273	545	649	243	2269
Fauquier	771	2397	1642	1171	3448
Total	4250	12662	8145	6839	26274

II. *Educational Program:* State the goals and objectives to be achieved by the college partnership laboratory school, which must meet or exceed the SOL. The following components must be addressed:

1. A description of the college partnership laboratory school’s academic program and how it is aligned with state standards.

The Future Educators Academy curriculum committee developed an outline of the prescriptive course sequence necessary during the first two years of the program. The committee aligned elementary and special education curricula to transfer seamlessly to James Madison University and other four-year institutions for program completion. For students seeking to teach middle grades and high school disciplines, advising will be provided based on the intended transfer institution and major. All students will meet junior- and senior-year high school graduation requirements.

FEA’s curriculum will focus on required general education courses and courses approved in the degree requirements for an Education major centered on experiential learning at all participating

school divisions. General education courses align with Virginia Standards of Learning and fulfill junior and senior year requirements for the Advanced Studies Diploma, as outlined in the Standards of Accreditation. The unique partnership between Germanna Community College, Laurel Ridge Community College, and the partnering school divisions results in all FEA students earning an associate degree in education at the time of high school graduation.

The junior year curriculum is designed to introduce the world of teaching to students. This will be achieved in part by high-quality experiential learning rotations that give FEA students a first-hand experience of teaching in the classroom. Students will apply evidence-based best practices from FEA to their interactions and reflections on classroom observations and experiential learning activities. At the end of the junior year curriculum, students will earn four high school credits toward their diplomas: 1 standard unit of credit in mathematics; English; history, and personal economics & finance. Students will take ECO 150 (*Economic Essentials: Theory and Application*) which will be aligned with the *Economics & Personal Finance* (6120) course. Students will have the opportunity to take the Work in Support of Education (W!SE) literacy exam at their base high schools pursuant to [8VAC20-131-110. Standard and verified units of credit. - Virginia Law](#). They will also earn 31 college credits through Germanna Community College or Laurel Ridge Community College (dependent on site).

The senior year curriculum is designed to provide deeper exposure to the daily functions of educators, coupled with courses that are required for accelerated graduation. Experiential learning will continue with a greater focus on professional development as a teacher and observation and teaching experiences aligned with the two education courses taken during the senior year – *Teaching in a Diverse Society* and *Foundations of Exceptional Education*. By successfully completing the senior year curriculum, students will earn five standard units of credit towards their advanced studies diploma: 1 standard unit of credit in English; social studies; and fine arts; and 2 standard units of credit in science. They will also earn 29 college credits through either Germanna Community College or Laurel Ridge Community College.

Students successfully completing junior and senior years will earn an associate degree in Education from Germanna Community College or Laurel Ridge Community College, depending on the site at which they enrolled. The degree will transfer seamlessly to James Madison University where students can complete a Bachelor of Science in Education. Students will complete this degree within two years and earn a license to teach in the Commonwealth of Virginia. (See Appendix 2 - Education Programs of Study).

- 2. An overview of the curriculum and teaching methods to be used at the college partnership laboratory school and a description of the learning environment and instructional strategies to be used at the college partnership laboratory school, including scientifically research-based instructional strategies to ensure that student engagement and achievement are occurring.**

CURRICULUM

Scholars in the Future Educators Academy complete general education courses and introductory foundation courses in education.

General education courses will be well-rounded and embrace the university clusters that include critical thinking, human communication, human questions and context, visual and performing arts, physical principles, the global dimension, and personal wellness. These courses will dually fulfill the requirements of the associate degree in education and the advanced high school diploma.

Juniors will begin their FEA journey with a one-week intensive Student Development (SDV) course the week prior to the start of the fall semester. This experience will help the new cohort build a bond and sense of belonging, prepare students for the high expectations of the Academy, and build the foundation of college learning that is critical to student success. Parents of juniors are invited to attend a parent orientation session during SDV week to learn more about the program and how they can best support their scholars.

All courses in the FEA education curriculum will embed the academic, behavioral, and dispositional expectations required of teachers. Semesters are designed to build upon prior knowledge and guide students through a higher-touch learning and support experience to greater levels of academic independence. This will thoroughly prepare students for transfer and future teaching careers while still providing a supportive on-ramp needed for rising eleventh graders.

FEA students will be introduced to the Praxis Core Math exam and Virginia Communication & Literacy (VCLA) early in their learning pathway. Students will sit for practice tests for both exams and complete the Praxis Core Math and VCLA at least once before their senior year. This will ensure that FEA students are prepared to apply directly for teacher education programs at their intended transfer institution. Holistic supports and accommodations are available for students who need additional time to take and pass the assessments.

TEACHING METHODS AND INSTRUCTIONAL STRATEGIES

FEA education courses and integrated experiential learning opportunities, including field placement in classrooms throughout the participating school divisions, will help students develop their own education framework and pedagogical philosophies. Faculty teaching the courses are credentialed educators with extensive classroom experience and complete regular and rigorous professional development to stay current on teaching and learning best practices. Instruction will include all professional standards and goals of the early childhood, elementary, and reading department of James Madison University in addition to meeting the standards of Germanna Community College and Laurel Ridge Community College departments of education.

Studies show that experiential learning improves understanding better than concept work alone and experiential learning is critical for future educators. Beyond enriching the classroom experience, hands-on learning increases engagement, improves receptiveness to future students, and improves career preparedness (Ernst, 2013). This is especially important in teacher education in the post-pandemic learning landscape, where future educators look for innovative teacher

training that includes technology training, stress management, burnout prevention, and communication skills (Poza-Rico, Gilar-Cobi, Izquierdo, and Castejon, 2020).

The classroom experience is further enhanced by professional development opportunities including speakers, workshops, seminars, transfer institution tours, and project presentations. Business leaders are invited to speak to students about critical soft skills. Community organizations will present services to support children and their families. Transfer institutions will prepare students for the next chapter of their journey in FEA. These events will give FEA students a comprehensive learning experience that fully prepares them to teach.

FEA faculty will exhibit exceptional content knowledge and flexibility in their approach to teaching. They will demonstrate innovative instructional methodology appropriate for training future educators.

LEARNING ENVIRONMENT

Future Educators Academy will be held at Germanna’s Daniel Technology Center and Laurel Ridge’s Middletown Campus. FEA students will have full access to all resources available to traditionally enrolled students and will receive supplemental support from Student Services and Academic Support teams. Students will access learning materials in a variety of formats – textbooks, Open Educational Resources (OER), e-books, and learning software. All students will move through the Academy within a cohort, building strong bonds that will lead to a cross-county support network as beginner teachers.

Early college programs have significant long-term benefits for students. While many college credit programs (dual enrollment, early college, and advanced placement courses) have statistically significant associations with college completion, early college programs on college campuses appear to provide an added boost to measures of success, even when controlling for pre-enrollment GPA, ACT score, gender, and race. (Burns, et al., 2019). Additionally, completion of a greater number of college credits has a strong positive correlation with degree completion. Completing college courses before high school graduation is also associated with larger per-semester course loads upon full-time enrollment as a degree-seeking student – leading to greater academic momentum and a faster and smoother path to graduation (Allen and Dadgar, 2012). This suggests that FEA students from diverse backgrounds may be more likely to graduate on time than their peers because of college campus exposure and completion of 60 credits of college coursework.

The partnership between the colleges and school divisions in FEA will allow for swift and smooth collaboration among secondary and post-secondary faculty, administrators, and support staff to address the social, emotional, and academic needs of all students in the Academy.

3. A plan for using internal and external assessments to measure and report student progress in accordance with the SOL.

The FEA Curriculum Committee, composed of secondary instructional administrators from the public school divisions and college faculty and administrators from Germanna and Laurel Ridge

Community College will ensure that all courses are meeting required SOL content standards. A syllabus is created for each course that contains all Student Learning Outcomes. Formative and summative assessments to measure student progress will be created by relevant discipline faculty and will be in alignment with the Standards of Learning. Student progress will be monitored and data will be shared with FEA stakeholders in compliance with FERPA. Individual progress will be reported to the base high school on a quarterly basis with final grades reported each semester.

The Education Program will utilize both Germanna and Laurel Ridge's program evaluation and assessment cycle with an annual update and a complete review every 4 to 5 years. This will ensure that all compliance policies are met including VCCS and SACSCOC.

Participating school divisions are responsible for organizing and administering all SOL testing, WISE testing, SAT testing, ACT testing, and other standardized learning assessments for FEA students originating from their division in conjunction with state-mandated protocols. Students attending FEA will be on track to meet graduation requirements and should only need to take the English 11 Reading and Writing SOLs. The FEA Director will work with FEA faculty and participating school divisions to ensure that all FEA students complete the English 11 Reading and Writing assessments at their base schools.

As part of Transfer VA, Student Learning Outcomes were identified that would be consistent across the Commonwealth. A crosswalk was completed that aligned English 11 required content with VCCS Course Content Summaries for ENG 111-112. All content required for English 11 is covered in the full-year, two-semester courses – ENG 111 and ENG 112. Students will be amply prepared to sit and pass the Reading and Writing SOLs. Students will also be preparing to sit for the Virginia Communication Literacy Exam (VCLA) which is required of all teachers in Virginia. The VCLA consists of two subtests.

SOLs

Reading Subtest: This subtest is comprised of approximately 40 questions presented in multiple-choice format. Test-takers must show that they are able to understand and analyze written material. They are also tested on their ability to summarize information and produce written outlines.

Writing Subtest: Like the reading subtest, the writing subset has approximately 40 multiple-choice questions. The writing subtest also has 3 constructed-response questions that require short written answers. Test-takers must also complete a written summary assignment and a written composition assignment.

The VCLA complements many of the standards that students must pass on the SOL. All students will participate in preparation for the VCLA through Friday seminars and a practice exam. It is anticipated students will take the VCLA in late April before the end of the ENG 112 course.

4. A description of plans for identifying, evaluating, and successfully serving students with disabilities, students who are English Language Learners, students who are academically behind, and gifted students. Such plans must comply with applicable laws and regulations.

FEA faculty and staff will work directly with partners within the participating school divisions to identify, evaluate, and support students with disabilities, English Languages Learners (ELL), students who are academically behind, and gifted students. This partnership will ensure students are served via Individual Education Plans, Language Instruction Educational Programs, 504 plans, and any academic improvement plan agreed upon by the student, family, and school officials. The Office of Accessibility Resources at Germanna and the Office of Disability Services at Laurel Ridge will support FEA students and facilitate the implementation of Individual Education Plans and 504 plans. This collaborative effort to support special student populations is delineated in the school division memorandums of understanding (MOUs). A draft MOU with Culpeper County Public Schools is available for review in Appendix 6. An MOU will be designed and fully executed with all participating school divisions.

5. An explanation of the procedures for corrective actions needed in the event that pupil performance at the college partnership laboratory school falls below the standards outlined in the SOA. (See [Part VIII of the SOA](#).)

Students selected to attend the Future Educators Academy will be on track with all verified credits required at the end of grade 10. Students are required to have a 3.0 or higher grade point average; appropriate SAT or ACT scores; or pass the Virginia Placement Test in order to dual enroll in courses. All courses in the FEA are dual-enrolled. All coursework will be monitored to ensure student success will exceed Virginia Standards of Learning expectations. Tutoring opportunities will be provided to all students through the community college on designated Fridays throughout each semester to ensure students are on track and able to be successful in their coursework.

FEA will utilize both the Virginia Tiered Systems of Supports (VTSS) and the Multi-Tiered System of Supports (MTSS) as supported by the Commonwealth. Using the VTSS and MTSS in collaboration with the base high school and the respective community college, notification will be provided to appropriate school personnel when students are not doing well so that additional academic assistance can be provided. Collaboration on the most effective academic, behavioral, or social-emotional supports to meet the needs of the learner(s) will be established.

6. Information regarding the minimum and maximum enrollment per grade for the full term of the contract as well as class size and structure for each grade. (See § [22.1-253.13:2](#) of the *Code of Virginia*.)

Each grade will be organized into one or more cohorts of students who will take all courses with their cohort. Cohorts will be no larger than 24 students, resulting in student-to-faculty ratios no higher than 24:1. By year two, a second cohort site will be established at Laurel Ridge Community College. This will increase the maximum enrollment per grade to 48 students – two cohorts of 24. Courses will run with cohorts as small as twelve students, but all efforts will be made to fill all seats in each cohort. The governing board will determine if and when FEA will be ready to launch additional cohorts based on student demand and community needs.

7. The proposed calendar and sample daily schedule.



FEA Academic Calendar

Culpeper Cohort Site

Daniel Technology Center | 1812 Technology Drive Culpeper, VA 22701

SDV Class and Parent Orientation Begins	August 12
Fall 15-week Classes Begin	August 19
Last Day to Add Students from Waitlist	August 21
Labor Day (Academy Closed)	September 2
Convocation (Academy Closed – Hybrid Work Day)	October 10
Election Day (Academy Closed)	November 5
Thanksgiving Holiday (No Classes)	November 27 - December 1
Winter Break	December 7 – January 12
Spring 15-week Classes Begin	January 13
Martin Luther King Jr. Day (Academy Closed)	January 20
Spring Break (No Classes)	March 10 – March 16
Classes End	May 9

Sample Daily Schedule Fall Junior Year:

Monday and Wednesday		
8:00 a.m. to 9:15 a.m.	Block 1	ENG 111
9:25 a.m. to 10:40 a.m.	Block 2	MTH 154
Tuesday and Thursday		
8:00 a.m. to 9:15 a.m.	Block 1	EDU 200
9:25 a.m. to 10:40 a.m.	Block 2	CST 100 & HIS 121 (Hybrid)
Friday		
8:00 a.m. to 9:15 a.m.	Block 1	EDU 200 Practicum
9:25 a.m. to 10:40 a.m.	Block 2	EDU 200 Practicum

8. A description of the performance-based goals and related measurable educational objectives to be achieved by the school. (See § [22.1-253.13:1](#) B of the *Code of Virginia*.)

Goal 1: Adequately prepare students in FEA for their teaching experience.

Objective: Post-completion surveys using the net promoter score indicate that 70% or more of students feel well-prepared to enter the classroom as educators after FEA.

Goal 2: Increase the number of teachers in participating school divisions in Central Virginia.

Objective: 60% or more of students enrolled in FEA will successfully complete the program and return to a participating school division to teach for two years.

Goal 3: Increase the number of teachers in the Commonwealth of Virginia.

Objective: 65% or more of students who have successfully completed an associate degree with FEA have obtained a teacher license in Virginia within five years of graduation.

9. For each grade or course in the college partnership laboratory school, please provide a detailed description of how the SOL and the corresponding SOL Curriculum Framework will be used as the foundation for curricula to be implemented. Include within the description how the goals and objectives of the curricula will meet or exceed the SOL, address student performance standards, relate to state and federal assessment standards, and include measurable student outcomes. (See <http://www.doe.virginia.gov/testing/index.shtml> on the Department's website for more information about the SOL.)

All courses in the Education degree program are Virginia Community College System courses and correlate to the work of Transfer VA. Courses have been appropriately aligned with high school content, where appropriate, and are taught at a higher level of rigor than required by Standards of Learning. The content and rigor of these courses have been juried by college peer groups comprised of community college and university faculty across the Commonwealth of Virginia. This rigor is exemplified in the ENG 111 and 112 series – course maps may be found in Appendix 3 – VCCS Course Descriptions. Students will be able to take their SOLs for English 11 reading and writing at their base schools and pass successfully. A description of all courses, along with SCED Codes, may be found in Appendix 3–VCCS Course Descriptions.

As part of the program review process, an annual report is prepared whereby each Student Learning Outcome is evaluated, along with courses in the program. The evaluation process is developed independently within each discipline. Student Learning Outcomes may be measured through assessments and results are used to improve pedagogy, content, and modality to increase student success. A continuous improvement model is maintained as part of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accreditation

standards. Germanna and Laurel Ridge maintain student data on enrollment, retention, graduation, and course/program completion. Data will be established by the colleges, along with the Governing Board, to address student improvement each year. Select Student Learning Outcomes and results will be included in annual reports with an emphasis on gateway coursework including English and math as well as Education courses.

10. A description of the school's assessment plan to obtain student performance data, which would include how these data will be used to monitor and improve achievement and how program effectiveness will be measured. The applicant must also provide benchmark data for how student achievement will be measured over a specified period of time. The applicant must address how these data will be established and documented in the first year of operation and how the data will be measured over the successive four-year period before the contract of such school is renewed by the Board. The benchmark data should address targets for student improvement to be met each year.

Program-level assessments are conducted each academic year with the aim of continuous improvement of all programs and student learning. Program Leads conduct the assessment activities with direction from the institutions' Offices of Institutional Effectiveness. The annual process involves the development and verification of program goals and related student learning and program outcomes, as well as the identification of appropriate target outcomes and measurements. Results and findings of the annual program assessment drive continuous improvement.

The annual program assessments consider enrollment, completion, retention year-to-year, retention fall-to-spring and spring-to-fall, students' grade point averages, and grades in individual courses included in the program. The annual program assessment addresses weaknesses so that a process for addressing the weaknesses can be identified and implemented by all teaching faculty in the program. The Future Educators Academy will be included as part of the annual program assessment.

FEA initial benchmarks include:

- 100% of enrolled students will take the Praxis math exam
- 80% or more of enrolled students will earn a grade of "C" or higher in each course
- 100% of enrolled students will complete required practicums
- 80% or more of enrolled students will pass the VCLA
- 80% or more of students who enroll in the program will earn an associate degree

A thorough program review is conducted on a three- or four-year cycle, dependent on the policies of each college.

11. A description of any assessment other than the SOL that may be used to measure progress during the academic year.

FEA will implement a thorough assessment plan to measure student growth and success. Students will be assessed based on:

- Mid-term and final grades each semester
- Praxis Core Math and VCLA practice exam and exam scores

Mid-term and final grades provide meaningful touchstone data on student academic success and will provide four assessment points throughout the academic year. Mid-term grades will be used each semester as a benchmark, and students will have an opportunity to work with the student support team to create individualized goals for improvement based on these mid-term assessments.

The student support team includes Germanna and Laurel Ridge embedded tutors and Supplemental Instruction leaders in historically difficult courses, including gateway math courses. EAB Navigate, an early alert system in use at Germanna and Laurel Ridge will be integrated into FEA to address student struggles immediately and create referrals to tutoring, counseling, and advising for academic support. The FEA Director will ensure seamless communication between college support staff and high school support staff to create wraparound early interventions for students facing challenges in FEA. School divisions have a Leadership Seminar block designated for one-on-one support for all students who may be struggling academically, psychologically, or physically. Friday learning sessions and the Seminar block are opportunities for students to receive support, tutoring, and care from college and high school faculty to promote academic and personal success and resolve any concerns early. Mid-term assessments and early alerts will be analyzed to identify students in need of substantial support.

Students will have opportunities to complete the VCLA and Praxis Core Math practice tests multiple times and sit for the exams at least once. The first practice test for the VCLA and Praxis Core Math will be conducted in the first semester of a scholar's junior year in FEA. This will serve as benchmark data for both the individual student and the program as a whole. Students will also take practice tests at the end of junior year and sit for the exams during the first semester of senior year. While students will also be able to sit for ACT and SAT, these standardized tests will not be used as student assessments for FEA – some students may choose not to take these standardized exams because they are not required to transfer to participating institutions with the FEA transfer agreement in place.

The following components should be addressed if applicable to the college partnership laboratory school:

12. A detailed description of any alternative accreditation plan, in accordance with the SOA ([8VAC20-131-420](#)), for which the college partnership laboratory school will request approval from the Board.

Not applicable.

13. A general description of any incentives/partnerships that the college partnership laboratory school intends to have with school divisions to enhance both the

educational program of the college partnership laboratory school and the partnering school division(s).

All students will have the opportunity to dual enroll all credits leading to an Associate of Arts & Sciences (AA&S) degree in Education through an annually signed Dual Enrollment contract between the school division and Germanna and/or Laurel Ridge Community College. Once students receive the AA&S degree in Education, students can transfer seamlessly to James Madison University (See Appendix 4–JMU-FEA Agreement).

14. If the college partnership laboratory school plans to use virtual learning in its educational program, a description of how virtual learning will be used and estimates of how many students will participate.

Hybrid learning will be a component of instruction used in the Future Educators Academy. While most instruction will be face-to-face, all students enrolled in a cohort will be expected to use the appropriate Learning Management System (currently Canvas) to complete some instruction hours virtually. Students will complete an online orientation with four modules where they will earn badges upon completion. This requirement also meets the 8VAC20-131-51 standard for all students to successfully complete one virtual course, which may be a non-credit-bearing course or a required or elective credit-bearing course that is offered online.

In the post-pandemic learning landscape, it is critical for students to feel comfortable with technology while still receiving significant in-person, hands-on instruction. FEA faculty and staff recognize that not all students have access to reliable internet at home – FEA students can use libraries and study spaces at their base high schools, their FEA sites, and other Germanna Community College and Laurel Ridge Community College campuses to complete online coursework. Additionally, all students in FEA are eligible to borrow a hotspot each semester at no cost to connect to the internet from home.

IV. Governance: The following components must be addressed:

1. Background information on the proposed founding governing board members and, if identified, the proposed school leadership and management team. (See § [22.1-299.2](#) B of the *Code of Virginia*.)

The Governing Board of FEA is composed of leaders across the participating school divisions and institutions of higher education.

DR. KIMBERLY BLOSSER has been the president of Laurel Ridge Community College since 2018. Dr. Blosser serves as the fifth president of Laurel Ridge Community College. Dr. Blosser has served as Vice President of Academic and Student Affairs; Associate Vice President overseeing instructional programs; Chief Information Officer; Dean of math, physical sciences, and technology; full-time teaching faculty and program lead for information systems technology; and adjunct faculty member. She was also elected Faculty Senate Chair. Dr. Blosser graduated from Page County High School and earned a bachelor's degree in business administration and a master's degree in education from Eastern Mennonite University; and a second master's degree in management information systems and a doctorate of education from Nova Southeastern

University. Dr. Blosser was the first in her family to attend college, and community college is where she found her focus. She is married and is the mother of two sons.

DR. TONY BRADS is the Division Superintendent for Culpeper County Public Schools and has served in this role for 18 years. He is completing his 35th year in service to public education across four school divisions. Dr. Brads brought valuable and relevant experience to the superintendency as a former teacher, coach, assistant principal, principal, and central office supervisor. Dr. Brads' career has led to providing more and improved access to programming and facilities for all students – especially noteworthy has been his advocacy and work in the areas of Career and Technical Education, Special Education, and Gifted Education. Additionally, he has been a consistent and vocal advocate for the teaching profession, focused on teacher and staff compensation, teacher and staff support, and teacher and staff working conditions. Dr. Brads has been married to his wife Kim for nearly 36 years. The Brads are parents of three grown children, one with Autism, and are blessed with two grandchildren.

MS. ANNA GRAHAM has been the superintendent of Madison County for five years. Before coming to Madison County, Ms. Graham served as an assistant superintendent, high school principal, and high school assistant principal in Buena Vista, Virginia. She also worked in Newport News for ten years as a middle and high school assistant principal and high school teacher. Ms. Graham has an undergraduate degree in history with a secondary education certification in social studies and a Masters of Education in educational leadership from the College of William and Mary. She is currently pursuing her Doctorate in Education from the University of South Carolina.

DR. SHANNON GRIMSLEY serves as Superintendent of Rappahannock County Public Schools. She has served in this role for six years and was recognized as the Virginia Superintendent of the Year in 2021. Dr. Grimsley has served Rappahannock County Schools for over a decade in various capacities at both the elementary and high school, as well as in the central office, including special and gifted education, English, career and technical education, review and curriculum development, academic services, federal programming, and civil rights compliance. Dr. Grimsley earned her bachelor's degree in English from the University of Massachusetts, a master's degree in educational administration from Shenandoah University, and completed her doctorate in advanced educational leadership from Regent University. Dr. Grimsley is an adjunct professor for Averett University instructing courses including School Finance and Human Resources to master's students pursuing educational administration. Dr. Grimsley is married and is the mother of three children.

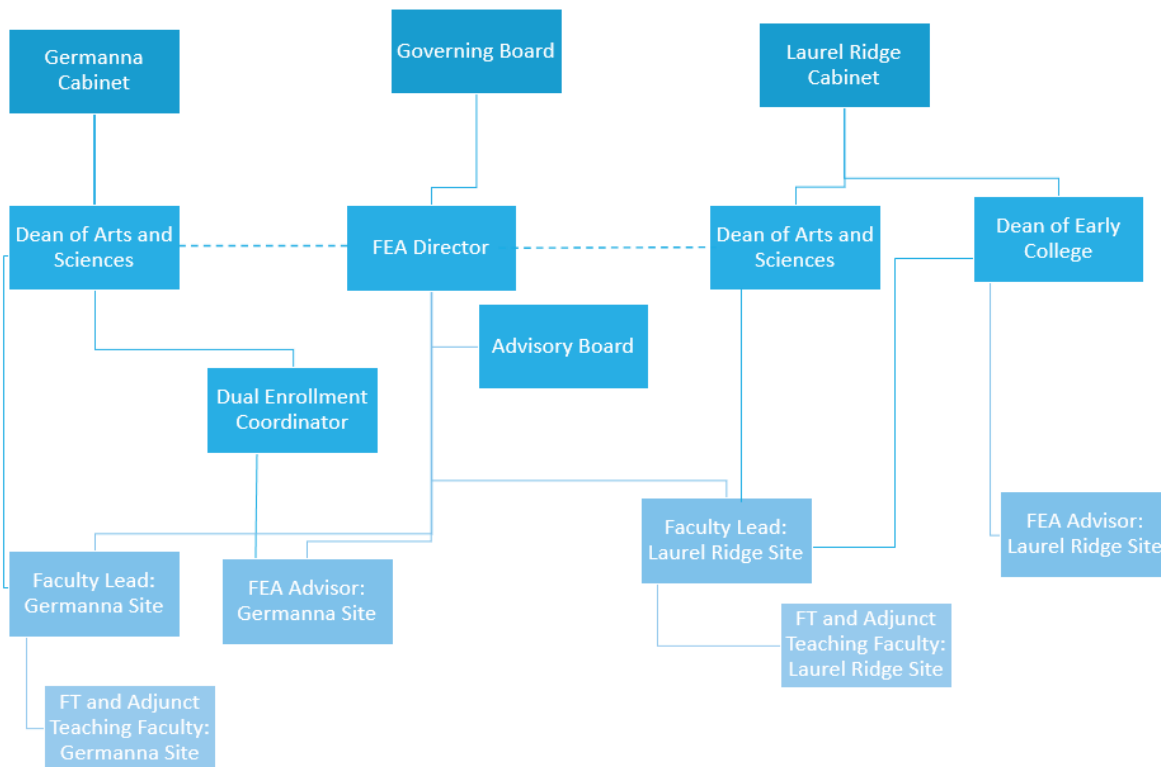
DR. JANET GULLICKSON was appointed the first woman President of Germanna Community College on July 1, 2017. She previously held leadership roles within the Colorado Department of Higher Education and Community College System, the Minnesota State Colleges and Universities system, and Community Colleges of Spokane. Since becoming President of Germanna, Dr. Gullickson has worked with school divisions to improve education and services by creating single point-of-contact, concierge services for each division. Additionally, Germanna has increased partnership activity with county and city governments to broaden services and academic offerings to underserved geographic areas, resulting in the establishment of a Real Estate Foundation to oversee land holdings in Stafford County and a unique joint-use agreement

among Culpeper County Schools, Culpeper County and Germanna. Dr. Gullickson holds a Doctor of Leadership and Policy in Higher Education degree from the University of Minnesota, a Master of Science degree in Rural Sociology and Planning from South Dakota State University and has completed the Lean Six Sigma Enterprise certification. She is most proud to be a wife and a mother to three, adult children, two of whom live in Virginia and have served their country as an Army JAG and as a Navy Nuclear Reactor Operator and Reactor Technician. Her husband is a US Navy veteran, having served aboard the USS New Jersey battleship.

DR. DANIEL HORNICK serves as the superintendent of Orange County Public Schools. He began this role on July 1, 2022. Before moving to Orange County Public Schools, Dr. Hornick was a teacher, assistant principal, and principal in Stafford County. Throughout his career, Dr. Hornick has focused on establishing trusting relationships, building a positive culture, providing students access to rigorous and relevant instructional experiences, and expanding CTE career pathways. During his tenure as principal, North Stafford High School was recognized as a Distinguished High School by Project Lead the Way and a Platinum School of Distinction by Jostens in both 2021 and 2022. Additionally, North Stafford High School received a Jostens Renny Award in 2021 and a VDOE Continuous Improvement Award in 2020. Dr. Hornick earned a bachelor's degree from Lebanon Valley College, a master's degree from the University of Mary Washington, and a doctorate in education from Virginia Commonwealth University. Dr. Hornick is married and is the father of two children.

DR. BRYAN ZUGELDER is Associate Dean for Academic Affairs and Partnerships and Associate Professor in the Department of [Learning, Technology, and Leadership Education](#). He has more than 60 scholarly contributions that include \$29M in funded grants, peer-reviewed journal and book publications, national and international presentations, and creative activities. He was lead author for an instructional coaching framework that is used across 10 universities in the UNC System and more than 200 schools to provide intentional coaching support to beginning teachers. Dr. Zugelder provided state-level leadership for teacher preparation and development at the University of North Carolina (UNC) System Office. He also served on the lab school development team for the UNC System. At East Carolina University, he was Principal Investigator for a \$4.8M per year funded project focused on systemic, university-based teacher induction. He led the development of a comprehensive logic model for research, in collaboration with the Stanford Center for Assessment, Learning, and Equity, and the Friday Institute for Educational Innovation at NC State University, that studies the effects of university-based teacher induction on *teacher retention*, *teacher effectiveness*, *student achievement*, and *strengthened school-university partnerships*. He has served as Executive Director of Undergraduate Affairs and Partnerships, Director of Clinical Experiences, and Director of the Toni Jennings Exceptional Education Institute at the University of Central Florida. He also provided state-level instructional coaching for principals and literacy coaches in *Reading First* schools and served as an assessment project manager for the Florida Department of Education. Dr. Zugelder was an elementary school teacher in Florida for Leon County Schools and Seminole County Public Schools and has been a career-long teacher leader.

2. A chart that clearly presents the school's organizational structure, including lines of authority and reporting between the governing board, staff, any related bodies such as advisory bodies or parent and teacher councils, the Board, and any external organizations that will play a role in managing the school.



3. A clear description of the roles and responsibilities for the governing board, the school’s leadership and management team, and any other entities shown in the organization chart. This includes a description of the functions, roles, and duties of the governing board and its proposed composition and bylaws. The description must detail the specific role of the governing board in the operation and oversight of the college partnership laboratory school.

GOVERNING BOARD

The governing board is composed of leaders from the participating institutions of higher education and school divisions. These leaders have been providing executive guidance to the lab school as members of the steering committee since the concept of the Academy was established. The governing board will receive insight and recommendations from the advisory board and the FEA director. The governing board will work collaboratively to create or make changes to Academy policy, establish annual goals for FEA, and make strategic decisions for the Academy. The governing board will receive regular and substantive reports on the Academy’s operations and metrics and will enact policy or implementation changes as necessary to support the Academy’s success.

The governing board shall consist of:

- President or cabinet-level designee from Germanna Community College
- President or cabinet-level designee from Laurel Ridge Community College
- Dean or designee of James Madison University College of Education

- Superintendent or designee from Culpeper County Schools
- Superintendent or designee from Madison County Schools
- Superintendent or designee from Orange County Schools
- Superintendent or designee from Rappahannock County Schools
- FEA Director

As FEA expands, the governing board must include a superintendent or designee from any participating K12 divisions. The governing board *may* include one or more representatives from 4-year colleges or universities with articulation agreements with the Academy.

ADVISORY BOARD

The advisory board will be composed of community leaders, FEA parents, high school counselors, community college student support personnel, academic faculty and deans, and eventually FEA alumni. This advisory board will provide insight and make recommendations for the governance and operations of the Academy. The advisory board will present recommendations directly to the governing board.

SCHOOL LEADERSHIP AND MANAGEMENT

FEA Director

The director reports directly to the governing board and works collaboratively with academic deans and coordinators of dual enrollment programs to supervise all FEA faculty and staff at all sites. The FEA director will provide oversight to all FEA locations and provide administrative leadership and programmatic guidance to the FEA faculty and staff. The director will be responsible for identifying staff development opportunities; annual data gathering between the two colleges; completing required state and lab school reports; coordinating with staff and faculty; coordinating governing and advisory board meetings; attending required meetings; MOU updates and renewals; and collaborating with parents.

Faculty Leads

These positions – one at each FEA site – will serve at their respective colleges with guidance and oversight from the FEA director. The positions are responsible for working with deans to identify faculty teaching in the school and requirements of working in the lab school; coordinating experiential learning between the colleges and school divisions with assistance from FEA advisors; textbooks purchases and updates to instructional materials; coordination with director and with each other; and monitoring student progress as it relates to four-year college requirements and high school graduation requirements.

FEA Advisors

These positions – one at each FEA site – will serve at their respective colleges with guidance and oversight from the FEA director. These roles are responsible for providing direct academic and cocurricular support and advising for scholars in FEA. The FEA advisors will work closely with students through their academic journeys and be proactive in supporting students' needs and assisting with academic interventions when necessary.

Full-time and Adjunct Faculty

Faculty at both FEA sites provide meaningful learning opportunities to FEA scholars. These faculty report to their respective deans with guidance and oversight from the FEA director and FEA faculty leads.

4. A description of the governing board’s relationship with the affiliated public or private institution of higher education and its Board of Visitors, any local school boards, parents, and community organizations.

School division superintendents on the governing board each report to their respective school boards regarding student progress, Academy success, and finances. Community college presidents report to the Chancellor of the Virginia Community College System and to their respective local college boards. The Dean of James Madison University’s School of Education reports to the president of JMU. All members of the governing board will provide progress updates on FEA to parent and community organizations. Engaging with, and inviting, parents and community partners to participate in the school will be essential to the success of students and the school.

The FEA Director reports to the Governing Board and all support personnel report to the director and academic deans of the respective community college. The director will also oversee any community, parental, and student organizations associated with FEA.

V. Management Structure: The following components must be addressed:

1. A staffing chart for the school’s first year and a staffing plan for the term of the contract.

Position	Reports To	Qualifications
Director, FEA	Governing Board	Masters Degree required; K12 Administrative License preferred
EDU Program Lead at Germanna	FEA Director & Academic Dean	Masters Degree required; DOE K-12 preferred
EDU Program Lead at Laurel Ridge	FEA Director & Academic Dean	Masters Degree required; DOE K-12 preferred
FEA Advisor Germanna	FEA Director & Dual Enrollment Coordinator	Bachelor's degree; experience in high school setting preferred
FEA Advisor Laurel Ridge	FEA Director & Dean of Early College	Bachelor's degree; experience in high school setting preferred
Community College Adjuncts	FEA Director & Academic Dean	Masters Degree required
2 9-month HIS faculty	Academic Dean	Master’s Degree required
2 9-month ENG faculty	Academic Dean	Master’s Degree required

IT Support Specialist, Germanna	Manager of Technical Support Services	Bachelor's degree or equivalent experience
IT Support Specialist, Laurel Ridge	Manager of Technical Support Services	Bachelor's degree or equivalent experience

A part-time director position will be hired. The director is a dean-level position for the VCCS and will report directly to the Governing Board. The position will liaise with school division and community college personnel, including discipline-specific academic deans. The minimum requirements are a Master's Degree in education or a related field. Additionally, holding a DOE administrative license will be a preferred qualification. One education faculty will be selected at each site to serve as program lead and oversee the functionality of the Academy including the Friday activities that pertain to training in dispositions, experiential learning opportunities, practicums, etc. An advisor will be hired at each site to assist the director with the day-to-day operations of the Academy. Advisors will report school attendance, monitor student grades, and advise students; they will work closely with the director to ensure that student success is at the forefront of the Academy.

2. Plans for recruiting and developing school leadership and staff.

Germanna Community College and Laurel Ridge Community College will work collectively with the Governing Board to identify a director for the FEA and will follow all standard hiring practices. Teaching faculty and advisors in FEA will be employees of the community colleges and will be hired according to VCCS policy. Academic deans with oversight of the education program and humanities at the community college will be responsible for hiring faculty that teach in FEA. The recruiting process will follow best practices in the state hiring process which includes the broad posting of the position and a rigorous search process to find diverse, qualified candidates. Student support services will be jointly provided by the community college sites and the base high schools for each student. These support staff will be hired following best practices and will be vetted via a thorough search and review process.

3. A description of the academic/professional experience/qualifications of the college partnership laboratory school's leadership and proposed faculty who will teach at the school.

All faculty teaching in the FEA are credentialed according to policies regulated by the Virginia Community College System and that are aligned with SACSCOC. Each faculty member has a minimum of a master's degree in the discipline or a master's degree with 18 graduate hours in the discipline. All faculty selected to teach in the FEA will be seasoned educators who have taught in the community college for a number of semesters and who have excellent end-of-course student evaluations. A preferred qualification for FEA faculty is experience in early college, dual enrollment, or high school settings with the appropriate skills and disposition for teaching a younger cohort of students.

School leaders will have the same credentials as required of all teaching faculty. They are experts in the field of Education and have worked with public school divisions in the placements of students into practicums and other hands-on learning experiences. Other leaders working with the school are experts in Student Services and Academics with a focus on retention strategies, problem-solving, equity and inclusion, and effective program management.

Examples of faculty experience and background for FEA are included below:

Lori Killough: Combining 16 years of K-12 teaching experience and 15 years as an Assistant Professor of Education and the Education Program Lead at Laurel Ridge Community College, Ms. Killough has extensive knowledge of the learning needs of high school students and the rigors of college coursework. Ms. Killough holds a K-6 and special education teaching license in the Commonwealth of Virginia and has a demonstrated passion for education. Ms. Killough holds a Master of Science in educational computing and a Bachelor of Science in elementary and special education from the State University College of New York at Buffalo.

Teresa Conour: Ms. Conour has over 20 years of experience teaching in traditional school settings, preschool, faith-based education programs, international child development programs and working with nonprofit child advocacy and child abuse prevention agencies. She has expertise in program and curriculum development, teacher training, and coaching. This experience prepared Ms. Conour well for her current role as Program Chair and Associate Professor of Education and Early Childhood Education at Germanna Community College. Ms. Conour received her Master of Education in Early Childhood Education from Champlain College, her Master of Arts in Human Services and Family Studies from Concordia University, and her Bachelor of Arts in Education NK-3 from Marymount University.

4. An assurance that the applicant will meet the conditions in § [22.1-349.9](#) of the *Code of Virginia*, which states that “teachers who work in a college partnership laboratory school shall hold a license issued by the Board or, in the case of an instructor in the Board-approved teacher education program of the institution of higher education, be eligible to hold a Virginia teaching license. Teachers working in a college partnership laboratory school shall be subject to the requirements of §§ [22.1-296.1](#), [22.1-296.2](#), and [22.1-296.4](#) that are applicable to teachers employed by a local school board.”

All teaching faculty in FEA will demonstrate the necessary qualifications to instruct in their discipline based on the guidance of SACSCOC and the Virginia Community College System (VCCS). According to the VCCS policy manual, faculty teaching associate degree courses designed for transfer to a baccalaureate degree must have a doctoral or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

All new FEA faculty will complete professional development or demonstrate proficiency in the following topics:

- Teaching early college scholars

- Teaching students with diverse learning needs
 - Regular and Substantive Interactions
 - Teaching Online and Hybrid Courses (only applicable to faculty teaching hybrid courses)
5. The school's leadership and teacher employment policies, including performance evaluation plans. Such performance evaluation plans must be consistent with the policies of the institution of higher education.

Full-time teaching faculty are evaluated according to the VCCS Teaching Faculty Development, Evaluation, and Recognition Policy. All faculty are evaluated according to faculty performance in four domains: (a) teaching; (b) scholarly and creative engagement; (c) institutional responsibility; and (d) service. Evaluation data comes from student, supervisor, and self-evaluation sources.

First-year faculty will be evaluated during each of the first two semesters of employment (exclusive of summer term). Second and third-year faculty members (and any other faculty members operating under a one-year appointment) will be evaluated once per year, near the end of the calendar year.

Faculty working under a multi-year appointment will participate in the full evaluation process in the final year of their multi-year appointment. During the intervening years of a multi-year appointment, faculty will develop annual personal and professional development plans in collaboration with their supervisors.

Adjunct faculty are evaluated during the first semester of teaching and then on a five-year cycle thereafter. Students complete end-of-course evaluations each semester for all courses. Evaluations are reviewed by the division dean and teacher education program lead. The FEA director will work closely with the division deans at both community colleges to review evaluations.

All faculty can be observed and evaluated if there are any instructional or student-centered concerns.

6. A plan that addresses the qualifications of the teachers and administrators at the college partnership laboratory school, including compliance with state law and regulations regarding Board licenses and endorsements. (*See § 22.1-349.9 of the Code of Virginia.*)

All qualifications of the faculty and administrators at the lab school will be in compliance with VCCS and SACSCOC regulations. For positions that require licensure and endorsement areas, community college faculty and staff will be monitored by the colleges' Education Program Lead. All faculty and staff will follow policies in accordance with the human resources policies outlined by Germanna and Laurel Ridge Community Colleges. The VCCS policy regarding qualifications of faculty and administration may be found as Appendix 5—Qualifications for Academy Rank.

7. A plan to provide high-quality professional development programs (*See § [22.1-253.13:5](#) of the Code of Virginia.*)

High-quality professional development will be provided for all staff members of the lab school team as outlined in the Standards of Quality (Standard 5) on quality of instructional and educational leadership. Faculty are expected to stay current in their discipline and will receive training relevant to discipline-specific content. Examples of professional development include:

- Teaching early college scholars
- Teaching students with diverse learning needs
- Regular and Substantive Interactions
- Teaching Online and Hybrid Courses (only applicable to faculty teaching hybrid courses)
- Trauma Informed Classrooms
- Active Learning Strategies
- Inclusive Classrooms
- Student Engagement Strategies
- Emerging Technologies

Faculty and staff will participate in relevant professional development as identified by the director of the lab school. Focus areas will include teaching and learning strategies that address the needs of underrepresented populations; specific subject area needs; engagement of parents; and preparation strategies for Praxis math and the Virginia Communication Literacy exam. Faculty will participate in professional development regularly with formal and informal meetings of college faculty, staff, and administrators.

8. Provisions for the evaluation of staff at regular intervals.

All staff will be evaluated regularly. While official performance evaluations will be conducted in accordance with VCCS and community college policy, ongoing feedback will be part of the norm and culture of the lab school. This includes formative, anecdotal, and formal feedback, with the goals of professional growth and ensuring student success.

9. Provisions for a human resource policy for the school that is consistent with state and federal law.

Germanna Community College and Laurel Ridge Community College are equal opportunity institutions providing educational and employment opportunities, programs, services, and activities, and do not discriminate on the basis of race, color, sex, age, religion, disability, national origin, marital status, political affiliation, sexual orientation, or other non-merit factors. Germanna and Laurel Ridge prohibit sexual misconduct, including sexual violence or harassment.

10. An explanation of any partnerships or contractual relationships central to the college partnership laboratory school's operations or mission, including information regarding any partnerships with school divisions to provide educational or ancillary services. Contractual relationships include procuring the services of an education management organization, food services, transportation, school health services, custodial services, and security services. (See § [22.1-349.3](#) C of the *Code of Virginia*.)

Future Educators Academy is a partnership between Germanna Community College, Laurel Ridge Community College, James Madison University, and the school divisions of Culpeper, Orange, Madison, Clarke, Fauquier, Frederick, Page, Shenandoah, Warren and Rappahannock Counties and the City of Winchester. The relationship between the school divisions and community colleges is critical to student success and access. A Memorandum of Understanding (MOU) has been developed between each community college and the participating school divisions in its region. These MOUs state the following:

- Participating school divisions are responsible for the logistics and cost of student transportation to and from the appropriate Academy site and all experiential learning rotation sites for FEA scholars originating from their divisions
- Participating school divisions are responsible for the logistics and cost of student extracurriculars including school sports for FEA scholars originating from their divisions
- Participating school divisions are responsible for providing meals to all FEA scholars originating from their divisions
- Participating school divisions are responsible for identifying and providing the necessary supports for students with disabilities, students who are English Language Learners, students who are academically behind, and gifted students who originate from their divisions
- Participating school divisions are jointly responsible with the appropriate community college for ensuring student access to counseling, support services, and accommodations as necessary for FEA scholars originating from their divisions
- Participating school divisions are responsible for managing attendance concerns for FEA scholars originating from their school divisions; FEA faculty and staff at each site are responsible for reporting attendance, mid-term, and final grades to school divisions
- Participating school divisions are responsible for organizing SOL testing, WISE testing, SAT testing, ACT testing, and other standardized learning assessments for FEA students originating from their division
- Participating school divisions and FEA leadership will work together with the guidance of the governing board to regularly review and update the MOUs as necessary to best support students and their families
- Participating school divisions are responsible for providing nursing and medical services to FEA students who originate from their divisions

A sample MOU is presented as Appendix 6.

11. Notification to all school employees of the terms and conditions of employment.

The FEA Director, Education Faculty Program Leads, any full-time teaching faculty, and advisors will each receive an annual contract for employment that outlines the terms and conditions of employment as outlined in HR policy respective to each community college.

Adjunct faculty will receive a semester-by-semester contract that outlines the terms and conditions of employment as outlined in HR policy.

Employee terms and policies are available to all FEA faculty and staff on the Germanna and Laurel Ridge websites and will be discussed during employee orientation and onboarding.

12. Information and materials indicating how parents, the community, and other stakeholders were involved in developing the application for the college partnership laboratory school. A description of how parental involvement will be used to support the educational needs of the students, the school's mission and philosophy, and its educational focus.

Community and parent input is critical to the success of FEA. The steering committee solicited parent feedback in small virtual focus groups. These sessions began with a focus on the need for a teacher preparation program and included follow-up on operations and goals of the Academy. At least two parents of FEA scholars will also serve on the advisory board annually upon the launch of the lab school.

My daughter has expressed interest in teaching since she entered Kindergarten. As she begins to embark on her 6th-grade school year, she remains steadfast in her interest. I believe that this new program will keep her interested, provide her exposure to teaching, and will give her an advanced opportunity to enter the workforce with a career, right out of high school, or after completing a BA/BS. As a parent in the community, I am grateful for the opportunities OCPS is making for my child and others.

- Orange County High School Parent

To ensure that parents and students felt comfortable sharing their honest thoughts on the concept and operational plan of FEA, the steering committee also consulted high school counselors and career coaches/advisors. These student-facing staff have a greater level of rapport with students and families and can provide a broader perspective on the desires, concerns, and questions posed by students and parents in our community. Counselors and career coaches/advisors have indicated that there is significant demand for teacher training and believe in the Academy's approach to preparing tomorrow's educators.

We always have students who want to be teachers...the more we can give them a real view of what being an educator is, the better prepared the student will be.

- Eastern View High School Career Advisor

The steering committee also conducted numerous one-on-one listening sessions with businesses and organizations in the service region. The overwhelming support for FEA from the business community is visible in the letters of support provided in Appendix 7.

13. Plans and timelines for student recruitment and an open enrollment process for any child who is a resident of the Commonwealth, including lottery procedures if sufficient space is unavailable. Please include a description of the lottery process to be used to determine school enrollment on a space-available basis and a time line for when the lottery process will begin for the first academic year of enrollment and when parents will be notified of the outcome of the lottery process. (See § [22.1-349.3](#) of the *Code of Virginia*.)

Informational meetings for students will be held in August and September of each academic year. College representatives will visit each high school to promote the Future Educators Academy. Virtual, recorded, language-accomodated informational sessions for parental involvement, will be held in mid-October. Application packets will be sent to directors of counseling in mid-October. Applications become available on November 1 or the first Monday following the weekend of November 1. A formal application kickoff will be held in early November. This will include daily announcements to the student body and information posted in newsletters and on each high school website. Information will also be posted on the websites of Germanna and Laurel Ridge Community College. Completed applications are due to the Counseling Office at the base high school by December 1.

Each participating school division will be allotted an even number of seats in the Academy. At present, this means that Culpeper, Madison, Orange, and Rappahannock Schools all have six seats for the first cohort of FEA students.

Once student applications have been reviewed for eligibility (i.e., meeting the dual enrollment criteria), students will be notified in mid-January that they have been accepted into the Future Educators Academy.

If there are more eligible students than seats in the FEA, a lottery system within each participating school division will be used to select students. The lottery process will be very transparent to students, parents, secondary partners, and college administrators. All eligible student names in the division will be entered into a bowl. An administrator from Germanna or Laurel Ridge will select the names from the bowl. Students and parents will be invited to watch the process to ensure transparency.

If one division does not have enough interested students to fill all six seats, the seats will be available for other divisions with larger student applicant pools. All efforts will be made to provide a balanced number of seats to each division.

All student names will be drawn in the lottery process. Students who were not selected by lottery will be added to a waitlist in the order in which their name was drawn. The waitlist will be used in the event that a student decides to leave FEA within the first two weeks.

If there is inclement weather and the process is delayed, students and parents will be notified of the revised notification dates for the lottery process and letters of acceptance.

14. Any enrollment-related policies and procedures that address special situations, such as the enrollment of siblings and children of faculty and founders and the enrollment of nonresident students, if applicable. Consistent with a college partnership laboratory school's mission and purpose that may address special populations of students, the applicant must indicate *how to ensure that community outreach has been undertaken so that special populations are aware of the formation of the college partnership laboratory school and that enrollment is open to all students residing in the Commonwealth*. Pursuant to § [22.1-349.3](#) B of the Code of Virginia, enrollment in a college partnership laboratory school “shall be open through a lottery process on a space-available basis to any student who is deemed to reside within the Commonwealth. A waiting list shall be established if adequate space is not available to accommodate all students whose parents have requested to be entered in the lottery process. Such a waiting list shall also be prioritized through a lottery process, and parents shall be informed of their student's position on the list.”

All children are welcome if they meet enrollment criteria and want to become future teachers. FEA will not have a specific policy prohibiting the enrollment of siblings or children of faculty, staff, or founders. A student who meets dual enrollment requirements and is enrolled in one of the participating school divisions at the time of their FEA application will be deemed eligible, regardless of the length of their domicile in Virginia or the participating county. Prospective students will be counseled that the FEA is a two-year commitment and may not be the best route for students anticipating moving out of state during their junior or senior year.

Information about the Future Educators Academy will be circulated in early fall to the local high schools. Counselors, career coaches, career advisers, and the college community will be aware of how students apply to the FEA and will walk students through the application process if necessary.

Information sessions will be held for parents and students at various times to accommodate parent work schedules for all students. As FEA grows, targeted information sessions for special populations of students (including but not limited to: ELL students and families, self-identified future first-generation college students, and military-affiliated students and families) will be held annually.

Applications become available through the counseling offices at the high school. All students who have applied and are meeting the dual enrollment criteria of a 3.0 GPA, pass placement testing, or have appropriate SAT/ACT scores are eligible for consideration to attend FEA. All students will be able to attend unless there are more students than slots. In such a case, the lottery will be used to determine which students will attend. A waitlist will be created as well. The lottery will be transparent, random, and conducted in accordance with state policy.

15. A model *Student Code of Conduct* policy that addresses student behavior, discipline, and participation in school activities. The plan should identify the role of teachers and administrators in discipline and mentoring. The plan must also identify disciplinary policies for special education students.

Future Educators Academy (FEA) students are selected to participate in the program based upon meeting all dual enrollment requirements as established by the Virginia Community College System. The program is free to participating students. Future Educators Academy students shall be expected to be committed to:

- Respecting and collaborating with diverse populations
- Conducting themselves in a manner that positively affects the learning community's pursuit of its educational objectives, and
- Being exemplary role models of the teaching profession while observing and participating in reflective practices.

Technology is an important instructional tool of FEA. A student's participation in FEA shall be contingent upon the ethical and appropriate use of the teleconferencing, networking, and web-based systems of the community college.

Students shall be held accountable for the student codes of conduct for their local school division, community college Code of Student Rights, Responsibility, and Conduct, community college Technology Use Agreement, and FEA Expectations for Behavior. FEA students shall be responsible for their actions traveling to campus, on-campus, and on community field experiences. Any infractions of codes of conduct shall be referred to the student's home-based high school administration for disciplinary action as designated by the local school division. Parent/guardian shall be notified as prescribed by the local school division.

The Future Educators Academy Expectations for Behavior

The FEA students shall:

1. Attend school and report to all classes regularly and on time.
2. Demonstrate respect for other students, faculty, and staff.
3. Demonstrate respect for the property of FEA, Germanna Community College (Germanna), Laurel Ridge Community College (Laurel Ridge), and any other educational, community, or business property involved in FEA instructional activities.
4. Refrain from conduct that is disruptive to any FEA, Germanna, or Laurel Ridge class or activity.
5. Remain on Germanna or Laurel Ridge campus during FEA school hours.
6. Abide by the acceptable technology and internet use policies of home-based schools and the community college.
7. Refrain from abusive language, fighting, obscene conduct, public profanity, or stealing.
8. Abide by regulations governing travel to and from FEA on school buses and/or private vehicles.
9. Adhere to Germanna and/or Laurel Ridge campus safety and common courtesy expectations.
10. Not engage in any form of dishonesty, including cheating, plagiarism, or knowingly furnishing false information or documents.
11. Not be in possession of illegal or dangerous weapons, look-alike weapons, or other instruments intended to inflict bodily harm.

12. Not be in possession of our use of alcohol, tobacco, or other drugs. The Germanna or Laurel Ridge campus public smoking area is off-limits to FEA students.
13. Not intentionally misuse or damage any of the Germanna or Laurel Ridge teleconferencing, internet, or learning management technology (Canvas).
14. Adhere to the loss/damaged textbook and/or materials expectation and fees of their school divisions, Germanna, Laurel Ridge, or FEA.
15. Adhere to appropriate dress that supports the campus or community learning activity for the day and is in compliance with their school division dress code.

Attendance

The FEA is a rigorous academic program and thus requires that student absences be kept to a minimum. If a student knows in advance that they will be absent from FEA for personal reasons or a base school academic activity, it is the student's responsibility to connect with the instructor and obtain assignments prior to the absence.

Absences, tardies, and early dismissals shall be reported daily to the base high school. School division attendance policies shall be in effect. A parent/guardian shall contact the site director if a student will be absent for an extended medical situation. A doctor's excuse shall be required.

The FEA Governing Board will annually adopt the academic calendar used by the respective community college. The academic-year calendar may be consistent with, but may not be exact, to the students' local school division's calendars. If a school division is open and FEA is closed, a student shall be responsible for web-based instruction to be completed at the student's base school. If a school division is closed and Germanna and/or Laurel Ridge are open FEA coursework will be moved to remote learning.

Transportation

FEA students shall be expected to follow the transportation expectations of their school divisions. All transportation issues shall be handled by the base high schools. School divisions provide transportation to FEA as delineated in the MOUs. Local school division policy shall determine whether permission will be granted for students to drive to FEA at Germanna or Laurel Ridge or to be passengers in other students' cars. School division buses shall be contracted for field experiences and transportation expectations shall be in effect.

Academic Honesty

Academic honesty is essential to develop students' full intellectual potential and self-worth. All FEA students will be expected to maintain a high standard of honor in their coursework. Forms of dishonesty in coursework include: Cheating, plagiarism, unauthorized collaboration, deliberate interference with the integrity of the work of others, fabrication or falsification of data, as well as other forms of academic dishonesty. Each are considered serious offenses in college coursework for which disciplinary penalties can be imposed.

FEA students shall maintain a high standard of honesty in their coursework. Students shall not give or accept unauthorized assistance. Unauthorized assistance includes sharing

oral and written information during examinations, tests, quizzes, homework assignments, and consulting written materials or copying another's work without the instructor's expressed permission. Tests shall not be taken out of the examination room without the instructor's expressed permission and shall be completed within the allotted time. Notes or other sources shall not be consulted unless specifically authorized by the instructor administering the examination. Cheating shall include, but is not limited to, copying, plagiarism, authorized collaboration, and unauthorized divulging of information. Plagiarism is defined as the presentation of someone else's idea or words as one's own. This includes the presentation of AI-generated ideas or words as one's own. Falsification includes the intent to mislead, as well as forgery of any signatures. Lying or stealing violates the principles of integrity and respect for self, others, and property.

Clear expectations for all coursework will be prescribed in the course syllabus provided by each instructor for each course. The assignments, due dates, and consequences for violating trust in the coursework will be detailed.

Responsibility for Accountability Proceedings

(Including Request for Student Dismissal from FEA)

The director of FEA shall be responsible for reporting a student's inappropriate behavior to the student's base school administrator and for collaborating with that administrator on an appropriate disciplinary resolution.

The FEA director may request dismissal of the student from the FEA for the following:

- Code of Conduct violations.
- Intentional misuse or damage of any of the Germanna or Laurel Ridge properties, including teleconferencing, Internet, or web-based technology.
- Academic Dishonesty.

The director's request for a student's dismissal will be submitted to the student's base high school principal and the student's parent/guardian. A meeting will be convened to review the request, based on due process, and to recommend appropriate action.

Student/Parent Signature Form

A student folder will be issued to each student at the beginning of the school year. Each student and parent shall be expected to provide a signed and dated form indicating that they have read and understand the FEA Student Expectations for Behavior and the Germanna or Laurel Ridge Community College Code of Student Rights and Responsibilities, and the Virginia Community College System Computer Ethics Agreement. A copy of this signature form shall be kept on file at both FEA and the student's base high school file.

16. A detailed school start-up plan that identifies tasks, timelines, and responsible individuals.

TASKS	RESPONSIBLE INDIVIDUALS	BENCHMARK
Submission of Proposal to launch FEA	Governing Board	July 2023
Hire Essential Staff	Governing Board Community College Academic Deans	December 2023

GCC Student Recruitment	FEA Director (when hired)/High Schools	November–December 2023
GCC Application Submissions/Decisions	FEA Director/High Schools	December 2023
GCC Enrollment & Scheduling	Academic Deans/FEA Director	March—April 2024
GCC Cohort Begins with SDV	Academic Deans/FEA Director	August 2024
GCC Professional Development	GCC	August 2024—May 2025
Governing Board & Advisory Board Meeting	FEA Director	August 2024—June 2025
GCC & Laurel Ridge Student Recruitment	FEA Director/High Schools	October—December 2024
GCC & Laurel Ridge Application Submissions/Decisions	FEA Director/High Schools	December 2024
GCC & Laurel Ridge Enrollment & Scheduling	Academic Deans/FEA Director	March—April 2025
GCC 2 nd Cohort & Laurel Ridge Cohort Begins with SDV	Academic Deans/FEA Director	August 2025
GCC & Laurel Ridge Professional Development	GCC and Laurel Ridge	August 2025—May 2026
Governing Board & Advisory Board Meeting	FEA Director	August 2025—June 2026

17. A description of co-curricular and extracurricular programs and how these programs will be funded and delivered.

Students in FEA will receive significant co-curricular learning opportunities via experiential learning rotations and a series of professional development, personal growth, and transfer-oriented training sessions held online or at an FEA site throughout their first two years. FEA students will be invited on college tours, and participate in workshops and training on pedagogy, classroom management, teacher expectations, preventing burnout, and teacher soft skills.

In addition to co-curricular learning opportunities through FEA, students will be welcome to participate in extracurricular activities at their base high schools. These extracurricular activities will be organized and funded by the participating school divisions, as stated in the MOUs.

18. A general description of any operational incentives/partnerships that the college partnership laboratory school intends to have with school divisions to enhance both the educational program of the college partnership laboratory school and the partnering school division(s).

All students will have the opportunity to dual enroll all credits leading to an Associate of Arts & Sciences (AA&S) degree in Education through an annually signed Dual Enrollment contract between the school division and Germanna and/or Laurel Ridge Community College. Once students receive the AA&S degree in Education, students can transfer seamlessly to James Madison University or other transfer institutions. (See Appendix 4–JMU-FEA Agreement).

Pursuant to [8VAC20-131-420. Waivers and alternative accreditation plans](#), students shall be trained in emergency first aid, CPR, and the use of AED, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an individualized education plan (IEP) or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement. All students will receive emergency first aid, CPR, and the use of AED, on a Friday as part of the experiential learning planned for the lab school. This is a requirement for all classroom teachers so the training is a progression to the profession.

VI. *Financial and Operations Information:* The following components must be addressed:

1. A description of the college partnership laboratory school’s financial plan and policies, including financial controls and audit requirements in accordance with generally accepted accounting principles.

Germanna Community College and Laurel Ridge Community College, as agencies of the Commonwealth of Virginia, maintain financial processes in accordance with the policies and procedures established by the Virginia Department of Accounts (DOA) and the laws of the Commonwealth. As members of the Virginia Community College System (VCCS), Germanna and Laurel Ridge also comply with the policies established by VCCS. Germanna and Laurel Ridge utilize a fund accounting system typical of institutions of higher education in accordance with generally accepted accounting principles. The fund accounting system is conducive to the rigorous administration of grant funding.

As part of the Virginia Community College System (VCCS), Germanna and Laurel Ridge are supported by an organizational structure that provides sound policies, effective advocacy with decision-makers in the Virginia government, and a risk-based financial system. VCCS, Germanna, and Laurel Ridge are routinely audited by the Commonwealth's Auditor of Public Accounts (APA). Audited financial statements are published on the VCCS website and the APA also publishes the Virginia Single Audit report. Moreover, as agencies of the Commonwealth, Germanna, Laurel Ridge, and VCCS employ a risk management program known as ARMICS – the Agency Risk Management and Internal Control System – to continually assess risk and the effectiveness of internal controls.

Germanna and Laurel Ridge's key decision-makers are committed to ensuring long-term financial sustainability. Local governments provide funding for student activities and for the expansion of facilities and programs. The colleges are partnered with the Germanna Community College Educational Foundation and the Laurel Ridge Community College Educational Foundation which fundraise throughout the two service regions to provide funding for students, programs, and facilities.

2. Start-up and five-year budgets with clearly stated assumptions and information regarding projected revenues and expenditures.

See Appendix 8–FEA Budget

Salary and personnel expenses:

FEA will hire two full-time program advisors, one at each site. These program advisors will provide direct student support, guide and mentor FEA students, and report attendance and other critical metrics to the Director and partnering school divisions. The advisors will report to the Dual Enrollment Coordinators at their respective sites. The Germanna advisor will be hired in year one, the Laurel Ridge advisor will be hired in year two.

FEA will also seek full-time IT technicians to support the Academy. Students may require technical support for wifi hotspots, campus technology, personal technology, and web-based tools including the LMS, Canvas. IT technicians will increase FEA's capacity to provide holistic support for students and faculty. The Germanna IT Technician will be hired in year one, and Laurel Ridge's technician will be hired concurrently with the second site launch in year two.

Faculty are critical for the success of FEA. Faculty leads at the sites will be supported by three full-time faculty members and a number of adjunct faculty hours. Faculty will be brought into FEA in two phases – in phase one, the Academy will onboard faculty for the Germanna site. Phase two will begin in anticipation of launching the Laurel Ridge site and will nearly double faculty and adjunct hours to accommodate two sites.

The FEA director will lead both sites and any additional expansions within the Academy. The FEA director will report directly to the governing board and provide guidance and insight to

FEA faculty and staff in collaboration with the leadership at Germanna and Laurel Ridge Community Colleges.

Fringe costs have been included in the budget for all faculty and staff associated with FEA.

The total cost for salary and benefits in year one is \$372,110. This rate adjusts as FEA adds additional cohorts – year two salary and benefits will total \$693,080; year three salary and benefits will total \$737,127; year four salary and benefits will total \$804,952; year five salary and benefits will total \$842,009.

Start-up and ongoing expenses:

During the start-up phase of FEA, classrooms, labs, and study spaces will be upgraded at Germanna and Laurel Ridge’s sites to accommodate an influx in students. Upgrading and replacing outdated and damaged furniture such as desks, tables, and chairs and outfitting a new science lab will cost \$124,389.

Students require access to a stable internet to complete assignments for FEA, something not all students may have at home. FEA will procure 48 wifi hotspots for scholars to borrow to use at home. The one-time purchase cost for the hotspots is \$9,552. In year one, with only one cohort of 24 students, the recurring cost of hotspot fees will be \$10,007. Starting in year two, as many as 48 hotspots will be in use, increasing the annual fees to \$30,159, a number that will stay consistent across the next three years.

Textbooks, materials, and testing fees for FEA are estimated based on cohort size. This cost will increase as additional students enroll in the Academy. In year one, textbooks, materials and fees will total \$53,280; in year two these expenses will total \$159,840; in year three these expenses will total \$213,120; in year four these expenses will total \$319,680; in year five these expenses will total \$426,240.

Students in FEA participate in rigorous academic coursework, experiential learning, and personal and professional growth. Adequate access to meals and snacks is critical to high scholastic performance. Snacks and breakfast items will be provided at both sites for FEA students throughout the semesters. In year one, breakfast and snacks for one cohort will total \$9,360. In year two with the addition of two cohorts, this increases to \$28,080. In year three, breakfasts and snacks total \$37,440. In year four, the costs increases to \$56,160. By year five, meals and snacks will account for \$74,880 in the FEA budget.

FEA will be using the planning grant award to develop and disseminate marketing and outreach materials therefore a line item for marketing has not been included as a start-up cost.

3. Start-up and five-year cash flow projections with clearly stated assumptions and indications of short- and long-term sources of revenue.

See Appendix 8–FEA Budget

FEA's per pupil funding will increase incrementally during the first five years of the Academy as new cohorts enter and the second site is launched. Per pupil funding by itself is not able to cover the total costs of the Academy until year four, when two junior cohorts and one senior cohort are enrolled at both sites. FEA anticipates approximately 17% of per pupil funding will return to participating divisions per MOUs for services including transportation, extracurriculars and sports, etc.

During the first three years, FEA will rely on rolling over start-up funds to address deficits in the budget. In year one, per pupil revenue will be \$207,436.99. Recurring expenses in year one equal \$500,249 and one-time start-up expenses are an additional \$143,493. Start-up funds will be used to cover the \$143,493 in one-time expenses as well as the difference in ongoing expenses less per pupil funding, \$436,305. As enrollment increases, per pupil funding and ongoing expenses increase concurrently. In year two, per pupil funding is estimated at \$622,311 and ongoing expenses are \$966,581. Start-up funds will be rolled over to cover the remaining \$283,070. By year three, per pupil funds will total \$829,892 and expenses will total \$1,073,268. Rolling over remaining start-up funds again will cover the difference of \$59,776. By year four, the Academy will have a surplus of per pupil funds. Remaining start-up funds, \$217,849, will be applied to the ongoing expenses of the Academy.

During the first five years of the Academy and beyond, the Foundations at Laurel Ridge and Germanna Community College will leverage their strong donor relations and community support to fundraise for FEA. This may include providing donors an opportunity to sponsor a FEA scholar or cohort, covering all expenses associated with a student or cohort group and building a sense of connection between donors and future educators in our region.

4. Evidence of anticipated fundraising contributions, if applicable.

The Laurel Ridge Community College Educational Foundation and the Germanna Community College Educational Foundation are dedicated to securing private resources to strengthen the programs and services of Laurel Ridge Community College and Germanna Community College, respectively, and support FEA students through scholarships and emergency assistance. Fundraising efforts will be ongoing with the anticipation of ultimately covering the full costs of the FEA sites with fundraising contributions.

In the case that donors want to sponsor an FEA scholar, FEA course, or FEA cohort, the funding will be disseminated per the request of the donor – either only to one FEA site or divided evenly amongst the FEA sites. The FEA director will work closely with the Laurel Ridge Community College Educational Foundation and Germanna Community College Educational Foundation on donor relations and fundraising.

5. A description of the insurance coverage that the school will obtain. Types of insurance include general liability, health, and property.

As state agencies, Germanna Community College and Laurel Ridge Community College are insured through the Division of Risk Management which is part of the Virginia Department of

the Treasury. This includes general liability, auto, and property, as stated in VA Code: [§ 2.2-1837. Risk management plan for public liability \(virginia.gov\)](#).

6. A justification for each type of insurance coverage sought and evidence that the applicant has consulted with the affiliated public or private institution of higher education to ensure that the level of coverage is satisfactory.

All members of the FEA governing board, which includes secondary and postsecondary leaders, have approved the insurance coverage obtained for Future Educators Academy. Justification and evidence of each type of insurance coverage are available at Germanna Community College and Laurel Ridge Community College.

7. A sound facilities plan, including backup or contingency plans. Facilities information includes (1) the provision of suitable instructional space; (2) provisions for library services; (3) provisions for the safe administration and storage of student records and medications; (4) information regarding compliance with building and fire codes and compliance with the federal Americans with Disabilities Act; (5) general information on emergency evacuation plans; (6) information regarding site location and preparation; (7) the structure of operation and maintenance services; and (8) financial arrangements for facilities, including any lease arrangements with school divisions or other entities and whether debt will be incurred.

Germanna FEA cohorts will utilize instructional space at the Joseph R. Daniel Technology Center (DTC), a large high-tech learning center outfitted with lecture rooms, computer labs, science labs, study spaces, a library, and cantina. All classrooms and learning labs seat 24-30 students, an ideal size for a 24-student cohort.

Located at the junction of U.S. Route 29 and State Route 3 just east of the town of Culpeper, DTC occupies 34 acres. Built on two levels, the 39,000-square-foot facility is designed primarily for workforce development instruction and technology training. A wide variety of credit classes are also offered. Significant improvements and renovations to DTC are planned to prepare for the first cohort of FEA scholars.

Students at the Laurel Ridge cohort will utilize instructional space at the Middletown campus of Laurel Ridge located in Middletown, Virginia. Students will have access to classrooms, computer labs, science labs, study spaces, the library at each site, and cantina. All classrooms and learning labs are set for 24-30 students. The Middletown Campus consists of approximately 101 acres of state-owned property and an additional 20 acres owned by the Laurel Ridge Educational Foundation. The Middletown campus is conveniently located between Interstate 81 and US Route 11, just minutes from the Middletown exit on Interstate 81. The Middletown Campus consists of eight buildings comprising a total of about 226,000 square feet. The campus has substantial on-grade parking and ample green space.

Student records applicable to FEA will be stored electronically via ImageNow software, a secure document storage software, and will be subject to Germanna or Laurel Ridge's standard policy for record management, site dependent. Students' base high schools will also retain student records following their policy for record management.

Students' base high schools are responsible for the safe administration and storage of medication for FEA scholars. An individualized plan would be developed for any student who needed regular and immediate access to medication during their learning time on campus or at experiential learning sites.

All FEA sites are fully compliant with building and fire codes. FEA is fully compliant with the federal Americans with Disabilities Act (ADA). Emergency evacuation routes are publicly posted throughout DTC and Middletown and shelter locations (in the instance of a tornado or other weather emergency) are identified. Full emergency and continuity of operation plans for Germanna and Laurel Ridge are available in Appendix 9.

All students will complete the majority of their coursework at Germanna Community College or Laurel Ridge Community College, depending on cohort site location. Financial arrangements with school divisions regarding facilities are detailed in the MOUs in Appendix 6.

8. A description of whether transportation services will be provided. If transportation is to be provided, please indicate whether the school will contract for transportation with the local education agency or another entity. Please indicate whether transportation will be provided to all students attending the school.

Transportation to and from the Future Educators Academy is the responsibility of the respective school division. Students will travel on school buses provided by the school division from their base high school. Local school division policy will determine whether permission will be granted for students to drive to FEA at Germanna or Laurel Ridge Community College or to be passengers in other students' vehicles. School division buses will be contracted for field experiences. The responsibility for student transportation is also delineated in the MOUs with school divisions, Appendix 6.

9. A description of transportation services for students with disabilities. (Section [22.1-221](#) A of the *Code of Virginia* states that “[e]ach disabled child enrolled in and attending a special education program provided by the school division pursuant to any of the provisions of § [22.1-216](#) or § [22.1-218](#) shall be entitled to transportation to and from such school or class at no cost if such transportation is necessary to enable such child to obtain the benefit of educational programs and opportunities.”)

Transportation to and from the Future Educators Academy is the responsibility of the respective school division. Transportation services for students with disabilities will be provided equally as

for all other students. All appropriate accommodations will be met for each student at no charge to the student.

10. A description of food service operations and all other significant operational or ancillary services to be provided.

Meals are the responsibility of the respective school division and parents. Students may eat in the cafeteria at their base high school upon returning to the school. Students on free and reduced lunch may secure a bagged meal from the cafeteria each morning before traveling to FEA or the experiential learning site. Light snacks will be provided to students upon arrival to FEA and will be available during the break between the first and second block.

Each high school employs a school nurse. If a student becomes ill during enrollment in FEA, the school nurse will be contacted, and the student will see the nurse upon arriving back at the base high school. If a student becomes so ill that it's apparent that immediate medical attention is required, the police at the school will be summoned, and an ambulance will be called to the FEA site. Parents and the school administration will be notified immediately by school leadership.

VII. *Placement Plan:* The following components must be addressed:

1. Identification of a member of the school's leadership who will serve as a single point of contact for all activities that may need to take place in order for the school to close, including but not limited to the transfer of students to another school, the management of student records, and the settlement of financial obligations. Please include the contact's name, title, email address, and phone number.

Dr. Janet Gullickson, President, Germanna Community College - jgullickson@germanna.edu, 540-423-9087

2. A notification process for parents/guardians of students attending the school and teachers and administrators of the termination or revocation of the contract.

This process would follow existing Germanna Community College and Laurel Ridge Community College procedures and guidelines in accordance with the Virginia Community College System and SACSCOC policy.

3. A notification process to parents/guardians of students attending the college partnership laboratory school of alternative public school placements within a set time period from the date of termination or revocation of the contract.

The existing structure will remain in place if the contract is terminated. If necessary, students would revert back to the standard programs at their base high school that are provided by the respective school division.

4. Provisions for ensuring that student records are provided to the parent or guardian or another school identified by the parent or guardian within a set time period. If the student transfers to another school division, provisions for the transfer of the student's record to the school division to which the student transfers upon the request of that school division. (See § [22.1-289](#) of the *Code of Virginia*).

The student's secondary academic record lies with the school division where the student resides. Grades from the community college are reported to the counseling office at the base high school on a semesterly basis. If a student transfers from the school to another school division, the respective grades will be sent as requested by the parent or school division. High school transcripts are requested through the registrar at the respective high school.

5. A placement plan for school employees that details the level of assistance to be provided within a set period of time from the termination or revocation of the contract.

Employees will follow the existing termination/exiting policies and procedures in place at Germanna Community College or Laurel Ridge Community College respectively.

6. A close-out plan related to financial obligations and audits, the termination of contracts and leases, and the sale and disposition of assets within a set period of time from the termination or revocation of the contract. The plan shall include the disposition of the schools' records and financial accounts upon closure.

Close-out plans will follow current agreements between Germanna and/or Laurel Ridge and the respective school divisions. The community college will follow SACSCOC program discontinuation policies for any discontinued academic programs.

VIII. *Other Assurances and Requirements:* The following components should be addressed:

1. A description of the college partnership laboratory school's policies and procedures for compliance with the federal *Family Educational Rights and Privacy Act* and records retention schedules consistent with guidance issued by the Library of Virginia.

Germanna Community College and Laurel Ridge Community College fall under continuing authority and provisions of the [Library of Virginia Public Records Act for records retention and disposition schedule](#).

2. Evidence that the proposed college partnership laboratory school programs, services, and activities will operate in accordance with all applicable federal and state laws and regulations, including the *Virginia Freedom of Information Act*.

FEA will be fully compliant with the Virginia Freedom of Information Act. More information on the FOIA policies and compliance is available at [Germanna's FOIA webpage](#) and [Laurel Ridge's FOIA webpage](#).

3. A listing of all waivers to state regulations needed for the college partnership laboratory school at the time of its opening. This does not preclude a college partnership laboratory school from requesting additional waivers once the school is operational.

The Curriculum Committee recommends that the Associate of Arts and Sciences degree in Education awarded by Germanna Community College or Laurel Ridge Community College be recognized as at least equal to an Advanced Studies Diploma. Students exiting the FEA will be prepared to enter a four-year university and seamlessly be admitted to the elementary education or special education programs. While there is room in the students' schedules to take a Level 3 language and a fourth science (required to meet the Advanced Studies Diploma), the student may prefer to take fine art or CTE classes instead. Eliminating the Level 3 language requirement and Level 4 science requirement would increase flexibility and opportunities to individualize a student's course schedule.

The Curriculum Committee, supported by the Governing Board, requests that the Virginia Department of Education provide a waiver for the third year of world language and the fourth lab science for students seeking the Advanced Studies Diploma.

4. A description of any collaborative partnerships that may be made with public school divisions to enhance opportunities for all Virginia students, from preschool to postsecondary. An educational program provided to students enrolled in a public school division pursuant to a collaborative partnership between the college partnership laboratory school and the public school division shall be considered to be the educational program of the public school division for purposes of the SOA. (See § [22.1-349.3](#) G of the *Code of Virginia*.)

Germanna Community College and Laurel Ridge Community College both provide academic and career program opportunities for high school students. These programs are held on campus as well as within the local high schools. A state contract is signed annually between school divisions to authorize dual enrollment within the high schools. Germanna maintains a contract for Germanna Scholars and the Gladys P. Todd Academy. Laurel Ridge maintains a contract for Mountain Vista Governor's School held on both the Middletown and Fauquier campuses. A copy of the dual enrollment contract may be found in Appendix 10.

5. A description of all agreements that the applicant may need in the contract with the Board related to the release of the college partnership laboratory school from state regulations, consistent with the requirements in § [22.1-349.3](#) B of the *Code of Virginia*, including the approval of an Individual School Accreditation Plan. Section [22.1-349.4](#) of the *Code of Virginia* states that "[i]f the college partnership

laboratory school application proposes a program to increase the educational opportunities for at-risk students, the Board of Education may approve an Individual School Accreditation Plan for the evaluation of the performance of the school.”

Not Applicable.

6. A description of how the applicant and members of the governing board will disclose any conflicts of interest, which would include a personal interest in any transactions involving the college partnership laboratory school, including information regarding the frequency with which such disclosures will be made. (See § [2.2-3114](#) of the *Code of Virginia*.)

The policy below is applicable to all community college administrative staff. A Statement of Economic Interests is filed annually by all administrative staff by policy.

§ 2.2-3100. Policy; application; construction.

The General Assembly, recognizing that our system of representative government is dependent in part upon (i) citizen legislative members representing fully the public in the legislative process and (ii) its citizens maintaining the highest trust in their public officers and employees, finds and declares that the citizens are entitled to be assured that the judgment of public officers and employees will be guided by a law that defines and prohibits inappropriate conflicts and requires disclosure of economic interests. To that end and for the purpose of establishing a single body of law applicable to all state and local government officers and employees on the subject of conflict of interests, the General Assembly enacts this State and Local Government Conflict of Interests Act so that the standards of conduct for such officers and employees may be uniform throughout the Commonwealth.

Secondary partners, including division superintendents, follow the State and Local Government Conflict of Interests Act (the Act), which applies to public school employees and officials. The Act creates uniform standards of conduct for all public employees and officials.

7. Conflict of interest disclosure(s) by the applicant and/or members of the governing board in the proposed school. This includes any relationships that parties may have with vendors performing services at the school.

The policy below is applicable to all community college administrative staff.

§ 2.2-3100. Policy; application; construction.

The General Assembly, recognizing that our system of representative government is dependent in part upon (i) citizen legislative members representing fully the public in the legislative process and (ii) its citizens maintaining the highest trust in their public officers and employees, finds and

declares that the citizens are entitled to be assured that the judgment of public officers and employees will be guided by a law that defines and prohibits inappropriate conflicts and requires disclosure of economic interests. To that end and for the purpose of establishing a single body of law applicable to all state and local government officers and employees on the subject of conflict of interests, the General Assembly enacts this State and Local Government Conflict of Interests Act so that the standards of conduct for such officers and employees may be uniform throughout the Commonwealth.

Secondary partners, including division superintendents, follow the State and Local Government Conflict of Interests Act (the Act), which applies to public school employees and officials. The Act creates uniform standards of conduct for all public employees and officials.

Part C: Assurances

Assurances in the Code of Virginia: The assurances in the *Code of Virginia* represent the policies and procedures that must be developed and addressed in the application by the college partnership laboratory school to carry out the provisions of the law. By signing and submitting this application for a college partnership laboratory school, the applicant expressly assures the Board of the following:

1. No tuition will be charged to students attending the college partnership laboratory school, except as described in subsection E of § [22.1-349.3](#) of the *Code of Virginia*.
2. The school will be nonreligious in its admission policies, employment practices, instruction, and all other operations.
3. The proposed college partnership laboratory school programs, services, and activities will operate in accordance with all applicable federal and state laws and regulations (including the federal *Americans with Disabilities Act*, the federal *Individuals with Disabilities Education Improvement Act*, Section 504 of the federal *Rehabilitation Act of 1973*, and the *Virginia Freedom of Information Act*) and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.
4. The applicant will take all actions necessary to enter into a contract with the Board no later than nine (9) months prior to the opening date of the college partnership laboratory school.
5. The school leadership of the college partnership laboratory school will be retained on contract no later than six (6) months prior to the opening date of the school.
6. An assurance that the applicant will meet the condition in § [22.1-349.9](#) of the *Code of Virginia*, which state that “teachers who work in a college partnership laboratory school shall hold a license issued by the Board or, in the case of an instructor in the Board-approved teacher education program of the institution of higher education, be eligible to hold a Virginia teaching license. Teachers working in a college partnership laboratory school shall be subject to the requirements of §§ [22.1-296.1](#), [22.1-296.2](#), and [22.1-296.4](#) applicable to teachers employed by a local school board.”
7. All initial requests for waivers from the Board will be made no later than six (6) months prior to the opening date of the school. (This does not preclude a college partnership laboratory school from working with the local school board to request additional waivers once the school is operational.)
8. The applicant must assure knowledge of the *Virginia State and Local Government Conflict of Interest Act* (§ [2.2-3100 et seq.](#) of the *Code of Virginia*) and the *Virginia Public Procurement Act* (§ [2.2-4300 et seq.](#) of the *Code of Virginia*).

Assurances approved by the Virginia Board of Education: By signing and submitting this application for a college partnership laboratory school, the applicant expressly assures the Board of the following:

1. If this application is approved, the applicant will take all actions necessary to enter into a contract with the Board not later than nine (9) months prior to the opening date of the college partnership laboratory school.
2. If the application is approved, the leadership of the college partnership laboratory school will be retained on contract no later than six (6) months prior to the opening date of the school.
3. All initial requests for waivers from the Board will be made by the local school board, on behalf of the applicant, no later than six (6) months prior to the opening date of the school. (This does not preclude a college partnership laboratory school from working with the Board to request additional waivers once the school is operational.)
4. The applicant assures knowledge of the *Virginia State and Local Government Conflict of Interest Act* (§ [2.2-3100 et seq.](#) of the *Code of Virginia*) and the *Virginia Public Procurement Act* (§ [2.2-4300 et seq.](#) of the *Code of Virginia*).

Pursuant to the requirements, I hereby certify that to the best of my knowledge, the information in this application is correct; the applicant has addressed all application elements that pertain to the proposed college partnership laboratory school; and that the applicant understands and will comply with the assurances listed above.

Name of Authorized Official: Janet Gullickson

Title: President

Signature of Authorized Official: 

Date: 9/27/23



SECTION ONE

2024 -2025 Application Packet Contents

Section One – General Information

- Future Educators Academy At-a-Glance
- Program Offerings

Section Two – Student Application

- Student Application Checklist: Student Must Complete
- Student Application: Student Must Complete

Section Three – Counselor Information

- Student Profile: Student Must Give Form to Counselor for Completion

2024-2025	FUTURE EDUCATORS ACADEMY At-a-Glance
Mission	The mission of the Future Educators Academy is to produce well-prepared future educators by providing accessible, supportive, and innovative learning experiences.
School Day	<ul style="list-style-type: none"> ● 4.5 hour Future Educators Academy instruction ● 8 a.m. to 10:45 a.m. Monday –Friday—on-site instruction ● 1 day a week Focused Learning Experiences (FLEX) e.g., practicum experiences; professional presentations; field trips; special events; remediation ● Web-communication systems to provide additional instructional time
Yearly Schedule	<ul style="list-style-type: none"> ● Students will follow the community college academic calendar ● Web-communication systems utilized when some students cannot be present due to weather, holidays, or other circumstances
Number of Students and Grade Levels	<ul style="list-style-type: none"> ● Daniel Technology Center (Germanna) – 24 students annually ● Middletown campus (Laurel Ridge) – 24 students annually ● Grades 11-12
Site Description	<ul style="list-style-type: none"> ● Daniel Technology Center - Germanna Community College ● Middletown – Laurel Ridge Community College ● Sites connected by technology for interaction among teachers and students ● Lab facilities to support instruction and technology-enhanced learning opportunities
Curriculum Focus	<ul style="list-style-type: none"> ● General Education Courses designed for transfer to four-year colleges/universities ● Collaboration among faculty and students with community partnerships ● Technology integration in all aspects of learning ● Opportunity to earn college credit and an Associate degree ● Practical experiential learning experiences
Instructor Qualifications	<ul style="list-style-type: none"> ● College faculty credentialed within the respective discipline ● Extensive content-area and teaching experience
Diploma/Transcripts	<ul style="list-style-type: none"> ● School-division diploma ● School division transcript and community college transcript ● Opportunity to earn an Associate degree from Germanna or Laurel Ridge
Guidance Services	<ul style="list-style-type: none"> ● College admission and scholarship counseling provided by community college in addition to base school counseling support
Community Support	<ul style="list-style-type: none"> ● Germanna Community College ● Laurel Ridge Community College ● James Madison University
Distance Learning	<ul style="list-style-type: none"> ● Web-communication to expand time for student-faculty interaction ● Possible use of online courses to meet individual needs
Application Process	<ul style="list-style-type: none"> ● Application, meet dual enrollment criteria, counselor part completed ● Submit by established deadline ● Lottery process if more students apply than seats available
Transportation	<ul style="list-style-type: none"> ● School divisions provide transportation from base schools to college sites

PROGRAM OF STUDIES

One week before fall semester begins, students will take Student Development

SDV 101	Orientation to Education Professions	1 credit
---------	--------------------------------------	----------

FALL SEMESTER JUNIOR YEAR:

ENG 111	English Composition I	3 credits
EDU 200	Introduction to Teaching as a Profession	3 credits
MTH 154	Quantitative Reasoning	3 credits
HIS 121	United States History to 1877	3 credits
CST 100	Principles of Public Speaking	3 credits

TOTAL CREDITS		15 credits
----------------------	--	-------------------

SPRING SEMESTER JUNIOR YEAR:

ENG 112	English Composition II	3 credits
EDU 207	Human Growth and Development	3 credits
MTH 245	Statistics I	3 credits
HIS 122	United States History to 1865	3 credits
ECO 150	Economic Essentials: Theory and Application	3 credits

TOTAL CREDITS		15 credits
----------------------	--	-------------------

FALL SEMESTER SENIOR YEAR:

ENG 246	American Literature	3 credits
EDU 204	Teaching in a Diverse Society	3 credits
PLS 135	U.S. Government and Politics	3 credits
BIO 101	General Biology I	4 credits
ART 101	History of Art: Prehistoric to Gothic	3 credits

TOTAL CREDITS		16 credits
----------------------	--	-------------------

SPRING SEMESTER SENIOR YEAR:

EDU 250	Foundations of Exceptional Education	3 credits
PLS 136	State and Local Government and Politics	3 credits
GEO 220	World Regional Geography	3 credits
GOL 105 or GOL 106	Physical Geology Historical Geology	4 credits

TOTAL CREDITS		13 credits
----------------------	--	-------------------

TOTAL PROGRAM CREDITS		60 credits
------------------------------	--	-------------------



SECTION TWO

STUDENT APPLICATION

For Students to Complete

Application Checklist

This checklist is provided to assist you in completing your application to the Future Educators Academy. You are responsible for ensuring that all of your application materials are completed and submitted to your counselor **no later than (date)**.

- **Read and follow all directions very thoroughly and carefully.**
- **Do not use staples.**
- Complete the application fully, clearly, and legibly.
- Make sure all student information is provided on the Student Application:
 - ✓ date and signature of applicant
 - ✓ date and signature of parent/guardian
- Provide your counselor with the Student Profile page by **(date)**. Counselors complete this page only.
- Students are required to have a grade point average of 3.0 or higher in order to dual enroll college transfer courses. **If GPA is less than 3.0**, make arrangements to take the Virginia Placement Tests in English and Mathematics. Students must meet basic math and English requirements to dual enroll. Courses also have additional prerequisite requirements. Appropriate SAT or ACT scores **may** be used to satisfy course prerequisites, depending on the course. Contact your high school Counselor, Career Coach, or the Dual Enrollment office at the community college for assistance. Attach a copy of Virginia Placement Test results for English and Math with your application materials.
- Respectfully remind your counselor to attach the completed Student Profile to the other documents in your application packet before submitting them to the selection committee.
- **Relax.** Students will be notified of acceptance to the Academy by mid-January.
- Your parent must complete the Certificate of Intent to Enroll form and attach it to your application.



2024-2025 Student Application

Please complete your application legibly in ink or type.

Name of Applicant _____
Last First Middle Nickname (If any)

Current Base High School _____ Grade _____

Date of Birth (mm/dd/yy) _____ Gender: _____

Student I.D. Number _____

- Race/Ethnicity (Check all that apply)
- | | |
|--|--|
| <input type="checkbox"/> American Indian or Alaskan Native | <input type="checkbox"/> Hispanic or Latino |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Native Hawaiian or Other Pacific Islander |
| <input type="checkbox"/> Black or African American | <input type="checkbox"/> White |

Name of Parent(s)/Guardian(s) _____

Mailing Address _____
Street City State Zip Code

Home Phone Number () _____ Work Numbers () _____

Parent Email(s) _____

Student Email(s) _____

The decision to apply to the Future Educators Academy is my own, and I want to participate fully in the program.

Date

Signature of Applicant



I, the parent/guardian of the student above, am aware of and in support of the student's application to the Future Educators Academy and give permission for the student's academic records to be reviewed and for appropriate standardized assessments to be administered by the school's personnel.

Date

Signature of Parent/Guardian

Date

Signature of Principal

Germanna and Laurel Ridge Community College do not discriminate on the basis of race, color, creed, religion, national origin, ancestry, sex, sexual orientation, pregnancy, childbirth or other medical conditions, political affiliation, gender, gender identity, marital status, genetic information, disability, age, or status as a veteran in program and activities.



COMMITMENT FORM

The commitment form is signed as acknowledgement that the school division where I currently attend high school is sponsoring my college education and enabling me to earn an Associate degree in Education at the time of high school graduation.

The commitment form serves as a written obligation to return to the school division of _____ Public Schools upon completion of my bachelor's degree in education. I understand that I am required to return to the sponsoring school division and teach for two **years**. After the two years of service, I am free to seek employment in other school divisions.

Signed willfully this date: _____

Signature: _____

In the event that I decide not to complete the associate's degree or pursue a bachelor's degree in education, I am under no financial obligation to repay the school division.



SECTION THREE

COUNSELOR INFORMATION



Student Profile

*To be given to your counselor
Part One must be completed by the student
Part Two must be completed by your Counselor*

Part One:

Student Name _____ Student Number _____ Current Grade _____

Part Two:

A GPA of 3.0 or higher is required to dual enroll all transfer courses. Please **attach** a high school transcript to verify GPA.

Current GPA _____

If GPA is less than 3.0, please make arrangements for the student to take the Virginia Placement Tests in English and Mathematics. Students must meet basic math and English requirements to dual enroll. Courses also have additional prerequisite requirements. Appropriate SAT or ACT scores **may** be used to satisfy course prerequisites, depending on the course. Contact the Career Coach or the Dual Enrollment office at the community college for assistance. Attach a copy of the Virginia Placement Test results for English and Math or appropriate SAT/ACT scores.

Special Data (REQUIRED): _____ Gifted Identification _____ IEP _____ 504 Plan _____ None

Counselor Name *(please print)*

Counselor Signature



FUTURE EDUCATORS ACADEMY
2024-2025

August - September	<p>Prospective Student Information Meetings</p> <table border="0"> <tr> <td>Rappahannock County</td> <td>Date</td> <td>Time</td> </tr> <tr> <td>Culpeper County</td> <td>Date</td> <td>Time</td> </tr> <tr> <td>Eastern View</td> <td>Date</td> <td>Time</td> </tr> <tr> <td>Madison County</td> <td>Date</td> <td>Time</td> </tr> <tr> <td>Orange County</td> <td>Date</td> <td>Time</td> </tr> </table>	Rappahannock County	Date	Time	Culpeper County	Date	Time	Eastern View	Date	Time	Madison County	Date	Time	Orange County	Date	Time
Rappahannock County	Date	Time														
Culpeper County	Date	Time														
Eastern View	Date	Time														
Madison County	Date	Time														
Orange County	Date	Time														
October 16, 2023	Application packet made available at high school counseling departments from FEA Director. Application information will also be posted on the local divisions' websites.															
October 2023	Future Educators Academy Prospective Parent/Student Information Meeting, Online, (Set Time)															
October - November	Virginia Placement Testing (if required)															
November	Application Kick-Off/Promotion Events These are visits by staff to the schools (all high schools)															
December 1, 2023	Applications due to the counseling department at each base high school.															
December – January 2024	School division personnel review application packets to ensure applicants meet the dual enrollment criteria.															
January 2024	Once eligible students have been identified, if there are more candidates than seats, a lottery will be used to select students. Students not selected will be put on a wait list in the order by which their names were selected from the lottery.															
January, 2024	Letters mailed to students with notification of status.															
February 2024	Intent to Enroll and Commitment Forms are due to the FEA Director.															

Education, AA&S

Program Description/Purpose: The education degree is designed for students who plan to transfer to a four-year college or university to complete their education in preparation for teacher licensure and employment as a teacher in a public or private school setting.

Program Student Learning Outcomes

1. Students will identify and explain the criteria required for teacher licensure in the Commonwealth of Virginia.
2. Students will analyze learning environments, instruction, and assessments for cultural responsiveness and inclusivity.
3. Students will analyze the influence of key events in U.S. educational history and educational court cases which have helped define and regulate the educational system.
4. Students will explain the role and fiscal responsibilities of the federal, state, and local governments in education.
5. Students will describe the special education referral process, the individuals involved, and their roles.
6. Students will demonstrate the ability to design differentiated lesson plans for learners with diverse skills and needs.

Transfer Information: Students should consult with their advisor to ensure that they select electives that best prepare them for the specific requirements of their intended transfer university's program of study. More information can also be found at www.laurelridge.edu/transfer.

Courses are displayed under the semester in which they are regularly offered and are recommended to be taken in this sequence to ensure timely graduation. It is possible that a course shown in a particular semester may not be offered due to low enrollment or other factors.

Program Curriculum

Fall Semester

- [ART 101 - History of Art: Prehistoric to Gothic](#) 3 cr. **OR**
- [ART 102 - History of Art: Renaissance to Modern](#) 3 cr. **OR**
- [MUS 121 - Music in Society](#) 3 cr.

- [CST 100 - Principles of Public Speaking](#) 3 cr. **OR**
- [CST 110 - Introduction to Human Communication](#) 3 cr.

- [ENG 111 - College Composition I](#) 3 cr.

- [HIS 121 - United States History to 1877](#) 3 cr. **OR**
- [HIS 122 - United States History Since 1865](#) 3 cr.

- [MTH 154 - Quantitative Reasoning](#) 3 cr. **OR**
- [MTH 161 - Precalculus I](#) 3 cr. **OR**
- [MTH 167 - Precalculus with Trigonometry](#) 5 cr.

- [SDV 101 - Orientation to Education Professions](#) 1 cr. **OR**
- [SDV 100 - College Success Skills](#) 1 cr.

Spring Semester

- [ECO 150 - Economic Essentials: Theory and Application](#) 3 cr. **OR**
- [ECO 201 - Principles of Macroeconomics](#) 3 cr. **OR**
- [ECO 202 - Principles of Microeconomics](#) 3 cr. **OR**
- [GEO 210 - People & the Land: Introduction to Cultural Geography](#) 3 cr. **OR**
- [GEO 220 - World Regional Geography](#) 3 cr. **OR**
- [PLS 135 - U.S. Government and Politics](#) 3 cr.

- [EDU 200 - Foundations of Education](#) 3 cr. ¹

- [ENG 112 - College Composition II](#) 3 cr. **OR**
- [ENG 113 - Technical-Professional Writing](#) 3 cr.

- [MTH 155 - Statistical Reasoning](#) 3 cr. **OR**
- [MTH 245 - Statistics I](#) 3 cr.

- [GOL 105 - Physical Geology](#) 4 cr. **OR**
- [GOL 106 - Historical Geology](#) 4 cr. **OR**
- [GOL 110 - Earth Systems: An Environmental Geology Perspective](#) 4 cr.

Fall Semester

- [BIO 101 - General Biology I](#) 4 cr.
- [EDU 207 - Human Growth and Development](#) 3 cr. **OR**
- [PSY 230 - Developmental Psychology](#) 3 cr.

- [EDU 250 - Foundations of Exceptional Children](#) 3 cr.
- [ELECTIVES Literature - \(excluding Liberal Arts Degrees\)](#) 3 cr. ²
- [ELECTIVES Transfer Electives - \(excluding Liberal Arts Degrees\)](#) 3 - 5 cr.

Spring Semester

- [EDU 204 - Teaching in a Diverse Society](#) 3 cr.
- [ELECTIVES Transfer Electives - \(excluding Liberal Arts Degrees\)](#) 3 - 5 cr.
- [ELECTIVES Transfer Electives \(excluding Liberal Arts Degrees\)](#) 3 - 5 cr.
- [ELECTIVES Transfer Electives \(excluding Liberal Arts Degrees\)](#) 3 - 5 cr.
- [ELECTIVES Transfer Electives \(excluding Liberal Arts Degrees\)](#) 3 - 5 cr.

Program Total: 63 - 66 Credits

¹ This course requires a 20-hour practicum experience in a local public school. A background check, TB screening, fingerprinting and/or drug screening may be require at the expense of the student.

² [ENG 250](#) is preferred for Elementary Education endorsement.

Germanna Community College 2023-2024 Catalog and Student Handbook

Education, AA&S - 624-01

Purpose: The Education program is designed to provide the courses in general education for the student who plans to complete a baccalaureate degree program in teacher education at a four-year institution. Students who plan to enter this program should be aware of the opportunities for professional employment in the several specialized areas of teaching and counseling. Students are required to participate in observation and practicum experiences in approved or licensed early childhood/primary/secondary settings. A Criminal Record Clearance/Sex Offender Registry check is required for placement at the student's expense. Students should see the program head for a list of convictions that will prevent employment. Students will be expected to complete a tuberculosis test before placement as well.

Admission Requirements: All students will be required to demonstrate college readiness through transcript review or informed self-placement. Based on this review students may request or be required to enroll in prerequisite or corequisite math and/or English courses.

Education Curriculum Degree Requirements:

Student Development (1 cr.)

- [SDV 100: College Success Skills](#) **or** any approved SDV course

English (9 cr.)

- [ENG 111: College Composition I](#)
- [ENG 112: College Composition II](#)
- **and** any ENG (Literature) course (ENG 225-279)

Mathematics (6 cr.)

Please consult your advisor to choose your Math sequence

- [MTH 154: Quantitative Reasoning](#) **and** [MTH 155: Statistical Reasoning](#) **or**
- [MTH 154: Quantitative Reasoning](#) **and** [MTH 245: Statistics I](#) **or**
- [MTH 161: Precalculus I](#) **and** [MTH 261: Applied Calculus I](#) **or**
- [MTH 167: Precalculus with Trigonometry](#) **and** [MTH 263: Calculus I](#)

History (6 cr.)

- Any two HIS courses

Humanities (6 cr.)

- Any two courses from ART, ENG (Literature), HUM, MUS, PHI, REL, or Foreign Language (Recommend Approved

Social Sciences (9 cr.)

- Any three course from ECO, GEO, HIS, PLS, PSY, or SOC

Lab Sciences (8 cr.)

- Any two Lab Sciences or one, two-semester sequence from any BIO, CHM, CSC, GOL, GIS, ENV, or PHY. Example: BIO 101 and CHM 111, or BIO 101 and BIO 102.

Education (6 cr.)

- [EDU 200: Foundations of Education](#)
- [PSY 230: Developmental Psychology](#) **or** [EDU 207: Human Growth and Development](#)³

ITE 152 and/or Transfer Electives (9 cr.)

- [ITE 152](#)¹ **and/or** any approved course(s) from the transfer elective list².

Total Minimum Credits: 60

(Note: [BIO 141](#) and [BIO 142](#) do not meet this requirement)

¹Students graduating from this program must demonstrate proficiency in specific computer competencies necessary for academic success, transfer, and employment. Individual programs may specify how computer competency is attained as part of the program. If not specified otherwise, computer competency is demonstrated by passing ITE 152 (transfer elective) or an equivalent competency test. Students are encouraged not to wait until the final semester to complete this requirement.

²Transfer elective credits must be selected from the Approved Transfer Electives List. See an advisor, coach, faculty advisor or [click here](#).

³Students are encouraged to meet with their academic advisor when selecting between [PSY 230](#) and [EDU 207](#)

Students graduating from this program may be called upon to participate in a general education outcomes assessment during their last semester.

Suggested Scheduling:

First Year

First Five

- [SDV 100: College Success Skills](#) **or** any approved SDV
- [ENG 111: College Composition I](#)
- MTH (I)
- HIS (I)
- Lab Science (I)

Total Credits: 14

Second Semester

- Lab Science (II)
- [ENG 112: College Composition II](#)
- MTH (II)
- HIS (II)
- [PSY 230: Developmental Psychology](#) **or** EDU207: Human Growth and Development

Total Credits: 16

Second Year

Third Semester

- ENG (Literature)
- Humanities Elective (I)
- Social Science Elective (I)
- Transfer Elective(s)
- Transfer Elective(s)

Total Credits: 15

Fourth Semester

- [EDU 200: Foundations of Education](#)
- Transfer Elective(s)
- Humanities Elective (II)
- Social Science Elective (I)
- Social Science Elective (II)

Total Credits: 15

VCCS COURSE DESCRIPTIONS FOR FUTURE EDUCATORS ACADEMY

ART 101—History of Art: Prehistoric to Gothic

Surveys the history and interpretation of architecture, painting, and sculpture from the prehistoric era through the Gothic.

VDOE Standards of Learning or CTE Competencies: Visual Arts (the course could align to Standards for Visual Art and Design IV, especially standards under the History, Culture, and Citizenship). SCED Code: 05152 Art History

BIO 101—General Biology I

Focuses on biological processes with a chemical foundation, including macromolecules, cellular structure, metabolism, and genetics in an evolutionary context. Explores the core concepts of evolution; structure and function; information flow, storage and exchange; pathways and transformations of energy and matter; and systems biology. Emphasizes the process of science, interdisciplinary approach, and relevance of biology to society. Part I of a two-course sequence. Assignments require college-level reading fluency, coherent written communication, and basic mathematical skills.

VDOE Standards of Learning or CTE Competencies: Biology: Advanced Survey of Biology Topics. SCED Code: 03052 Advanced Survey of Biology Topics (if HS Biology is a prerequisite)

CST 100—Principles of Public Speaking

Applies theory and principles of public address with an emphasis on preparation and on the extemporaneous method of delivery. The assignments in this course require college-level reading and analysis of scholarly studies and coherent communication through written reports, including the production of at least one APA/MLA-formatted individual writing assignment.

VDOE Standards of Learning or CTE Competencies: N/A. SCED Code: 01151 Public Speaking

ECO 150—Economic Essentials: Theory and Application

Presents a broad overview of microeconomic and macroeconomic theory with application to current economic situations. Introduces concepts, policies, and theories in addition to models of domestic and global economies.

VDOE Standards of Learning or CTE Competencies: Economics and Personal Finance. SCED Code: 19262 Economics and Personal Finance

EDU 200—Introduction to Teaching as a Profession

Explores the foundational topics related to education. Emphasizes the historical, philosophical, social, legal, ethical, and professional aspects of teaching. This course requires a practicum with a minimum of 20 hours of observation in a K-12 setting.

VDOE Standards of Learning or CTE Competencies: Virginia Teachers for Tomorrow I and Virginia Teachers for Tomorrow II. SCED Code: 19151 Teaching Profession

EDU 204—Teaching in a Diverse Society

Examines how personal and professional identities, positioning, and intersectional positionalities, values, attitudes, beliefs, and behaviors impact teaching and learning. Develops an understanding of similar and unique characteristics of PreK-12 students and their families, including culture, race, ethnicity, religion, language and learning abilities, gender socializations and sexual orientation. This course requires a practicum with a minimum of 20 hours of observation in a K-12 setting.

VDOE Standards of Learning or CTE Competencies: N/A. SCED Code:

EDU 207—Human Growth and Development

Provides an overview of the physical, intellectual, cognitive, language, social, and emotional development of human beings from birth to death, with a focus on birth to adolescence. Emphasizes how hereditary and environmental influences impact the development of the whole child.

VDOE Standards of Learning or CTE Competencies: N/A. SCED Code:

EDU 250—Foundations of Exceptional Children

Explores the historical, ethical, social, cultural, and legal practices for providing educational services for individuals with exceptionalities including early intervention, inclusion, adapting environments, and supporting positive behavior. Includes the study of characteristics of individuals with exceptionalities and the influence of culture and environment on development. Focuses on models, theories, and trends in special education.

VDOE Standards of Learning or CTE Competencies: N/A. SCED Code:

ENG 111—College Composition I

Introduces and prepares students to the critical processes and fundamentals of writing in academic and professional contexts. Teaches the use of print and digital technologies to promote inquiry. Requires the production of a variety of academic texts, totaling at least 4500 words (15 pages typed) of polished writing. This course requires proficiency in using word processing and learning management software. Upon successful completion, students may be capable of and suited for the English Literature and Comp AP examination.

VDOE Standards of Learning or CTE Competencies: English. SCED Code: 01103 Advanced Composition.

ENG 112—College Composition II

Further develops students' ability to write for academic and professional contexts with increased emphasis on argumentation and research. Requires students to evaluate, integrate, and document print and digital sources to produce a range of academic and multimodal texts, culminating in a fully documented research paper. This course requires proficiency in using word processing and learning management software. Upon successful completion, students may be capable of and suited for the English Language and Comp AP examination.

VDOE Standards of Learning or CTE Competencies: English. SCED Code: 01103 Advanced Composition.

ENG 246—American Literature

Examines American literary traditions and texts from diverse time periods, genres, and authors. Analyzes literary works within their historical, cultural, social, and/or literary contexts. Emphasizes skills of close reading. Develops critical thinking and interpretive skills through discussion, interpretation, and analysis of these texts.

GEO 220—World Regional Geography

Studies physical and cultural characteristics of selected geographical regions of the world. Focuses upon significant problems within each of the regions, and examines the geographical background of those problems. Introduces the student to types and uses of maps.

VDOE Standards of Learning or CTE Competencies: N/A. SCED Code:

GOL 105—Physical Geology

Introduces the science of physical geology through a comprehensive systems-based examination of Earth's structure, composition, rocks and minerals, landforms, geomorphology, and agents responsible for shaping and modifying its environments. Explores the origin and evolution of Earth's topographic and bathymetric features, geological phenomena, and geologic hazards, resulting from plate tectonics.

VDOE Standards of Learning or CTE Competencies: Earth Science II: Geology (Content Guidelines). SCED Code: 03002 Earth Science II: Geology

GOL 106—Historical Geology

Traces the evolution of the earth and life through time. Presents scientific theories of the origin of the earth and life and interprets rock and fossil records.

VDOE Standards of Learning or CTE Competencies: Earth Science II: Geology (Content Guidelines). SCED Code: 03002 Earth Science II: Geology

HIS 121—United States History to 1877

Introduces the history of the United States from its origins to 1877. Includes the European exploration, development of the American colonies and their institutions, the Revolution, major political, social, and economic developments, geographical expansion, the Civil War, and Reconstruction.

VDOE Standards of Learning or CTE Competencies: Virginia & U.S. History. SCED Code: 04101 U.S. History Comprehensive

HIS 122—United States History Since 1865

Introduces the history of the United States from 1865 to present. Includes major political, social and economic developments since 1865, overseas expansion, the two world wars, the Cold War and the post-Cold War era. Upon successful completion, students may be capable of and suited for the U.S. History AP examination

VDOE Standards of Learning or CTE Competencies: Virginia & U.S. History. SCED Code: 04101 U.S. History Comprehensive

MTH 154—Quantitative Reasoning

Presents topics in proportional reasoning, modeling, financial literacy and validity studies (logic and set theory). Focuses on the process of taking a real-world situation, identifying the mathematical foundation needed to address the problem, solving the problem and applying what is learned to the original situation.

VDOE Standards of Learning or CTE Competencies: N/A. SCED Code: 02904 Quantitative Reasoning

MTH 245—Statistics I

Presents an overview of statistics, including descriptive statistics, elementary probability, probability distributions, estimation, hypothesis testing, correlation, and linear regression. Upon successful completion, students may be capable of and suited for the Statistics AP examination

VDOE Standards of Learning or CTE Competencies: Probability and Statistics (includes all standards for a year-long course). SCED Code: 02201 Probability and Statistics

PLS 135—U.S. Government and Politics

Teaches the political structure, processes, institutions, and policymaking of the U.S. national government. Focuses on the three branches of government, their interrelationships, and how they shape policy. Addresses federalism; civil liberties and civil rights; political socialization and participation; public opinion; the media; interest groups; political parties; elections; and policymaking. The assignments in the course require college-level reading fluency and coherent communication through written reports. Upon successful completion, students may be capable of and suited for the Government and Politics: United States AP examination

VDOE Standards of Learning or CTE Competencies: Virginia and U.S. Government. SCED Code: 04151 Virginia & U.S. Government.

PLS 136—State and Local Government and Politics

Teaches structure, powers, and functions of state and local government in the United States as related to federalism; constitutionalism; elections; powers of legislative, executive, and judicial powers of state and local government; state-local-federal relations; fiscal matters; metropolitan issues; and policy issues, like health, education, criminal justice and welfare. The assignments in the course require college level reading fluency and coherent communication through written reports.

VDOE Standards of Learning or CTE Competencies: Virginia and U.S. Government. SCED Code: 04151 Virginia & U.S. Government.

TRANSFER AGREEMENT WITH GUARANTEED ADMISSION

BETWEEN JAMES MADISON UNIVERSITY AND THE FUTURE EDUCATORS ACADEMY

In accordance with the Virginia State Policy on Transfer, Germanna Community College (Germanna), Laurel Ridge Community College (Laurel Ridge) and James Madison University (JMU) recognize the need for and importance of facilitating the transfer of students from one institution to the other as they pursue their educational goals. Germanna, Laurel Ridge, and JMU enter into this agreement to provide all students an opportunity for guaranteed admission to JMU's College of Education. Students who do not meet the requirements described herein are encouraged to apply and may be considered for admission under the regular admission procedures of the University.

Section 1: Definition of Transfer Agreement

An agreement between a two-year institution (Germanna and Laurel Ridge) and a four-year institution (JMU) according to which a student is guaranteed admission to a specific program at the four-year institution by earning a transfer degree and satisfying academic benchmarks and criteria.

Section 2: Requirements for Admission

JMU agrees to guarantee admission to the college of education program for a Germanna or Laurel Ridge Future Educators Academy (FEA) student who fulfills the steps described below:

A. Applicable Associate Degree:

Completes an Associate of Arts and Sciences in Education and passes Praxis Math and VCLA exams.

B. Minimum GPA Requirement:

Students must present a minimum cumulative grade point average of 3.0 on a 4.0 scale upon application to JMU and upon graduation from Germanna or Laurel Ridge. Students must have earned the minimum cumulative grade point average at the present institution and at each previous institution. A student is allowed to repeat up to two courses where the initial grade earned will not be included in the grade point average calculation. A student who has repeated more than two courses is not eligible to apply to JMU through this agreement but is eligible to apply through the traditional transfer admissions process.

Students must also earn a minimum of 3.0 GPA in the core academic area courses of language, lab science, math, humanities, and social science. Language includes English, foreign language, and/or speech communications courses. Math includes courses that are beyond the Algebra 2 level. Humanities and social science include history, government, political science, psychology, sociology, anthropology, economics, geography, religion, and/or philosophy courses.

C. Limitations Due to Academic or Disciplinary Record:

JMU reserves the right to deny admission or the benefits of this agreement to students who have been suspended, dismissed, or expelled for academic or non-academic reasons from any college.

D. Course Requirements:

Students are required to earn no grade lower than a "C" in any course at the VCCS institution, or any previous institution, that has not been repeated and the grade replaced at the time of application. At least one college-level transferable course must be completed at the time of application in each of the core academic areas listed above. Consult Section 5 of this agreement for an explanation of limitations related to fulfilling course requirements through credit for prior learning (AP, IB, Cambridge International Examination, and CLEP).

E. Minimum Credits to Be Completed at Associate Degree Institution:

Students must meet all requirements to earn a transferable education associate degree as determined by Germanna or Laurel Ridge, including a minimum of 60 credits.

F. Maximum Credits Applicable for Transfer:

JMU does not limit the number of credits applicable for transfer; however, a minimum percentage of credits must be earned at an accredited four-year institution and at JMU to be awarded a bachelor's degree from JMU. See Section 6 for completion criteria.

G. Testing Requirements:

JMU does not require any standardized test scores for university admittance under the Guaranteed Admissions Agreement; however, testing requirements apply for licensure programs.

H. Admission Application for Enrollment:

Students at Germanna or Laurel Ridge who have formally applied to graduate with an approved transferable associate degree are eligible for guaranteed admission if they meet all criteria. Students must submit the online JMU admission application by the application deadline for the semester they wish to enroll in and request that all previously attended colleges/universities/high school submit an official transcript to JMU's Office of Admissions upon completing a minimum of 45 credit hours. The online JMU admission application and all transcripts must be submitted by February 1 for Summer Term admission; by March 1 for Fall Term admission; and by October 1 for Spring Term admission.

Students who are on track to complete all requirements for the GAA by the end of the spring term will be given priority for the upcoming fall semester. Students completing the requirements for the GAA during the summer who wish to enter JMU for the fall semester must have no more than two courses left to complete during the summer session.

In accordance with state and federal guidelines, some students may be ineligible to enroll at JMU based on their immigration status. The Office of Admissions reserves the right to request supporting documentation to determine immigration status and eligibility.

I. Transcript Submission:

Students are required to provide official transcripts from all institutions attended, including high school. Students should request that all previously attended colleges/universities/high school submit an official transcript to JMU's Office of Admissions upon completing a minimum of 45 credit hours. Upon conferral of the associate degree at GCC or LRC, students must request a final transcript to be sent to JMU.

J. Registration of Intent to Use the Agreement:

A student must register their intent to use this agreement by completing and signing a Guaranteed Admission Agreement *Letter of Intent* form available on the JMU Undergraduate Admissions website: <https://www.jmu.edu/admissions/index.shtml>. The form can be submitted in hard copy or electronically and requires a signature from either an advisor at Germanna or Laurel Ridge or a designated JMU Transfer Advisor signifying they met with the student to review requirements. The *Letter of Intent* can be submitted at any point a student is enrolled at Germanna or Laurel Ridge but must be submitted by the application deadline. Students are also encouraged to note their intent to transfer to JMU through the Guaranteed Admission Agreement through the Transfer Virginia portal. This will not replace the *Letter of Intent* required at JMU.

Section 3: Application of Associate Degree in General Education Requirement

Completion of approved transfer Associate degree satisfies all General Education requirements at JMU.

Section 4: Application of this Agreement to Students Earning Associate Degree Concurrent with High School

This section is not applicable to the FEA-JMU GAA. Students will be taking all their courses on campus at Germanna or Laurel Ridge.

Section 5: Application of this Agreement to Students Earning Credit for Prior Learning

Credit awarded at a previous institution for AP, IB and Cambridge International examination scores will be reevaluated by JMU. Credit is not guaranteed for these courses; credit will be granted only if AP, IB, and Cambridge International examination scores meet established criteria. CLEP exams are not accepted for credit into undergraduate programs at JMU except in the Adult Degree Program.

As previously mentioned, students must complete at least one college-level course in each of the core academic areas (language, lab science, math, or humanities and social science) prior to applying for guaranteed admission. This requirement must be met through coursework or exam scores that are eligible for transfer credit to JMU. Exam scores that a student wishes to be considered must be sent by the admissions application deadline.

Though there are some limitations on eligibility for the GAA, students can still access the benefits of an approved transferable associate degree, such as the general education waiver at JMU, if one or more of the requirements for the associate degree are fulfilled through CLEP or through AP, IB, or Cambridge International exam scores that aren't eligible for transfer credit at JMU.

Section 6: Associate Degree Completion Criteria and Catalog Determination

Germanna and Laurel Ridge students will be assigned to the JMU undergraduate catalog in effect for their first semester at JMU, but they have the option of requesting the undergraduate catalog in effect at the time of their enrollment into the Guaranteed Admission Agreement and may continue with the degree requirements as specified in the catalog for up to five academic years. If the transfer to JMU is not made within five years, then the student will follow the JMU undergraduate catalog in effect at the time of transfer to JMU.

All JMU students must complete a minimum of 120 credit hours to earn a bachelor's degree. A minimum of 50% of the total credit hours required for a graduation must have been earned at an accredited four-year institution and a minimum of 25% of the required credit hours must be earned at JMU.

Section 7: Transfer Guide—Student Document

The associated Transfer Guide represents all requirements for admittance under this GAA and the benefits that result. The Transfer Guide will be applied, once development is complete, as the student-facing document for this agreement. Major-specific transfer guides will be developed and featured at the Transfer Virginia portal (<https://www.transfervirginia.org>). Students should check the Transfer Guidance section of those transfer guides to understand whether admission into the university also guarantees admission into their major or program of choice.

Section 8: Administration of Agreement

The JMU official responsible for all JMU aspects of the GAA and Register of Intent to Transfer is the Vice Provost for Student Academic Success and Enrollment Management or his/her designee. The Germanna or Laurel Ridge official responsible for all aspects of this agreement is the Vice President of Academic and Student Services or his/her designee.

This agreement will remain in effect until modified or terminated. This agreement may be modified only by mutual agreement by the appropriate representatives as identified above. Termination may be made by either party upon one (1) year prior written notice. Students who register their intent to use this agreement prior to the date of termination are eligible for admission for two years after termination becomes effective.

JMU Responsibilities

JMU agrees to the following:

1. Provide mentorship opportunities to FEA students enrolled at Germanna and Laurel Ridge per this agreement.

2. Provide opportunities to tour the College of Education, meet with education faculty, and be introduced to the campus during their program at Germanna and Laurel Ridge.
3. Facilitate the transfer process by providing transition activities for students enrolled at FEA.
4. Generate and review reports of FEA student progress and success at JMU in collaboration with Germanna and Laurel Ridge.
5. Coordinate programmatic changes with EDU faculty at Germanna and Laurel Ridge Community College.

Future Educators Academy Responsibilities

FEA agrees to the following:

1. Publicize this agreement to students, their families, faculty, and administration.
2. Advise students and monitor student progress on a regular basis.
3. Generate and review reports of FEA student progress and success at JMU in collaboration with JMU.
4. Coordinate programmatic changes with faculty at Education faculty at JMU.

Section 9: Review Clause

JMU, Germanna, and Laurel Ridge will review this agreement and the student tracking data every three years and adjust as deemed appropriate to maintain its integrity and value and for improvement of the transfer process. Changes will not be applied retroactively to students already enrolled or registered under the provisions of the existing GAA.

If no changes are necessary, the documented review below will extend the agreement for an additional three years.

Signatures:

Dean, James Madison University School of Education	Date
President, Germanna Community College	Date
President, Laurel Ridge Community College	Date



Book	Policy Manual
Section	Section 3 - Human Resources
Title	Explanation of Policy - Qualifications of Faculty
Code	Section 3.02a
Status	Active
Last Revised	August 18, 2022
Prior Revised Dates	5/17/2018, 7/28/2022

Section 3

Human Resources

The purpose of this section is to record the various personnel rules, regulations, policies, and procedures of the Federal and State governments, the State Board, and the System Office. Special attention is given to the difference in provisions for faculty and classified employees.

Virginia Community College System Qualifications of Faculty

Explanation of Policy

1) Minimum Qualifications for hiring and promotion are comprised of State Board for Community Colleges' Policy as stated on this page, the VCCS-29 chart, and Section 6.1 of the Principles of Accreditation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

"The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline in accordance with the guidelines listed below. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty."

2) Emphasis on Continuous Improvement: Faculty qualifications for promotion must emphasize enhancement of knowledge, skills, and abilities through supplemental education beyond the minimum required for initial hiring and through the accrual of successful full-time teaching experience. For this reason, faculty must complete credit hours beyond the current highest degree attained and/or additional years of full-time teaching experience as partial criteria for promotion.

3) Equality of Rank across Disciplines and Programs: Each faculty rank carries comparable levels of responsibility and requires comparable levels of content expertise relative to the discipline/program. To this end, faculty in both transfer and career and technical disciplines retain comparable privileges of and, relative to the discipline, must meet comparable expectations for each rank.

4) SACSCOC Credential Guidelines

- a) Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctoral or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate

semester hours in the teaching discipline).

b) Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: bachelor's degree in the teaching discipline, or associate's degree and demonstrated competencies in the teaching discipline.

. . . In addition to the above two categories of faculty specified by SACSCOC, the VCCS adds the following categories . . .

c) Faculty teaching courses designed for non-associate degree occupational fields: high school diploma or equivalent with demonstrated competencies in the teaching field.

d) Faculty teaching developmental courses: bachelor's degree in a discipline related to the teaching assignment and either teaching/occupational experience related to the teaching assignment or graduate coursework in developmental education.

e) Faculty teaching Student Development (SDV) courses: A minimum of a bachelor's degree from a regionally accredited institution.

5) Coverage: The accompanying chart (VCCS-29) specifies the normal minimum criteria for each faculty rank for:

a) Full-time and adjunct teaching faculty

b) Administrative and professional faculty (including counselors and librarians)

For administrative and professional faculty:

"Teaching effectiveness" refers to effective performance in the primary area of responsibility;

"Teaching experience" includes professional service in the primary area of responsibility;

"Graduate semester hours in teaching field" refers to coursework in one's occupational field for the purpose of hiring and promotion.

6) Applicable Policies: The chart will be used and interpreted in conjunction with the above explanation of policy; section 3.2, Faculty Qualifications; section 3.7, Faculty Promotions; and section 3.8.0, Procedure to Determine Faculty Entry Level Salaries in the VCCS Policy Manual.

7) Minimum Requirements

a) Fulfillment of normal minimum criteria does not guarantee original placement in, or promotion to, a given rank.

b) Minimum degree requirements for original appointments and promotions must be met.

c) The following are appropriate substitutions that may be used at the discretion of the college:

(1) Teaching experience beyond the minimum required may be used in lieu of occupational experience at the rate of one year of full-time teaching experience being considered equivalent to a required year of full-time occupational experience.

(2) Occupational experience beyond the minimum required may be used in lieu of teaching experience at the rate of one year of full-time, related occupational experience being considered equivalent to a required year of full-time teaching experience.

(3) Educational preparation above the requirements for initial placement in rank may fulfill requirements for occupational experience and/or teaching experience at the rate of 30 undergraduate credits being considered equivalent to one year of teaching or occupational experience, and 24 graduate credits being considered equivalent to one year of teaching or occupational experience.

(4) For Columns 3 and 5, business, industry, and professional certifications may substitute for educational requirements. These equivalencies must be documented, approved by the president, and placed in the personnel file.

(5) Eighteen graduate semester hours of course work related to the teaching field may substitute for the requirement that a bachelor's degree be related to the teaching field.

8) Program Accreditation Requirements: In cases where program accreditation agencies recommend specific graduate courses for faculty, those courses should be considered to be "in the teaching field" for VCCS- 29 purposes regardless of the course prefix or other criteria normally used to determine the status of coursework.

9) Measurement of teaching effectiveness: For initial appointments teaching effectiveness is determined through references. Measurement of performance evaluation for promotions is determined by whether teaching faculties have achieved a "Meets Expectations" summary rating on their most recent faculty evaluation. Administrative and Professional faculty must receive at least a "good" summary evaluation rating on the most recent evaluation to qualify for promotion eligibility. (Per VCCS Policy

3.7.0.1.0, fulfillment of normal minimum criteria does not guarantee promotion to a given faculty rank.)

10) For Promotions Only: Credit hour equivalency may be granted for no more than a total of 15 semester hours by either a) or b) below or a combination of both during employment with the VCCS.

a) Active participation in given learning experiences (continuing educational unit classes, workshops, conferences, seminars, etc.) when part of a written professional development plan, approved in advance by the president applying the following formula: 45 contact hours is equivalent to one semester credit hour; exceptions to the advance notice requirement can be made by the president of the college if deemed in the interest of the institution.

b) Non- teaching work experience directly related to the faculty member's field at a rate not to exceed 1.25 semester credit hours per month of full- time equivalent work experience and not to include work experience applied toward initial appointment, when part of a written professional development plan approved in advance by the president of the college; exceptions to the advance notice requirement can be made by the president of the college if deemed in the interest of the institution.

11) Human Resource Delegated Authority Agreements: Any exceptions to the criteria as outlined in the VCCS-29 must be fully justified and documented in accordance with the community college's Human Resource Delegation Agreement.

[See VCCS-29: Normal Minimum Criteria For Each Faculty Rank](#)

[VCCS-29 Normal Minimum Criteria for Each Faculty Rank-revised.pdf \(133 KB\)](#)



MEMORANDUM OF UNDERSTANDING
Between
CULPEPER COUNTY PUBLIC SCHOOLS
And
GERMANNA COMMUNITY COLLEGE

This Memorandum of Understanding (MOU) effective [DATE], is made and entered into by the following: Culpeper County Public Schools (CCPS) and Germanna Community College (GCC) (each individually “Party” and collectively “Parties”).

GCC and CCPS understand the need to work collaboratively to reach the mission and goals of the Future Educators Academy.

Culpeper County Public Schools responsibilities:

- Managing the logistics and cost of student transportation to and from the appropriate Academy site and all experiential learning rotation sites for FEA scholars originating from CCPS.
- Managing the logistics and cost of student extracurriculars including school sports for FEA scholars originating from CCPS.
- Providing meals to all FEA scholars originating from CCPS.
- Identifying and providing the necessary supports for students with disabilities, students who are English Language Learners, students who are academically behind, and gifted students who reside in Culpeper County.
- In collaboration with Germanna Community College, ensuring student access to counseling, support services, and accommodations as necessary for FEA scholars originating from CCPS.
- Managing attendance concerns for FEA scholars originating from CCPS.
- Organizing SOL testing, W!SE testing, SAT testing, ACT testing, and other standardized learning assessments for FEA students originating from CCPS.
- Developing and maintaining relationships with potential donors in collaboration with GCC to build program sustainability.
- Bill GCC for \$1,732.79 per pupil annually for services rendered.

Germanna Community College responsibilities:

- Providing classroom, laboratory, library, and study facilities at the Daniel Technology Center for FEA students.
- Recruiting, supervising, developing, and managing salary and benefit awards for all FEA faculty and staff, including contracting adjunct instructors.
- In collaboration with CCPS, ensuring student access to counseling, support services, and accommodations as necessary.
- Conducting program-level and course-level assessment and review on annual and three-year cycles for FEA program and courses.

- Providing student access to online learning tools including Canvas LMS.
- Developing and maintaining relationships with potential donors in collaboration with CCPS to build program sustainability.

Future Educators Academy responsibilities:

- Preparing scholars for a successful career in education through rigorous coursework and in-depth experiential learning.
- Providing individualized academic advising and career planning for all FEA scholars.
- Reporting attendance, mid-term, and final grades to CCPS.
- Coordinating all experiential learning including but not limited to practicum experiences, observations, professional development workshops, guest speakers, and four-year university campus tours.
- Regularly reviewing and updating MOU with CCPS under the guidance of the FEA governing board.

Funding Contingent:

- This MOU is contingent upon an ongoing agreement between Germanna Community College, Culpeper County Schools to develop a College Partnership Lab School pursuant to § 22.1-349.1(A) of the Code of Virginia.

Term and Termination:

- The term of this MOU is [Date to Date] unless terminated earlier pursuant to the terms of this MOU.
- This funding-contingent MOU will terminate if sufficient funding for the lab school is not received by GCC. In this circumstance, GCC will provide notice to CCPS and a termination date for the MOU.
- This MOU will terminate if the FEA Lab School is not fully approved by the Virginia Department of Education (VDOE) Standing Committee on College Partnership Lab Schools and the Virginia Board of Education.
- Termination: Termination without cause may be affected by either Party to this agreement by giving thirty (30) days written notice to the designated official identified below. The terminated Party will stop work no later than the date specified in the notice.

Miscellaneous:

- Required approvals: Parties are not bound by this MOU until it is approved by the appropriate officials in accordance with applicable Virginia laws and regulations as shown on the signature page of this MOU.
- Amendment: This MOU may be modified only by a written amendment executed by all Parties hereto and approved by the appropriate officials.
- State and federal compliance: CCPS and GCC shall comply with all applicable state and federal laws and regulations.

GERMANNA
COMMUNITY COLLEGE

- The relationship between the Parties is that of independent contractors. Nothing contained herein shall be construed as constituting any other relationship between the Parties.
- Each Party shall be responsible for the acts and omissions of their respective officers, employees, and agents in connection with the performance of their obligations under this MOU.
- Notices and communications: all notices and communications hereunder by a Party to the other Parties pertaining to this MOU:

Germanna Community College
Dr. Shashuna Gray, Acting President
2130 Germanna Highway
Locust Grove, VA 22508

Culpeper County Public Schools
Dr. Tony Brads, Superintendent
471 James Madison Hwy, Suite 201
Culpeper, VA 22701

The Parties agree that this agreement may be electronically signed. The Parties agree that the electronic signatures appearing on this agreement are the same as handwritten signatures for the purposes of validity, enforceability, and admissibility.

Germanna Community College

Dr. Janet Gullickson

Date

Culpeper County Public Schools

Dr. Tony Brads

Date

June 12, 2023

Dear Committee:

The Culpeper County Department of Economic Development is pleased to offer a letter of support for the initiation of a Teacher Preparation Lab School to serve students in the Germanna and Laurel Ridge Community College service regions. The Teacher Prep Lab School, named Future Educators Academy, is an Early College partnership between Culpeper, Orange, Madison, and Rappahannock County Public Schools; Germanna and Laurel Ridge Community Colleges; and James Madison University.

This accelerated teacher preparation academy provides an opportunity for eligible students to complete an associate degree in education during their junior and senior years of high school and includes a pathway to a bachelor's degree in education with licensure from James Madison University and a two-year teaching commitment in a participating school district for all successful program completers.

The Commonwealth of Virginia has identified ten critical shortage teaching endorsements with the top five being special education, elementary education K-6, middle education grades 6-8, mathematics grades 6-12, and career and technical education.

Students attending the lab school will be going on campus to receive their coursework. Additionally, students will participate in two practicums while in the program. A flex day will be scheduled to ensure students are successful in their coursework as well as provide opportunities for them to learn from professionals in the field.

A cohort of 24 students will begin the program in August 2024 at the Daniel Technology Center in the Germanna Community College region. Expansion of the program will happen in August 2025 with a cohort of 24 to 48 students at the Middletown and Fauquier campuses of Laurel Ridge Community College.

The partnership is also working with other four-year colleges/universities to assure acceptance of the degree to expand opportunities for students to transfer.

The Culpeper County Department of Economic Development supports this important initiative to increase licensed teachers to meet the needs of the 132 school divisions in the Commonwealth.

Sincerely,



Bryan Rothamel
Economic Development Director

Clarke County Public Schools

317 West Main Street
Berryville, Virginia 22611
Phone: 540-955-6100
Fax: 540-955-6109

Dr. Chuck Bishop
Superintendent

Dr. Cathy Seal
Director of Curriculum & Instruction

Frank Moore
Director of Student Services

Rick Catlett
Assistant Superintendent

Randy Trenary
Director of Operations

Dr. Ed Shewbridge
Director of Technology & Testing

“Encourage Inspire Empower”

May 24, 2023

Dear Committee:

Clarke County Public Schools is pleased to offer a letter of support for the initiation of a Teacher Prep Lab School to serve students in the Germanna and Laurel Ridge Community College service regions. The Teacher Prep Lab School, named Future Educators Academy, is an Early College partnership between Culpeper, Orange, Madison, and Rappahannock County Public Schools; Germanna and Laurel Ridge Community Colleges; and James Madison University.

This accelerated teacher preparation academy provides an opportunity for eligible students to complete an Associate degree in Education during their junior and senior years of high school and includes a pathway to a Bachelor’s degree in education with licensure from James Madison University and a two-year teaching commitment in a participating school district for all successful program completers.

The Commonwealth of Virginia has identified ten critical shortage teaching endorsements with the top five being special education; elementary education K-6; middle education grades 6-8; mathematics grades 6-12; and career and technical education.

Students attending the lab school will be going on campus to receive their coursework. Additionally, students will participate in two practicums while in the program. A flex day will be scheduled to ensure students are successful in their coursework as well as provide opportunities for them to learn from professionals in the field.

A cohort of 24 students will begin the program in August 2024 at the Daniel Center in the Germanna Community College region. Expansion of the program will happen in August 2025 with a cohort of 24 to 48 students at the Middletown and Fauquier campuses of Laurel Ridge Community College. It is our intent for Clarke County Public Schools’ students to participate when the expanded program is offered at Laurel Ridge Community College.

The partnership is also working with other four-year colleges/universities to assure acceptance of the degree to expand opportunities for students to transfer.

Clarke County Public Schools supports this important initiative to increase licensed teachers to meet the needs of the 132 school divisions in the Commonwealth.

Sincerely,



Dr. Chuck Bishop
Division Superintendent

May 23, 2023

Dear Lab School Committee:

The Culpeper Chamber of Commerce is pleased to offer a letter of support for the initiation of a Teacher Prep Lab School to serve students in the Germanna and Laurel Ridge Community College service regions. The Teacher Prep Lab School, named Future Educators Academy, is an Early College partnership between Culpeper, Orange, Madison, and Rappahannock County Public Schools; Germanna and Laurel Ridge Community Colleges; and James Madison University.

This accelerated teacher preparation academy provides an opportunity for eligible students to complete an Associate degree in Education during their junior and senior years of high school and includes a pathway to a Bachelor's degree in education with licensure from James Madison University and a two-year teaching commitment in a participating school district for all successful program completers.

The Commonwealth of Virginia has identified ten critical shortage teaching endorsements with the top five being special education; elementary education K-6; middle education grades 6-8; mathematics grades 6-12; and career and technical education.

Students attending the lab school will be going on campus to receive their coursework. Additionally, students will participate in two practicums while in the program. A flex day will be scheduled to ensure students are successful in their coursework as well as provide opportunities for them to learn from professionals in the field.

A cohort of 24 students will begin the program in August 2024 at the Daniel Center in the Germanna Community College region. Expansion of the program will happen in August 2025 with a cohort of 24 to 48 students at the Middletown and Fauquier campuses of Laurel Ridge Community College.

The partnership is also working with other four-year colleges/universities to assure acceptance of the degree to expand opportunities for students to transfer.

The Culpeper Chamber of Commerce supports this important initiative to increase licensed teachers to meet the needs of the 132 school divisions in the Commonwealth.

Sincerely,



Amy Frazier
President/CEO
Culpeper Chamber of Commerce



May 23, 2023

Dear Lab School Committee:

Career Partners Inc. is pleased to offer a letter of support for the initiation of a Teacher Prep Lab School to serve students in the Germanna and Laurel Ridge Community College service regions. The Teacher Prep Lab School, named Future Educators Academy, is an Early College partnership between Culpeper, Orange, Madison, and Rappahannock County Public Schools; Germanna and Laurel Ridge Community Colleges; and James Madison University.

This accelerated teacher preparation academy provides an opportunity for eligible students to complete an Associate degree in Education during their junior and senior years of high school and includes a pathway to a Bachelor's degree in education with licensure from James Madison University and a two-year teaching commitment in a participating school district for all successful program completers.

The Commonwealth of Virginia has identified ten critical shortage teaching endorsements with the top five being special education; elementary education K-6; middle education grades 6-8; mathematics grades 6-12; and career and technical education.

Students attending the lab school will be going on campus to receive their coursework. Additionally, students will participate in two practicums while in the program. A flex day will be scheduled to ensure students are successful in their coursework as well as provide opportunities for them to learn from professionals in the field.

A cohort of 24 students will begin the program in August 2024 at the Daniel Center in the Germanna Community College region. Expansion of the program will happen in August 2025 with a cohort of 24 to 48 students at the Middletown and Fauquier campuses of Laurel Ridge Community College.

The partnership is also working with other four-year colleges/universities to assure acceptance of the degree to expand opportunities for students to transfer.

Career Partners Inc. supports this important initiative to increase licensed teachers to meet the needs of the 132 school divisions in the Commonwealth.

Sincerely,

A handwritten signature in black ink that reads "Ashley Carter". The signature is written in a cursive style.

Ashley Carter

President Career Partners, Inc.



OCHS ALUMNI AND FRIENDS FOUNDATION, INC.
PO Box 1314
ORANGE, VIRGINIA 22960

Established 2019

Website: www.ochsalumniandfriendsfoundation.com

Email: info@ochsalumniandfriendsfoundation.com

5-24-23

RE: Future Educators Academy (Teacher Prep Lab School)

To whom it may concern:

Orange County High School Alumni and Friends Foundation, Inc. fully supports the initiation of a Teacher Prep Lab to serve high school students from the counties of Culpeper, Orange, Madison, and Rappahannock who want to pursue a career in education.

Having the ability to identify students at a young age and offer them an accelerated program to obtain an associate degree in education after their junior and senior years of high school is a terrific idea and will speed up the process of developing teachers.

Our foundation is currently assisting five students on a pathway to become teachers with scholarships and will support additional students as the need arises.

We commend this effort and look forward to seeing the rewards in a few years.

Kind regards,

W.H. Hager
President

"Giving Back Through Scholarships"



532 S. Main Street
P.O. Box 588
Madison, VA 22727
540.948.3916
www.skylinecap.org

5/23/23

Dear Committee:

Skyline Community Action Program is pleased to offer a letter of support for the initiation of a Teacher Prep Lab School to serve students in the Germanna and Laurel Ridge Community College service regions. The Teacher Prep Lab School, named Future Educators Academy, is an Early College partnership between Culpeper, Orange, Madison, and Rappahannock County Public Schools; Germanna and Laurel Ridge Community Colleges; and James Madison University.

This accelerated teacher preparation academy provides an opportunity for eligible students to complete an Associate degree in Education during their junior and senior years of high school and includes a pathway to a Bachelor's degree in Education with licensure from James Madison University and a two-year teaching commitment in a participating school district for all successful program completers.

The Commonwealth of Virginia has identified ten critical shortage teaching endorsements with the top five being special education; elementary education K-6; middle education grades 6-8; mathematics grades 6-12; and career and technical education.

Students attending the lab school will be going on campus to receive their coursework. Additionally, students will participate in two practicums while in the program. A flex day will be scheduled to ensure students are successful in their coursework as well as provide opportunities for them to learn from professionals in the field.

A cohort of 24 students will begin the program in August 2024 at the Daniel Center in the Germanna Community College region. Expansion of the program will happen in August 2025 with a cohort of 24 to 48 students at the Middletown and Fauquier campuses of Laurel Ridge Community College.

The partnership is also working with other four-year colleges/universities to assure acceptance of the degree to expand opportunities for students to transfer.

Skyline Community Action Program supports this important initiative to increase the number of licensed teachers to meet the needs of 132 school divisions in the Commonwealth.

Sincerely,

Simon C. Fiscus

Executive Director, Skyline CAP Inc.

540.948.3916 x 150

THE VIRGINIA FOUNDATION

for COMMUNITY COLLEGE EDUCATION

The Honorable Aimee Rogstad Guidera
Office of the Secretary of Education
Patrick Henry Building
1111 East Broad Street
4th Floor
Richmond, Virginia 23219

Re: Germanna & Laurel Ridge Community Colleges Partnership Laboratory School

June 2, 2023

Dear Secretary Guidera:

The Virginia Foundation for Community College Education (VFCCE) is pleased to offer a letter of support for the initiation of a Teacher Preparation Lab School to serve students in the Germanna and Laurel Ridge Community College service regions. The Teacher Prep Lab School, named Future Educators Academy, is an Early College partnership between Culpeper, Orange, Madison, and Rappahannock County Public Schools; Germanna and Laurel Ridge Community Colleges; and James Madison University.

This accelerated teacher preparation academy provides an opportunity for eligible students to complete an associate degree in education during their junior and senior years of high school and includes a pathway to a bachelor's degree in education with licensure from James Madison University and a two-year teaching commitment in a participating school district for all successful program completers.

The Commonwealth of Virginia has identified ten critical shortage teaching endorsements with the top five being special education, elementary education K-6, middle education grades 6-8, mathematics grades 6-12, and career and technical education.

Students attending the lab school will be going to campus to receive their coursework. Additionally, students will participate in two practicums while in the program. A flex day will be scheduled to ensure students are successful in their coursework as well as provide opportunities for them to learn from professionals in the field.

A cohort of 24 students will begin the program in August 2024 at the Daniel Technology Center in the Germanna Community College region. Expansion of the program will happen in August 2025 with a cohort of 24 to 48 students at the Middletown and Fauquier campuses of Laurel Ridge Community College.

The partnership is also working with other four-year colleges/universities to assure acceptance of the degree to expand opportunities for students to transfer.

THE VIRGINIA FOUNDATION

for COMMUNITY COLLEGE EDUCATION

The VFCCE supports this important initiative to increase licensed teachers to meet the needs of the 132 school divisions in the Commonwealth.

Sincerely,

A handwritten signature in black ink that reads "Jennifer S. Gentry". The signature is written in a cursive style with a large initial 'J' and 'S'.

Jennifer S. Gentry, Ed.D.
Vice Chancellor, Institutional Advancement
Executive Director, Virginia Foundation for Community College Education



Frederick County Public Schools

Superintendent of Schools

George C. Hummer, Ed.D.
hummerg@fcpsk12.net

May 18, 2023

Dear Committee:

Frederick County Public Schools is pleased to offer a letter of support for the initiation of a Teacher Prep Lab School to serve students in the Germanna and Laurel Ridge Community College service regions. The Teacher Prep Lab School, named Future Educators Academy, is an Early College partnership between Culpeper, Orange, Madison, and Rappahannock County Public Schools; Germanna and Laurel Ridge Community Colleges; and James Madison University.

This accelerated teacher preparation academy provides an opportunity for eligible students to complete an Associate degree in Education during their junior and senior years of high school and includes a pathway to a Bachelor's degree in education with licensure from James Madison University and a two-year teaching commitment in a participating school district for all successful program completers.

The Commonwealth of Virginia has identified ten critical shortage teaching endorsements with the top five being special education; elementary education K-6; middle education grades 6-8; mathematics grades 6-12; and career and technical education.


Students attending the lab school will be going on campus to receive their coursework. Additionally, students will participate in two practicums while in the program. A flex day will be scheduled to ensure students are successful in their coursework as well as provide opportunities for them to learn from professionals in the field.

A cohort of 24 students will begin the program in August 2024 at the Daniel Center in the Germanna Community College region. Expansion of the program will happen in August 2025 with a cohort of 24 to 48 students at the Middletown and Fauquier campuses of Laurel Ridge Community College.

The partnership is also working with other four-year colleges/universities to assure acceptance of the degree to expand opportunities for students to transfer.

Frederick County Public Schools supports this important initiative to increase licensed teachers to meet the needs of the 132 school divisions in the Commonwealth.

Sincerely,



George C. Hummer, Ed.D.
Superintendent of Schools

1415 Amherst Street
P.O. Box 3508
Winchester, Virginia 22604-2546

www.frederickcountyschoolsva.net

540-662-3888



May 24, 2023

Dear Committee:

BOARD OF DIRECTORS

Susan Bramley

President

Patti Rees

Vice President

Chris Wallin

Secretary

Matthew McLearen

Treasurer

Tamie Campbell

Bill Hinkes

Theresa Hodges

Wyneé Jenkins

Mesha Jones

Clare Lillard

Madison County Education Foundation is pleased to offer a letter of support for the initiation of a Teacher Prep Lab School to serve students in the Germanna and Laurel Ridge Community College service regions. The Teacher Prep Lab School, named Future Educators Academy, is an Early College partnership between Culpeper, Orange, Madison, and Rappahannock County Public Schools; Germanna and Laurel Ridge Community Colleges; and James Madison University.

This accelerated teacher preparation academy provides an opportunity for eligible students to complete an Associate degree in Education during their junior and senior years of high school and includes a pathway to a Bachelor's degree in education with licensure from James Madison University and a two-year teaching commitment in a participating school district for all successful program completers.

The Commonwealth of Virginia has identified ten critical shortage teaching endorsements with the top five being special education; elementary education K-6; middle education grades 6-8; mathematics grades 6-12; and career and technical education.

ADVISOR TO THE BOARD

Ms. Anna Graham

Superintendent,

Madison Co. Public Schools

Students attending the lab school will be going on campus to receive their coursework. Additionally, students will participate in two practicums while in the program. A flex day will be scheduled to ensure students are successful in their coursework as well as provide opportunities for them to learn from professionals in the field.

A cohort of 24 students will begin the program in August 2024 at the Daniel Center in the Germanna Community College region. Expansion of the program will happen in August 2025 with a cohort of 24 to 48 students at the Middletown and Fauquier campuses of Laurel Ridge Community College.

The partnership is also working with other four-year colleges/universities to assure acceptance of the degree to expand opportunities for students to transfer.

Madison County Education Foundation supports this important initiative to increase licensed teachers to meet the needs of the 132 school divisions in the Commonwealth.

Sincerely,

Susan G. Bramley
President

Contributions to MCEF, a 501(c)(3) Corporation, are tax-deductible to the extent provided by the law.

PO Box 1277, Madison, VA 22727
Email : Leadership@MadisonEdFoundation.org

EIN Number : 27-2934582
Website : MadisonEdFoundation.org



Board of Directors

- Robin Gulick, Chair
- Eugene Triplett, Vice Chair
- David Aldrich, Treasurer
- Cathy Dalrymple, Secretary
- Michael T. Brown
- Elizabeth Blubaugh
- Larry Christensen
- Philip Dudley
- Francoise Seillier-Moiseiwitsch
- Todd Summers
- John Thompson, Jr
- Brevard Wallace, M.D.
- Anne West

Past Board of Directors

- Douglas K. Baumgardner
- Christy M. Connolly*
- Renard Carlos
- Robert C. Dart, M.D.
- Linda R. Dietel*
- Marshall Def. Doeller*
- Jeffrey C. Early
- Caren M. Eastham
- G. Wayne Eastham*
- Georgia E. Fischel
- M. Andrew Gayheart
- Hilary Scheer Gerhardt
- David C. Gerrish, Jr.*
- Thomas D. Gillespie
- Valerie Goossens
- L. Trice Gravatte, M.D.
- Susan S. Griffin, D.D.S.
- Russell James
- J. Carl Kincheloe
- Robert deT. Lawrence, IV
- Michael Leake
- Richard Lessard
- Sharon G. Luke
- John W. McCarthy, III
- Nina McKee
- J. Clifford Miller, III
- Margaret W. Moon
- Peter H. Nguyen
- Steven W. Rodgers*
- Molly F. Sanford
- George D. Scheulen*
- Merrill P. Strange
- Susan B. Strittmatter
- C. Hunton Tiffany*
- Fred G. Wayland, Jr.*
- Elizabeth M. Yates
- Carlton Yowell

* Founding Board of Directors

Executive Director

Jane Bowling-Wilson

Program Officer

Dede McClure

Program & Communications

Renard Carlos

P.O. Box 182
Warrenton, VA 20188
(321 Walker Drive, Suite 303)

Phone: 540-349-0631

www.npcf.org

June 1, 2023

Dear Committee:

Northern Piedmont Community Foundation is pleased to offer a letter of support for the initiation of a Teacher Preparation Lab School to serve students in the Germanna and Laurel Ridge Community College service regions. The Teacher Prep Lab School, named Future Educators Academy, is an Early College partnership between Culpeper, Orange, Madison, and Rappahannock County Public Schools; Germanna and Laurel Ridge Community Colleges; and James Madison University.

This accelerated teacher preparation academy provides an opportunity for eligible students to complete an associate degree in education during their junior and senior years of high school and includes a pathway to a bachelor's degree in education with licensure from James Madison University and a two-year teaching commitment in a participating school district for all successful program completers. The Commonwealth of Virginia has identified ten critical shortage teaching endorsements with the top five being special education, elementary education K-6, middle education grades 6-8, mathematics grades 6-12, and career and technical education.

Students attending the lab school will be going on campus to receive their coursework. Additionally, students will participate in two practicums while in the program. A flex day will be scheduled to ensure students are successful in their coursework as well as provide opportunities for them to learn from professionals in the field.

A cohort of 24 students will begin the program in August 2024 at the Daniel Technology Center in the Germanna Community College region. Expansion of the program will happen in August 2025 with a cohort of 24 to 48 students at the Middletown and Fauquier campuses of Laurel Ridge Community College.

The partnership is also working with other four-year colleges/universities to assure acceptance of the degree to expand opportunities for students to transfer.

The Northern Piedmont Community Foundation supports this important initiative to increase licensed teachers to meet the needs of the 132 school divisions in the Commonwealth.

Kind regards,

Jane Bowling-Wilson
Executive Director

GERMANNA EDUCATIONAL FOUNDATION

May 24, 2023

Dear Committee:

Germanna Community College Educational Foundation is pleased to offer a letter of support for the initiation of a Teacher Preparation Lab School to serve students in the Germanna and Laurel Ridge Community College service regions. The Teacher Prep Lab School, named Future Educators Academy, is an Early College partnership between Culpeper, Orange, Madison, and Rappahannock County Public Schools; Germanna and Laurel Ridge Community Colleges; and James Madison University.

This accelerated teacher preparation academy provides an opportunity for eligible students to complete an associate degree in education during their junior and senior years of high school and includes a pathway to a bachelor's degree in education with licensure from James Madison University and a two-year teaching commitment in a participating school district for all successful program completers.

The Commonwealth of Virginia has identified ten critical shortage teaching endorsements with the top five being special education, elementary education K-6, middle education grades 6-8, mathematics grades 6-12, and career and technical education.

Students attending the lab school will be going on campus to receive their coursework. Additionally, students will participate in two practicums while in the program. A flex day will be scheduled to ensure students are successful in their coursework as well as provide opportunities for them to learn from professionals in the field.

A cohort of 24 students will begin the program in August 2024 at the Daniel Technology Center in the Germanna Community College region. Expansion of the program will happen in August 2025 with a cohort of 24 to 48 students at the Middletown and Fauquier campuses of Laurel Ridge Community College.

The partnership is also working with other four-year colleges/universities to assure acceptance of the degree to expand opportunities for students to transfer.

Germanna Educational Foundation supports this important initiative to increase licensed teachers to meet the needs of the 132 school divisions in the Commonwealth.

Sincerely,



Bruce L. Davis
Special Assistant to the President
540.423.9073

June 12, 2023

Dear VDOE Grant Committee,

The Frederick County Economic Development Authority is pleased to offer a letter of support for the exploration of a Teacher Prep Lab School to serve students in the Germanna and Laurel Ridge Community College service regions. The Teacher Prep Lab School, named Future Educators Academy, is an Early College partnership between Culpeper, Orange, Madison, and Rappahannock County Public Schools; Germanna and Laurel Ridge Community Colleges; and James Madison University.

This accelerated teacher preparation academy provides an opportunity for eligible students to complete an Associate degree in Education during their junior and senior years of high school and includes a pathway to a Bachelor's degree in education with licensure from James Madison University and a two-year teaching commitment in a participating school district for all successful program completers.

The Commonwealth of Virginia has identified ten critical shortage teaching endorsements with the top five being special education; elementary education K-6; middle education grades 6-8; mathematics grades 6-12; and career and technical education.

Students attending the lab school will be going on campus to receive their coursework. Additionally, students will participate in two practicums while in the program. A flex day will be scheduled to ensure students are successful in their coursework as well as provide opportunities for them to learn from professionals in the field.

A cohort of 24 students will begin the program in August 2024 at the Daniel Center in the Germanna Community College region. Expansion of the program will happen in August 2025 with a cohort of 24 to 48 students at the Middletown and Fauquier campuses of Laurel Ridge Community College.

The partnership is also working with other four-year colleges/universities to assure acceptance of the degree to expand opportunities for students to transfer.

The Frederick County Economic Development Authority supports this important exploration to increase licensed teachers to meet the needs of the 132 school divisions in the Commonwealth.

Respectfully,



Patrick Barker, CECD
Executive Director



Fauquier County Public Schools

Dr. Major R. Warner, Jr.
Deputy Superintendent
320 Hospital Drive, Suite 40
Warrenton, VA 20186-3037
540-422-7006

Excellence by Design

www.fcps1.org

May 25, 2023

Dear Committee:

Fauquier County Public Schools is pleased to offer a letter of support for the initiation of a Teacher Prep Lab School to serve students in the Germanna and Laurel Ridge Community College service regions. The Teacher Prep Lab School, named Future Educators Academy, is an Early College partnership between Culpeper, Orange, Madison, and Rappahannock County Public Schools; Germanna and Laurel Ridge Community Colleges; and James Madison University.

This accelerated teacher preparation academy provides an opportunity for eligible students to complete an Associate degree in Education during their junior and senior years of high school and includes a pathway to a Bachelor's degree in education with licensure from James Madison University and a two-year teaching commitment in a participating school district for all successful program completers. The Commonwealth of Virginia has identified ten critical shortage teaching endorsements with the top five being special education; elementary education K-6; middle education grades 6-8; mathematics grades 6-12; and career and technical education.

Students attending the lab school will be going on campus to receive their coursework. Additionally, students will participate in two practicums while in the program. A flex day will be scheduled to ensure students are successful in their coursework as well as provide opportunities for them to learn from professionals in the field.

A cohort of 24 students will begin the program in August 2024 at the Daniel Center in the Germanna Community College region. Expansion of the program will happen in August 2025 with a cohort of 24 to 48 students at the Middletown and Fauquier campuses of Laurel Ridge Community College.

The partnership is also working with other four-year colleges/universities to assure acceptance of the degree to expand opportunities for students to transfer.

Fauquier County Public Schools supports this important initiative to increase licensed teachers to meet the needs of the 132 school divisions in the Commonwealth.

Sincerely,

A handwritten signature in black ink that reads "Major Warner".

Dr. Major R. Warner, Jr.
Deputy Superintendent

May 25, 2023

Dear Committee:

Winchester Public Schools is delighted to offer a letter of support for the initiation of a Teacher Prep Lab School to serve students in the Germanna and Laurel Ridge Community College service regions. The Teacher Prep Lab School, named Future Educators Academy, is an Early College partnership between Culpeper, Orange, Madison, and Rappahannock County Public Schools; Germanna and Laurel Ridge Community Colleges; and James Madison University.

This accelerated teacher preparation academy provides an opportunity for eligible students to complete an Associate degree in Education during their junior and senior years of high school and includes a pathway to a Bachelor's degree in education with licensure from James Madison University and a two-year teaching commitment in a participating school district for all successful program completers.

The Commonwealth of Virginia has identified ten critical shortage teaching endorsements with the top five being special education; elementary education K-6; middle education grades 6-8; mathematics grades 6-12; and career and technical education.

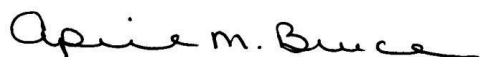
Students attending the lab school will be going on campus to receive their coursework. Additionally, students will participate in two practicums while in the program. A flex day will be scheduled to ensure students are successful in their coursework as well as provide opportunities for them to learn from professionals in the field.

A cohort of 24 students will begin the program in August 2024 at the Daniel Center in the Germanna Community College region. Expansion of the program will happen in August 2025 with a cohort of 24 to 48 students at the Middletown and Fauquier campuses of Laurel Ridge Community College.

The partnership is also working with other four-year colleges/universities to assure acceptance of the degree to expand opportunities for students to transfer.

The Winchester Public Schools enthusiastically supports this important initiative to increase licensed teachers to meet the needs of the 132 school divisions in the Commonwealth.

Sincerely,



April M. Bruce, Ed.D.
Assistant Superintendent



Warren County Public Schools
210 North Commerce Avenue
Front Royal, Virginia 22630-4419
Phone (540) 635-2171
Fax (540) 636-4195
www.wcps.k12.va.us

OFFICE OF THE
SUPERINTENDENT

June 20, 2023

Dear Committee:

Warren County Public Schools is pleased to offer a letter of support for the initiation of a Teacher Prep Lab School to serve students in the Germanna and Laurel Ridge Community College service regions. The Teacher Prep Lab School, named Future Educators Academy, is an Early College partnership between Culpeper, Orange, Madison, and Rappahannock County Public Schools; Germanna and Laurel Ridge Community Colleges; and James Madison University.

This accelerated teacher preparation academy provides an opportunity for eligible students to complete an Associate degree in Education during their junior and senior years of high school and includes a pathway to a Bachelor's degree in education with licensure from James Madison University and a two-year teaching commitment in a participating school district for all successful program completers.

The Commonwealth of Virginia has identified ten critical shortage teaching endorsements with the top five being special education; elementary education K-6; middle education grades 6-8; mathematics grades 6-12; and career and technical education.

Students attending the lab school will be going on campus to receive their coursework. Additionally, students will participate in two practicums while in the program. A flex day will be scheduled to ensure students are successful in their coursework as well as provide opportunities for them to learn from professionals in the field.

A cohort of 24 students will begin the program in August 2024 at the Daniel Center in the Germanna Community College region. Expansion of the program will happen in August 2025 with a cohort of 24 to 48 students at the Middletown and Fauquier campuses of Laurel Ridge Community College.

The partnership is also working with other four-year colleges/universities to assure acceptance of the degree to expand opportunities for students to transfer.

Warren County Public Schools supports this important initiative to increase licensed teachers to meet the needs of the 132 school divisions in the Commonwealth.

Sincerely,

Chris Ballenger, Ed. D.
Superintendent

May 26, 2023

Dear Committee:

The Top of Virginia Regional Chamber is pleased to offer a letter of support for the initiation of a Teacher Prep Lab School to serve students in the Germanna and Laurel Ridge Community College service regions. The Teacher Prep Lab School, named Future Educators Academy, is an Early College partnership between Culpeper, Orange, Madison, and Rappahannock County Public Schools; Germanna and Laurel Ridge Community Colleges; and James Madison University.

This accelerated teacher preparation academy provides an opportunity for eligible students to complete an Associate degree in Education during their junior and senior years of high school and includes a pathway to a Bachelor's degree in education with licensure from James Madison University and a two-year teaching commitment in a participating school district for all successful program completers.

The Commonwealth of Virginia has identified ten critical shortage teaching endorsements with the top five being special education; elementary education K-6; middle education grades 6-8; mathematics grades 6-12; and career and technical education.

Students attending the lab school will be going on campus to receive their coursework. Additionally, students will participate in two practicums while in the program. A flex day will be scheduled to ensure students are successful in their coursework as well as provide opportunities for them to learn from professionals in the field.

A cohort of 24 students will begin the program in August 2024 at the Daniel Center in the Germanna Community College region. Expansion of the program will happen in August 2025 with a cohort of 24 to 48 students at the Middletown and Fauquier campuses of Laurel Ridge Community College.

The partnership is also working with other four-year colleges/universities to assure acceptance of the degree to expand opportunities for students to transfer.

The Top of Virginia Regional Chamber supports this important initiative to increase licensed teachers to meet the needs of the 132 school divisions in the Commonwealth.

Sincerely,

Cynthia Schneider

Cynthia Schneider, CEO

THINK ORANGE VA

ORANGE COUNTY VA ECONOMIC DEVELOPMENT

ROSE DEAL
DIRECTOR
Phone: (540) 672-1238
Fax: (540) 672-4762
Email: rdeal@orangecountyva.gov

P. O. Box 111
109 West Main Street
Orange, Virginia 22960
thinkorangeva.com

May 19, 2023

Dear Grant Review Committee,

On behalf of Orange County, Virginia Economic Development, I am pleased to offer our support for the initiation of a Teacher Prep Lab School to serve students in the Germanna and Laurel Ridge Community College service regions. The Teacher Prep Lab School, named Future Educators Academy, is an Early College partnership between Culpeper, Orange, Madison, and Rappahannock County Public Schools; Germanna and Laurel Ridge Community Colleges; and James Madison University.

This accelerated teacher preparation academy provides an opportunity for eligible students to complete an Associate degree in Education during their junior and senior years of high school and includes a pathway to a Bachelor's degree in education with licensure from James Madison University and a two-year teaching commitment in a participating school district for all successful program completers.

The Commonwealth of Virginia has identified ten critical shortage teaching endorsements with the top five being special education; elementary education K-6; middle education grades 6-8; mathematics grades 6-12; and career and technical education.

Students attending the lab school will be going on campus to receive their coursework. Additionally, students will participate in two practicums while in the program. A flex day will be scheduled to ensure students are successful in their coursework as well as provide opportunities for them to learn from professionals in the field.

A cohort of 24 students will begin the program in August 2024, at the Daniel Center in the Germanna Community College region. Expansion of the program will happen in August 2025, with a cohort of 24 to 48 students at the Middletown and Fauquier campuses of Laurel Ridge Community College.

The partnership is also working with other four-year colleges/universities to assure acceptance of the degree to expand opportunities for students to transfer.

Orange County Economic Development supports this important initiative to increase licensed teachers to meet the needs of the 132 school divisions in the Commonwealth.

Thank you in advance for your favorable consideration of this proposal. Please contact me directly at (540) 672-1238 or via email at rdeal@orangecountyva.gov, if you have any questions about our commitment to this project.

With much appreciation,



Rose Deal
Economic Development & Tourism Director



"Sharing the Journey Toward Excellence"

600 North Main Street, Suite 200 • Woodstock, VA 22664 • (540) 459-6222 • FAX (540) 459-6707
Office of Superintendent

May 17, 2023

Dear Committee:

Shenandoah County Public Schools is pleased to offer a letter of support for the initiation of a Teacher Prep Lab School to serve students in the Germanna and Laurel Ridge Community College service regions. The Teacher Prep Lab School, named Future Educators Academy, is an Early College partnership between Culpeper, Orange, Madison, and Rappahannock County Public Schools; Germanna and Laurel Ridge Community Colleges; and James Madison University.

This accelerated teacher preparation academy provides an opportunity for eligible students to complete an Associate degree in Education during their junior and senior years of high school and includes a pathway to a Bachelor's degree in education with licensure from James Madison University and a two-year teaching commitment in a participating school district for all successful program completers.

The Commonwealth of Virginia has identified ten critical shortage teaching endorsements with the top five being special education; elementary education K-6; middle education grades 6-8; mathematics grades 6-12; and career and technical education.

Students attending the lab school will be going on campus to receive their coursework. Additionally, students will participate in two practicums while in the program. A flex day will be scheduled to ensure students are successful in their coursework as well as provide opportunities for them to learn from professionals in the field.

A cohort of 24 students will begin the program in August 2024 at the Daniel Center in the Germanna Community College region. Expansion of the program will happen in August 2025 with a cohort of 24 to 48 students at the Middletown and Fauquier campuses of Laurel Ridge Community College.

The partnership is also working with other four-year colleges/universities to assure acceptance of the degree to expand opportunities for students to transfer.

Shenandoah County Public Schools supports this important initiative to increase licensed teachers to meet the needs of the 132 school divisions in the Commonwealth.

Sincerely,

A handwritten signature in blue ink that reads "Melody Sheppard".

Melody Sheppard
Superintendent



Fostering educational excellence in Rappahannock County

May 23, 2023

Dear Committee:

Headwaters, The Rappahannock County Public Education Foundation, is pleased to offer a letter of support for the initiation of a Teacher Prep Lab School to serve students in the Germanna and Laurel Ridge Community College service regions. The Teacher Prep Lab School is an Early College partnership between Culpeper, Orange, Madison, and Rappahannock County Public Schools; Germanna and Laurel Ridge Community Colleges; and James Madison University.

This accelerated teacher preparation academy provides an opportunity for eligible students to complete an Associate degree in Education during their junior and senior years of high school and includes a pathway to a Bachelor's degree in education with licensure from James Madison University and a two-year teaching commitment in a participating school district for all successful program completers.

The Commonwealth of Virginia has identified ten critical shortage teaching endorsements with the top five being special education; elementary education K-6; middle education grades 6-8; mathematics grades 6-12; and career and technical education.

Students attending the lab school will be going on campus to receive their coursework. Additionally, students will participate in two practicums while in the program. A flex day will be scheduled to ensure students are successful in their coursework as well as provide opportunities for them to learn from professionals in the field.

A cohort of 24 students will begin the program in August 2023 at the Daniel Center in the Germanna Community College region. Expansion of the program will happen in August 2024 with a cohort of 24 to 48 students at the Middletown and Fauquier campuses of Laurel Ridge Community College. The partnership is also working with other four-year colleges/universities to assure acceptance of the degree to expand opportunities for students to transfer.

The Headwaters Foundation enthusiastically supports this important initiative to increase licensed teachers to meet the needs of the 132 school divisions in the Commonwealth. In a rural community like Rappahannock County, ensuring that we have a qualified teacher workforce is essential to a functional K-12 educational system. Additionally, we endorse the portion of this program that allows students to graduate with a teaching degree without incurring the burden of student loan debt. Our foundation believes that all young people should have access to a quality and affordable education after graduating from high school. This proposal offers a fantastic opportunity to young people that want to pursue a teaching degree, but feel that it is financially out of their reach.

We look forward to the implementation of this program and would be happy to answer any questions you might have about this worthy proposal.

Sincerely,


Brittany Dwyer Gianoli
Executive Director

May 25, 2023

Dear Lab School Committee:

Rappahannock Goodwill Industries is pleased to offer a letter of support for the initiation of a Teacher Prep Lab School to serve students in the Germanna and Laurel Ridge Community College service regions. The Teacher Prep Lab School, named Future Educators Academy, is an Early College partnership between Culpeper, Orange, Madison, and Rappahannock County Public Schools; Germanna and Laurel Ridge Community Colleges; and James Madison University.

This accelerated teacher preparation academy provides an opportunity for eligible students to complete an Associate degree in Education during their junior and senior years of high school and includes a pathway to a Bachelor's degree in education with licensure from James Madison University and a two-year teaching commitment in a participating school district for all successful program completers.

The Commonwealth of Virginia has identified ten critical shortage teaching endorsements with the top five being special education; elementary education K-6; middle education grades 6-8; mathematics grades 6-12; and career and technical education.

Students attending the lab school will be going on campus to receive their coursework. Additionally, students will participate in two practicums while in the program. A flex day will be scheduled to ensure students are successful in their coursework as well as provide opportunities for them to learn from professionals in the field.

A cohort of 24 students will begin the program in August 2024 at the Daniel Center in the Germanna Community College region. Expansion of the program will happen in August 2025 with a cohort of 24 to 48 students at the Middletown and Fauquier campuses of Laurel Ridge Community College.

The partnership is also working with other four-year colleges/universities to assure acceptance of the degree to expand opportunities for students to transfer.

Rappahannock Goodwill Industries supports this important initiative to increase licensed teachers to meet the needs of the 132 school divisions in the Commonwealth.

Sincerely,



Steve Cox
President & CEO
Rappahannock Goodwill Industries



May 19, 2023

Dear Committee:

Page County Public Schools is pleased to offer a letter of support for the initiation of a Teacher Prep Lab School to serve students in the Germanna and Laurel Ridge Community College service regions. The Teacher Prep Lab School, named Future Educators Academy, is an Early College partnership between Culpeper, Orange, Madison, and Rappahannock County Public Schools; Germanna and Laurel Ridge Community Colleges; and James Madison University.

This accelerated teacher preparation academy provides an opportunity for eligible students to complete an Associate degree in Education during their junior and senior years of high school and includes a pathway to a Bachelor's degree in education with licensure from James Madison University and a two-year teaching commitment in a participating school district for all successful program completers.

The Commonwealth of Virginia has identified ten critical shortage teaching endorsements with the top five being special education; elementary education K-6; middle education grades 6-8; mathematics grades 6-12; and career and technical education.

Students attending the lab school will be going on campus to receive their coursework. Additionally, students will participate in two practicums while in the program. A flex day will be scheduled to ensure students are successful in their coursework as well as provide opportunities for them to learn from professionals in the field.

A cohort of 24 students will begin the program in August 2024 at the Daniel Center in the Germanna Community College region. Expansion of the program will happen in August 2025 with a cohort of 24 to 48 students at the Middletown and Fauquier campuses of Laurel Ridge Community College.

The partnership is also working with other four-year colleges/universities to assure acceptance of the degree to expand opportunities for students to transfer.

Page County Public Schools supports this important initiative to increase licensed teachers to meet the needs of the 132 school divisions in the Commonwealth.

Sincerely,

A handwritten signature in black ink that reads "Antonia Fox". The signature is written in a cursive style.

Dr. Antonia Fox, Ed.D
Superintendent
Page County Public Schools



May 25, 2023

Dear Committee:

The Orange Rotary Club is pleased to offer a letter of support for the initiation of a Teacher Prep Lab School to serve students in the Germanna and Laurel Ridge Community College service regions. The Teacher Prep Lab School, named Future Educators Academy, is an Early College partnership between Culpeper, Orange, Madison, and Rappahannock County Public Schools; Germanna and Laurel Ridge Community Colleges; and James Madison University.

This accelerated teacher preparation academy provides an opportunity for eligible students to complete an Associate degree in Education during their junior and senior years of high school and includes a pathway to a Bachelor's degree in education with licensure from James Madison University and a two-year teaching commitment in a participating school district for all successful program completers.

The Commonwealth of Virginia has identified ten critical shortage teaching endorsements with the top five being special education; elementary education K-6; middle education grades 6-8; mathematics grades 6-12; and career and technical education.

Students attending the lab school will be going on campus to receive their coursework. Additionally, students will participate in two practicums while in the program. A flex day will be scheduled to ensure students are successful in their coursework as well as provide opportunities for them to learn from professionals in the field.

A cohort of 24 students will begin the program in August 2024 at the Daniel Center in the Germanna Community College region. Expansion of the program will happen in August 2025 with a cohort of 24 to 48 students at the Middletown and Fauquier campuses of Laurel Ridge Community College.

The partnership is also working with other four-year colleges/universities to assure acceptance of the degree to expand opportunities for students to transfer.

The Orange Rotary Club supports this important initiative to increase licensed teachers to meet the needs of the 132 school divisions in the Commonwealth.

Sincerely,

Cal Ewing

Cal Ewing
President

Orange Rotary Club, P.O. Box 187, Orange, VA 22960 www.orangerotaryva.org



5/22/2023

Dear Committee:

Orange County Education Foundation is pleased to offer a letter of support for the initiation of a Teacher Prep Lab School to serve students in the Germanna and Laurel Ridge Community College service regions. The Teacher Prep Lab School, named Future Educators Academy, is an Early College partnership between Culpeper, Orange, Madison, and Rappahannock County Public Schools; Germanna and Laurel Ridge Community Colleges; and James Madison University.

This accelerated teacher preparation academy provides an opportunity for eligible students to complete an Associate degree in Education during their junior and senior years of high school and includes a pathway to a Bachelor's degree in education with licensure from James Madison University and a two-year teaching commitment in a participating school district for all successful program completers.

The Commonwealth of Virginia has identified ten critical shortage teaching endorsements with the top five being special education; elementary education K-6; middle education grades 6-8; mathematics grades 6-12; and career and technical education.

Students attending the lab school will be going on campus to receive their coursework. Additionally, students will participate in two practicums while in the program. A flex day will be scheduled to ensure students are successful in their coursework as well as provide opportunities for them to learn from professionals in the field.

A cohort of 24 students will begin the program in August 2024 at the Daniel Center in the Germanna Community College region. Expansion of the program will happen in August 2025 with a cohort of 24 to 48 students at the Middletown and Fauquier campuses of Laurel Ridge Community College.

The partnership is also working with other four-year colleges/universities to assure acceptance of the degree to expand opportunities for students to transfer.

Orange county Education Foundation supports this important initiative to increase licensed teachers to meet the needs of the 132 school divisions in the Commonwealth.

Sincerely,

A handwritten signature in cursive script that reads "Deanne Marshall".

Deanne Marshall
OCEF Treasurer/Secretary



P O Box 146, 111 Spicers Mill Road, Suite B, Orange, VA 22960
(540) 672-5216

6/2/2023

Dear Committee:

The Orange County Chamber of Commerce is pleased to offer a letter of support for the initiation of a Teacher Preparation Lab School to serve students in the Germanna and Laurel Ridge Community College service regions. The Teacher Prep Lab School, named Future Educators Academy, is an Early College partnership between Culpeper, Orange, Madison, and Rappahannock County Public Schools; Germanna and Laurel Ridge Community Colleges; and James Madison University.

This accelerated teacher preparation academy provides an opportunity for eligible students to complete an associate degree in education during their junior and senior years of high school and includes a pathway to a bachelor's degree in education with licensure from James Madison University and a two-year teaching commitment in a participating school district for all successful program completers.

The Commonwealth of Virginia has identified ten critical shortage teaching endorsements with the top five being special education, elementary education K-6, middle education grades 6-8, mathematics grades 6-12, and career and technical education.

Students attending the lab school will be going on-campus to receive their coursework. Additionally, students will participate in two practicums while in the program. A flex day will be scheduled to ensure students are successful in their coursework as well as provide opportunities for them to learn from professionals in the field.

A cohort of 24 students will begin the program in August 2024 at the Daniel Technology Center in the Germanna Community College region. Expansion of the program will happen in August 2025 with a cohort of 24 to 48 students at the Middletown and Fauquier campuses of Laurel Ridge Community College.

The partnership is also working with other four-year colleges/universities to assure acceptance of the degree to expand opportunities for students to transfer.

The Orange County Chamber of Commerce supports this important initiative to increase licensed teachers to meet the needs of the 132 school divisions in the Commonwealth.

Sincerely,

A handwritten signature in blue ink that reads 'Evelyn Pritchett Jackson'. The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Evelyn Pritchett Jackson
2023 President, Orange County of Commerce Board of Directors

Mission Statement

The Orange County Chamber of Commerce serves to promote business, enhance the economic environment, support community development, and act as a catalyst for improving the overall quality of life for our community and region.

Salary Plan

Full Time Faculty & Staff	Year 1	Year 2	Year 3	Year 4	Year 5
Program Advisor GCC	55,000	56,650	58,350	60,100	61,903
Program Advisor LRCC		55,000	56,650	58,350	60,100
FT English Faculty GCC	66,002	69,302	71,381	73,522	75,728
FT History Faculty GCC	66,002	69,302	71,381	73,522	75,728
FT Faculty LRCC**		69,302	71,381	73,522	75,728
FT IT Technician	52,000	53,560	55,167	56,822	58,527
FT IT Technician	-	52,000	53,560	53,560	56,822
Salary Costs	239,004	425,116	437,869	449,399	464,536
Fringe @45%	107,552	191,302	197,041	202,229	209,041
Total Full Time Faculty	346,556	616,418	634,911	651,628	673,577

Adjunct Faculty	Rate	Per Cohort Credit Hours	Year 1	Year 2	Year 3	Year 4	Year 5
Instructor - Germanna	\$ 938.00	16	15,008	30,016	30,016	45,024	60,032
Instructor - Laurel Ridge	\$ 938.00	16	-	15,008	30,016	45,024	60,032
Associate Professor - Germanna	\$ 1,455.00	6	8,730	17,460	17,460	26,190	34,920
Assistant Professor - Laurel Ridge	\$ 1,455.00	6	-	8,730	17,460	26,190	34,920
		0	-	-	-	-	-
Adjunct Costs			23,738	71,214	94,952	142,428	189,904

Nonpersonnel Budget

One-time materials, supplies, and services	Year 1	Ongoing materials, supplies, and services	Year 1	Year 2	Year 3	Year 4	Year 5
Germann Hotspots (48)	9,552	Annual hotspot fees (increasing based on coho	10,077	30,159	30,159	30,159	30,159
Laurel Ridge Hotspots (48)	9,552	Textbooks and materials (increasing based on c	48,000	144,000	192,000	288,000	384,000
GCC Lab Materials - BIO and GOL	24,389	Certification testing (increasing based on coho	5,280	15,840	21,120	31,680	42,240
GCC Furnishings - desks, tables, chairs* waiting	50,000	Grab and Go breakfast and snack items	9,360	28,080	37,440	56,160	74,880
LRCC furnishings	50,000	List ongoing expenses	-	-	-	-	-
List one time expenses	-	List ongoing expenses	-	-	-	-	-
List one time expenses	-	List ongoing expenses	-	-	-	-	-
List one time expenses	-	List ongoing expenses	-	-	-	-	-
List one time expenses	-	List ongoing expenses	-	-	-	-	-
List one time expenses	-	List ongoing expenses	-	-	-	-	-
List one time expenses	-	List ongoing expenses	-	-	-	-	-
Total Anticipated Expenses	143,493	Total Anticipated Expenses	72,717	218,079	280,719	405,999	531,279

FEA Funding Estimates

Credit Hours per Student per Cohort	Year 1	Year 2	Year 3	Year 4	Year 5
FEA Junior Cohort Germanna	30	30	30	30	30
FEA Senior Cohort Germanna		30	30	30	30
FEA Junior Cohort Laurel Ridge		30	30	30	30
FEA Senior Cohort Laurel Ridge			30	30	30
FEA Junior Cohort Germanna (2)				30	30
FEA Senior Germanna Cohort (2)					30
FEA Junior Cohort Laurel Ridge (2)				30	30
FEA Senior Cohort Laurel Ridge (2)					30
Total Credit Hours	30	90	120	180	240
Headcount per Cohort	24	24	24	24	24
Credit Hours Generated	720	2,160	2,880	4,320	5,760
Total FTEs (30 CH per AFTE)	24.00	72.00	96.00	144.00	192.00
<i>Tuition Rates (Inflation Adjusted)</i>	<i>163.75</i>	<i>165.00</i>	<i>168.00</i>	<i>170.00</i>	<i>172.50</i>
Projected Tuition Revenues	117,900	356,400	483,840	734,400	993,600
Other Funding - Appropriations*	-	61,200	183,600	244,800	367,200
Per Pupil Funding (\$10376*0.833) **	\$ 207,436.99	\$ 622,311.00	\$ 829,892.00	\$ 1,244,622.00	\$ 1,659,496.00
Total Projected Funding	207,437	683,511	1,013,492	1,489,422	2,026,696

* Anticipated increases in state appropriations are based on \$85 per credit hour.

**Per pupil funding anticipated at 5/6 of \$10,376 per MOUs with participating school divisions

Pro Forma

Tentative	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue Resources:					
Projected Per Pupil Funds	\$ 207,436.99	622,311	829,892	1,244,622	1,659,496
Projected State Appropriations	-	61,200	183,600	244,800	2,026,696
Reserves Available	-	-	-	-	-
Start-up Funds	1,000,000	-	-	-	-
Total Anticipated Resources	1,207,437	683,511	1,013,492	1,489,422	3,686,192
Expenses					
Full Time Faculty and Staff	346,556	616,418	634,911	651,628	673,577
Adjunct Faculty	25,554	76,662	102,216	153,324	204,432
Wage & Hourly Employees	55,422	55,422	55,422	55,422	55,422
Ongoing materials, supplies, and services	72,717	218,079	280,719	405,999	531,279
One-time materials, supplies, and services	143,493	-	-	-	-
Total Anticipated Expenses	643,742	966,581	1,073,268	1,266,373	1,464,710
Program Surplus or Deficit	563,695	(283,070)	(59,776)	223,049	2,221,482

GERMANNA COMMUNITY COLLEGE



EMERGENCY OPERATIONS PLAN

NOVEMBER 2012

REVISED: 10/11/18

APPROVED: 11/08/18

Disclaimer

The information contained in the Germanna Community College Emergency Operations Plan (EOP/CEMP) has been prepared for use by Germanna Community College. The information is guidance for emergency response, recognizing that individual circumstance or events not anticipated by the plan may occur. The experience and judgment of those utilizing the EOP/CEMP is an important consideration in how and when the EOP/CEMP is utilized. The content represents the best opinions on the subject in conjunction with current legislative mandates. No warranty, guarantee, or representation is made by Germanna Community College of the sufficiency of the information contained herein and the College assumes no responsibility in connection therewith. The EOP/CEMP is intended to provide guidelines for safe practices; therefore, it cannot be assumed that all plausible and non-plausible scenarios are contained in this document, or that other or additional information or measures may not be required.

***Confidentiality:** Public disclosure of this document would have a reasonable likelihood of threatening public safety by exposing vulnerabilities. It contains sensitive and confidential information that is not subject to the Freedom of Information Act (FOIA) under Virginia Code §2.2-3705.2. Accordingly, Germanna Community College is withholding elements of the EOP/CEMP from public disclosure. Refer any request for a copy of this document to the Virginia Community College System General Counsel and Assistant Attorney General.*

I. Plan Documentation

Promulgation Document

Promulgation of the Germanna Community College Emergency Operations Plan

By virtue of the authority vested in me by the State Board for Community Colleges as President of Germanna Community College and as the administrator ultimately responsible for emergency management at the college, I hereby promulgate and issue the Germanna Community College Emergency Operations Plan (“the Plan”) dated August 2018, thereby superseding all previous versions of the Plan. The Plan provides for Germanna Community College’s response to emergencies and disasters in order to save lives; to protect public health, safety, and property; to restore essential services; and to enable and assist with economic recovery.

The Plan complies with Code of Virginia Title 23 and Title 44 and is consistent with the National Incident Management System as implemented in the National Response Framework adopted January 2008.

The College Coordinator of Emergency Management (Chief of Police), on behalf of the College President, is hereby authorized to activate the College Emergency Operations Center (“EOC”) in order to direct and control college emergency operations. Augmentation of the EOC shall constitute implementation of the Plan.

Furthermore, the College Coordinator of Emergency Management is hereby authorized, in coordination with the College President, to amend the Plan as necessary to ensure the continued health and safety of the students, faculty, staff and property of the Germanna Community College.

In accordance with the duties and responsibilities assigned in the Plan, the head of each designated college department or program shall appoint a lead and at least one alternate Emergency Coordination Officer for the department or program. The Emergency Coordination Officer is assigned the following responsibilities:

1. Coordinate with the College Coordinator of Emergency Management on emergency preparedness, response, and recovery issues;
2. Prepare and maintain designated parts of the Plan for which the department or program is responsible;
3. Prepare and maintain internal plans and procedures to fulfill the responsibilities designated in the Plan;
4. Maintain a roster of department or program faculty and staff to assist in disaster operations and ensure that persons on the roster are accessible and available for training, exercises, and activations of the Plan;
5. Coordinate appropriate training for department of program personnel assigned to disaster operations;

6. Prepare and maintain internal emergency preparedness, response, and recovery plans for the department or program's resources (facilities, personnel, and assets) that outline a comprehensive and effective program to ensure continuity of essential functions under all circumstances;

7. Assure the college Coordinator of Emergency Management that preparedness plans for college facilities are coordinated with the applicable local emergency management agencies.

This Promulgation rescinds the previous promulgation (7.6.09 rev 01/12/17) of the Germanna Community College's Emergency Response Plan dated October 2018, by Dr. Janet Gullickson, College President.

This Promulgation shall be effective upon its signing and shall remain in full force and effect until amended or rescinded by further promulgation.

Given under my hand and under the Seal of the Germanna Community College, this 8th day of November 2018.

Dr. Janet Gullickson /



Attest:

College President

Craig Branch /



Witness:

College Chief of Police / Coordinator of Emergency Management

Approval and Implementation

RESOLUTION OF ADOPTION

WHEREAS, the State Board for Community Colleges is concerned with the health and well-being of its students, faculty, and staff and desires that the best possible emergency service be available to them; and, the College President is concerned with the health and well-being of its students, faculty, and staff and desires that the best possible emergency service be available to them; and approval authority from the State Board for Community Colleges has been given to the Germanna Community College Local Board; and

WHEREAS, the Code of Virginia Chapter 8 of Title 23 and Title 44 that any public institution of higher education shall develop, adopt, and keep current a written crisis and emergency management plan; and every four years, each institution shall conduct a comprehensive review and revision of its crisis and emergency management plan to ensure the plan remains current, and the revised plan shall be adopted formally by the institution's governing Board pursuant to the Code of Virginia § [23.1-804](#). Such review shall also be certified in writing to the Virginia Department of Emergency Management; and

WHEREAS, such a plan has been developed by college staff in coordination with the Virginia Department of Emergency Management with input from college departments and the local Emergency Management Agencies;

NOW THEREFORE BE IT RESOLVED that the Germanna Community College Local Board, on this **8th** day of **November, 2018**, does hereby officially adopt the **Germanna Community College** Emergency Operations Plan, to include plans and procedures for both peace time and war-caused disasters. * * * * *

I, **William E. Thomas**, do hereby certify that the foregoing writing is a true, correct copy of a resolution unanimously adopted by the **Germanna Community College Local Board** of the **Virginia Community College System** at a meeting held on **November, 8th, 2018**.

SIGNED



Name

William E. Thomas, Chair
Germanna Community College Board

Record of Changes

Change Number	Date of Change	Page or Section Changed	Summary of Change	Name of Person Authorizing Change
1	11/20/12	All	Overall Compliance Changes	Chief Craig L. Branch, ECO
2	11/06/13	6, 8, 21	Role/title changes, operational response changes	Chief Craig L. Branch, ECO
3	02/08/14	6, 12, 18, 33, 37, 38, 39, 40, 43, 55	Role/title and order of succession, revised website links, C-CERT changes, etc...	Chief Craig L. Branch, ECO
4	08/05/16	Various	Role/title and order of succession.	Chief Craig L. Branch, ECO
5	10/03/16	Various	Role/Title Changes, Rapid recall list change (Added G-Central)	Chief Craig L. Branch, ECO
6	11/21/16	4,27,47	College Board Chair change, added Caroline County Center, Role/Title Changes, order of succession changes	Chief Craig L. Branch, ECO
7	12/21/17	4,12,29, 30,39,47, 59, 74	Various VA Code Changes, Alternate Internal EOC locations, Role Title Changes, Order of Succession, GCC Computer Incident Response plan	Chief Craig L. Branch, ECO
8	07/09/18	Various	VDEM updates, emergency procedures poster change and CICF name change to VVF	Chief Craig L. Branch, ECO
9	08/10/18	Various	Role Title Changes, Order of Succession, Appendix F, added college Emergency Evacuation Team.	Chief Craig L. Branch, ECO
10	10/12/18	Various	VSP Div Cmdr/Culpeper EC contact changes, role/tile and address changes	Chief Craig L. Branch, ECO

Record of Distribution

Group	Agency/Department	Title of Recipient	How Distributed (electronic or hard-copy)
College	Germanna Community College	Local Board (Review), Executive Policy Group, Emergency Planning Team	(Secured) College Share Point Site and Electronic
College	Germanna Community College Incident Response Team, Germanna C-CERT	Team Members	(Secured) College Emergency Management Share Point Site and Electronic
City of Fredericksburg	Emergency Management	Chief Edwin L. Allen, Jr.,	Electronic/VDEM PLS
Stafford County	Emergency Management	Virgil Gray Emergency Management Division Chief	Electronic/VDEM PLS
Spotsylvania County	Emergency Services	Emergency Management Division Chief Matthew Embrey	Electronic/VDEM PLS
Orange County	Emergency Management	Fire & EMS Chief Nathan Mort	Electronic/VDEM PLS
Culpeper County	Emergency Services	Director Bill Ooten	Electronic/VDEM PLS
State Agency	Virginia Department of Emergency Management, Planning Division	Mark Stone Region II Chief Regional Coordinator	Electronic/VDEM PLS
State Agency	Virginia State Police Division II-Culpeper	Capt. Donald Jones Division II BFO Commander	Electronic/VDEM PLS
State Agency	University of Mary Washington Police Department	Chief Michael Hall	Electronic/VDEM PLS
Volunteer Organizations	N/A		
Support Agencies	Rappahannock-Rapidan Health District	Emergency Planner Kathy Hatter	Electronic

II. Introduction

A crisis or emergency can happen at any time and could impact one individual, a single building or the entire college campus. This document is Germanna Community College's **All-Hazards** Emergency Operation Plan (EOP). Emergencies cause confusion and stress for all involved. In order to minimize these effects, initial activation and implementation of the emergency plan should always be handled in a calm, consistent manner. Efficient implementation of the plan will provide a clear direction, responsibility and continuity of control for key officials and administrators. The basic idea to any well-constructed emergency plan is to minimize the possible threat to individuals and properties during an actual emergency. In order to minimize the threat of an emergency, and pursuant to Code of Virginia §23.1-8, Health and Campus Safety as well as Code of Virginia §44-146.16, annual evaluation and reviews need to be done to the emergency plan and be integrated with the local jurisdiction's emergency operations plan. Moreover, as a state agency, the college's plan must also align with the Commonwealth of Virginia Emergency Operation Plan (VEOP).

Purpose

The purpose of this plan is to direct actions intended to preserve life and protect property from further destruction in the event of an emergency. The overall plan establishes an emergency organization to direct and control operations during an emergency situation by assigning responsibilities to specific entities. All essential entities are to utilize any and all available resources when mitigating against, preparing for, responding to, and recovering from a natural technological, or man-made emergency. The threat of major disasters and events necessitates this Plan's all-hazards approach.

This plan consists of the basic plan, the appendices, and the emergency support function and incident annexes. The basic plan provides an overview of the college's approach to emergency response and operations. It explains the policies, organization and tasks that would be involved with the response to an emergency. The appendices give definition to the terms and acronyms used throughout the basic plan, and are the location for any supporting figures, maps, and forms. The emergency support function annexes focus on detailing the specific responsibilities, tasks and operational actions to complete a specific emergency operations function; while the incident annexes focus on any additional special planning or response needs beyond the basic response plan for particular event scenarios.

Scope

This plan and all its contents applies to all of the college's students, facilities, faculty and staff. Major emergencies may impact the surrounding community in addition to the campuses. If this occurs, the college will make every effort to cooperate with local, state, and federal officials in their delivery of emergency services.

Personnel or partners who have a role will have access and be knowledgeable of the EOP.

This plan is designed to serve as the official Emergency Operations Plan for the Germanna Community College. As such this plan directly applies to all persons associated with Germanna Community College, including its students, faculty, staff, employees, contractors, volunteers and other support entities affiliated with the college.

This plan does not replace the procedures for safety, hazardous material response, or other emergency measures already established at the College. Instead, it supplements these existing procedures with a temporary crisis management structure, which provides for an immediate managerial focus on response operations and an early transition to recovery.

Each college department is responsible for maintaining its own emergency response plan or standard operating procedures that coincides with this College EOP. This EOP can be used as a reference, but does not replace the departments' responsibilities to develop and test their own emergency plans. With this in mind, departments can use this manual as a model to help determine the relationships, responsibilities and general guidelines to establish in their detailed "quick action" emergency guides as well as encourage a culture of safety situational awareness throughout their area. Likewise, departments can use this guide as a reference in creating emergency-related checklists, departmental plans, standard operating procedures, general orders, field plans and internal trainings.

This plan fulfills the Commonwealth of Virginia's requirement for all state agencies to prepare and keep current an Emergency Operations Plan to responds to disasters or large scale emergencies.

Situation

College Profile

Germanna is a two-year public college within the Virginia Community College System (VCCS). Germanna is one of the fastest growing community colleges within the Virginia system with an annual enrollment of approximately 11,000 students, making it the 7th largest community college in Virginia in enrollment. Germanna provides quality, accessible, and affordable educational opportunities for the residents of the City of Fredericksburg and the counties of Caroline, Culpeper, King George, Madison, Orange, Spotsylvania and Stafford. The college is centrally located between Richmond, VA and Washington, DC. It covers a large geographic area that includes both urban and rural communities. The college has locations off of major roads such as Interstate 95 and Routes 1, 3, 17 and 29. Germanna's service region is larger than the size of the State of Delaware. The estimated population of the city and counties served by Germanna is over 400,000.



Mission: As a public, comprehensive community college, Germanna provides accessible, high quality educational and training opportunities that address our communities' diverse and changing learning needs.

The Mission is achieved through:

Courses, programs, and services that enable students to gain access to and succeed in higher education; associate degrees and courses that prepare students to advance and to succeed in four year colleges and universities; training and services to develop successful employees who meet employers' specific needs; training, associate degrees, and certificates for students to enter and succeed in the workplace; and services and support for community and economic development.

Vision: Germanna Community College is recognized as the region's leader and preferred partner providing excellence in accessible educational opportunities and related services to our communities. Our quality learning experiences enable students to participate effectively in the social, economic, political, intellectual, and cultural life of their communities. Germanna, a dynamic learning organization, is the premiere gateway to personal and community development.

Values: Our values influence our thoughts, guide our decisions, mold our policies, and help determine our course of action. Student learning and success are at the heart of all that we do and are demonstrated by:

Passion for learning and teaching: We demonstrate our commitment to the belief that everyone can learn. Although at different rates and in different ways, all learners can learn if we challenge, support, and believe in them through everything we do and in every decision we make.

Integrity: We are true to our mission, to our values, to our learners, to our communities, and to each other. We say what we mean and we do what we say. We admit our mistakes and take responsibility for our actions.

Culture of service: We are dedicated to serving the educational and training needs of our students and communities. Our individual wants are secondary to the mission we serve.

Excellence: We seek to achieve excellence and to foster and develop excellence in our learners. We continuously improve our teaching and organizational systems and processes. We embody a culture of evidence and make decisions using that evidence.

Professionalism: We exhibit the skill, competence, and character expected of educational professionals.

Stewardship: We practice servant leadership. We effectively manage and maintain the resources in our care. We uphold the responsibility placed on us as teachers and supporters of teachers of the current and future citizens of our service area, our commonwealth, and our nation.

Respect: We treat our students, our stakeholders, our resources and each other with courtesy and respect. We respect each other enough to speak truths and have courageous conversations, and we do so with civility.

Fredericksburg Area Campus:



The Fredericksburg Area Campus is located on seventy-acres donated by the John T. Hazel family in Spotsylvania County near the intersection of Interstate 95 at Routes 1 and 17 South. Phase I of the Fredericksburg Area Campus opened January, 1997. The V. Earl Dickinson Building, a 76,000 square-foot facility, includes classrooms, laboratories, library, student lounge, bookstore, and offices for faculty and administrative staff to provide a full range of services to students. The Workforce Development and Technology Center, a 40,000 square-foot building devoted to the use of technology for the delivery of instruction and advanced technology training programs opened in October 2004. The Science & Engineering Information Commons Building opened in 2012, it's approximately 50,000 square-feet providing laboratories, instructional resources, student services and more. Additional campus facilities includes; a four level parking deck and courts, playing fields, nature trails, jogging paths, and picnic areas are planned for future development of the 70-acre campus.

Locust Grove Campus:



The Locust Grove campus is located on Route 3 midway between Culpeper and Fredericksburg. The campus consists of 100 acres adjacent to the Rapidan River in Orange County. The campus building of approximately 65,000 square feet includes classrooms, laboratories, a virtual hospital equipped with high fidelity simulation technology, bookstore, administrative and faculty offices, a library, information services, business office, and student lounge. There is also a 9,200 square feet maintenance building. Outdoor facilities include a playing field as well as nature trails, jogging paths, and a picnic area.

Daniel Technology Center:



Located at the junction of U.S. Route 29 and State Route 3 adjacent to the town of Culpeper, Germanna's Joseph R. Daniel Technology Center occupies 34 acres. The 39,000 square foot facility is designed primarily for workforce development instruction and technology training. A wide variety of credit classes are also offered. The center opened in 2006.

Barbara J. Fried Stafford Center:



Located off of U.S. Rt. 1 (Jefferson Davis Hwy) at 124 Old Potomac Church Road, Stafford, Virginia 22554, Germanna's Barbara J. Fried Center (Stafford County Center) provides a full range of credit courses in addition to Workforce and Community Education as well as Nursing & Allied Health Programs. The 13,932 square foot facility opened in May 2018.

Stafford Automotive Technology Center:



In August 2012 Germanna Community College opened at 15,000-square-foot Automotive Technology Center off U.S. 1 just north of Centreport Parkway in Stafford County, Virginia. The

center includes a classroom, a 24-station computer lab and two automotive labs with four bays each.

Fredericksburg Center for Advanced Technology (FredCAT)



The Fredericksburg Center for Advanced Technology (FredCAT) location consist of 8,046 square feet of space that offers credential programs, apprenticeship training and support services aimed at high-demand fields. The center also provides a home base and work space for students and entrepreneurs to come design, prototype and collaborate to support local technology and manufacturing startups and is located at 1325 Central Park Blvd, Fredericksburg, VA 22401.

Central Park Offices:

The Central Park Office location consist of 3,617 square feet of space for Germanna’s Marketing & Public Information Department, Education Foundation and Media Relations offices located at 1311 Central Park Boulevard, Fredericksburg, Virginia 22401.

Caroline County Center:



Germanna’s Center for Workforce & Community Education opened the Caroline Center in 2015, bringing noncredit workforce training to residents of Caroline County. The facility has 2,492 square feet of space for classroom and computer lab training. In addition, classes will be offered using interactive video, broadcasting from other Germanna sites to the new Caroline site. The Caroline Center is located at 11073 Colonel Armistead Drive Suite #101, Ruther Glen, VA 22546.

Emergency Service Providers

Law Enforcement:

GCC College Police- (540) 891-3079
 Stafford County Sheriff's Office- (540) 658-4450
 Spotsylvania County Sheriff's Office- (540) 582-7115
 Fredericksburg Police Department- (540) 373-3122
 Orange County Sheriff's Office- (540) 672-1200
 Culpeper County Sheriff's Office- (540) 727-7900
 Caroline County Sheriff's Office- (804) 633-1120
 Virginia State Police Division I- (800) 552-9965
 Virginia State Police Division II- (800) 572-2260
 University of Mary Washington Police Department- (540) 654-1025

Fire/EMS:

Stafford County Fire & Rescue- (540) 658-7200
 Spotsylvania County Fire, Rescue & Emergency Management- (540) 507-7900
 Fredericksburg Fire Department- (540) 372-1059
 Lake of the Woods Vol Rescue Squad- (540) 972-7480
 Lake of the Woods Vol Fire Department- (540) 972-7510
 Orange County Fire & Rescue- (540) 672-7044
 Culpeper County Vol Rescue Squad- (540) 825-2247
 Culpeper County Vol Fire Department- (540) 825-8777
 Caroline County Fire - Rescue and Emergency Management (804) 633-9831
 Germanna Community College is exposed to many hazards, many of which have the potential of disrupting the community, causing casualties, and damaging or destroying college, public, and/or private property.

Listed below is a Hazard Identification Risk Analysis (HIRA). The HIRA identifies possible hazards that may threaten the college and rates each threat based on the possibility of occurrence and the potential damage it could cause. This enables emergency planners to mitigate and better prepare for the hazards that pose the greatest threat to the college. Based on the hazard identification and risk assessment that was completed for the college within the College Disaster Resistant Plan, the hazards that were determined as most likely to impact the college are:

Hazard	Risk Ranking
Natural	
Hurricane	Limited
Tornado	Moderate
Severe Weather	Significant
Wildfire	Moderate
Conflagration	Moderate
Resource Shortage	Moderate
Earthquake	Limited
Flood	Significant
Dam Inundation	Moderate
Temperature Extremes	Moderate
Epidemic	Limited
Human-Caused	
Terrorism	Moderate
Criminal Activity	Moderate

Internal Threat Assessment	Moderate
Pandemic	Moderate
Mass Casualty	Limited
Civil Unrest	Moderate
Chemical Incident	Moderate
Radiological Incident	Limited
Biological Incident	Limited
Explosive Incident	Moderate
Nuclear Incident	Limited
Communication Failure	Moderate
Infrastructure Failure	Moderate
Hostile Intruder	Moderate
Technological Events	
Fuel Shortage	Limited
Electrical Failure	Moderate
Generator Failure	Limited
Camera System Failure	Moderate
Natural Gas Failure	Limited
Water Failure	Limited
Sewer Failure	Limited
Steam Failure	Limited
Fire Alarm Failure	Limited
Communications Failure IT	Moderate
Communications Failure- B&G	Moderate
Communications Failure- Police	Moderate
HVAC Failure	Moderate
Information Systems Failure	Significant
Fire, Internal	Moderate
Access Control System Failure	Moderate
Hazmat Exposure, Internal	Limited
Supply Shortage	Limited
Structural Damage	Moderate
Hazardous Materials	
Mass Casualty Hazmat Incident (From historic events at GCC with >= 5 victims)	None
Small Casualty Hazmat Incident (From historic events at GCC with < 5 victims)	None
Chemical Incident	Moderate
Small-Medium Sized Internal Spill	Moderate
Large Internal Spill	Limited
Biological Incident	Limited
Radiological Incident	Limited
Nuclear Incident	Limited
Terrorism, Radiological / Biological	Limited

Hazard indices and vulnerability assessments for moderate and significant risk events were developed for the buildings on the college’s campuses and centers. The hazard indices evaluated the extent to which the buildings were at risk from a particular hazard. The vulnerability assessments estimated the potential impacts if a particular building were affected by a specific

hazard. These assessments can be found within the college's Police Chief's Office or on the secured college network drive.

A Threat Hazardous Identification Risk Analysis (THIRA) assessment for the college was completed in 2018 and can be accessed through the college's Chief of Police/Coordinator of Emergency Management, Chief Craig L. Branch.

Assumptions

Emergency planning requires a set of commonly accepted, assumed conditions that provide a foundation for establishing protocols and procedures. This is commonly referred to as "worst case scenario" planning. The following planning assumptions are considered for this scenario:

1. Significant loss of life and/or serious injuries may result without adequate response from local emergency medical agencies.
2. Critical utilities such as water, power, telephone, internet, cellular, microwave and repeater systems may be interrupted.
3. Regional and local resources may not be available due to their own destruction or exceeded capacity.
4. Roads may be blocked or impassible for extended periods of time due to extensive damage or flooding.
5. Buildings and structures may be severely damaged or destroyed.
6. Normal resource providers may not be able to deliver needed materials due to their own impacts or limited access.
7. Conditions may be too unsafe for people to leave the college.
8. Communications with persons beyond campus or the region may be interrupted.
9. The college may need to operate independently for a period of days to weeks.
10. College employees may not be willing or able to return to work.
11. The college may be unable to meet obligations to students and the community due to severe structural damages.
12. The college may be called upon to provide shelter to students, faculty, staff, and other non-college personnel.
13. The college may be unable to fulfill its obligations to student education or community accessibility for an extended period of time.
14. There will be an overwhelming demand for information from college officials.
15. There will be shortages of manpower, equipment and supplies needed to respond to and recover from the disaster.
16. Outside assistance through contractors and mutual aid may be required.
17. Response costs and uninsured losses will exceed the college's budget and means to recuperate financially without outside aid (federal, state).
18. There will be significant attrition on the part of students, faculty and staff.
19. The recovery of the surrounding community would be integral to the college's own recovery.
20. Prioritization of response and recovery actions may result in the loss of certain college functions and traditions.

TRAINING AND EXERCISES

Germanna Community College is dedicated to regularly testing the knowledge, skills and abilities of emergency personnel as well as the plans, policies, procedures, facilities and equipment of the institution. Training helps emergency personnel become familiar with their responsibilities and acquire the skills necessary to perform assigned tasks. Exercises provide a means to validate plans, checklists and response procedures and to evaluate the skills of personnel. Training, committee

meetings, exercises and other necessary activities should be conducted on a regular basis at the discretion of the college's Coordinator of Emergency Management and Executive Policy Group.

EVALUATION

After each major exercise or activation of the EOP, a brief after action report should be written to evaluate the event against measurable goals. This document should include: purpose, date / time, whether the test was announced or unannounced, participants, description, successes, shortcomings and corrective action recommendations. The report is designed to assess the emergency plans and its capabilities. The after action reports may be distributed to the participants for corrections and recommendations. A meeting to review the corrective action recommendation also may be scheduled to discuss the necessity of altering any college policies and procedures.

III. Concept of Operations

General

A primary goal of Germanna Community College is to provide a safe environment for the students, faculty and staff members. This is accomplished

NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)

In 2003 President Bush issued Homeland Security Directive 5 requiring all federal, state, tribal and local organizations to implement the National Incident Management System (NIMS) during any domestic incident management, and emergency prevention, preparedness, response, recovery and mitigation programs or activities. In 2005, Virginia Governor Mark Warner issued Executive Order 102 adopting Homeland Security Directive 5 and ordering that all state and local agency emergency plans and procedures be developed in consonance with NIMS, the National Response Plan and in accordance with the National Preparedness Goals.



One component of NIMS is the Incident Command System (ICS). ICS is a standardized, on-scene, all-hazards incident management concept that is to be utilized for all domestic emergency incidents. This system allows first responders throughout the country to work seamlessly in a standardized organizational structure.

Germanna Community College personnel will utilize the Incident Command System when responding to college emergencies.

ESTABLISHMENT OF COMMAND

Each emergency shall be led by an Incident Commander (IC), who is responsible for all aspects of the incident. Typically, the first responding officer / staff member on scene will assume the role of Incident Commander (IC) until a supervisor or more qualified person arrives.

Upon arrival, the IC should report the following information to the College Police Emergency Communications Center:

- Identify the unit(s) on scene
- Confirm assumption of command
- Give a brief description of the incident and report conditions.

In addition, the IC must:

- Evaluate the situation
- Establish any necessary incident facilities (Incident command post, staging area, etc.)
- Develop an incident action plan
- Assign other incoming units
- Call for additional assistance, if necessary

TRANSFER OF COMMAND

When the responsibility of Incident Command is transferred from one person to another, (i.e. when a supervisor arrives on scene) a transfer of command briefing should take place and include:

- An assessment of the general conditions and tactical problems
- Where personnel and equipment have been assigned
- What resources are available for assignment
- Whether additional resources are needed

Whenever possible, the transfer of command should take place face to face, and if time permits, the person being relieved should provide a written summary of the circumstances. The change in command should be announced to all incident personnel and not merely assumed because of the arrival of a superior.

INCIDENT COMMANDER

The IC is selected based upon his/her qualifications and expertise, not necessarily rank, position or seniority. The role of the IC shall be assigned by the college President or Coordinator of Emergency Management. Depending on the type and severity of the disaster, the IC may vary.

Some examples may include:

- GCC Police Chief or designee- Weather Emergency/Law Enforcement Action
- Local Fire Department - Hazardous Materials Release/Fire/Structure Failure
- GCC Facilities Manager- HVAC/Power Outage
- Local or State Health Department- Health Epidemic
- GCC IT Manager/ISO- Cyber Attack/ Mass Network Failure

The IC is responsible for all activities associated with the incident, to include the authority on all aspects of operations, planning, logistics, finance, safety, liaison, and public information until s/he delegates the authority and responsibilities to another person.

UNIFIED COMMAND

In the instance that the emergency requires the coordination and expertise from more than one department, a Unified Command may be used. In a Unified Command, leaders from the responsible agencies work together, and speak as one voice, to determine plans, objectives, resource allocations and priorities.

DIRECTION AND CONTROL

A. President:

1. All emergency operations shall be directed by the College President or her designee as listed below:
 - In the absence of the President, her designee or the Emergency Coordinator's Orders of Succession, the senior College Police or Security officer shall assume operational control of the emergency until properly relieved.

B. College Police Chief/ College Coordinator of Emergency Management:

1. Emergency operations shall be coordinated by the College Police Chief/ College Coordinator of Emergency Management or delegated alternate. The direct operational control of the campus major emergency or disaster is the responsibility of the College Police Chief/ College Coordinator of Emergency Management or designee.

The Incident Command System as outlined in this plan shall be used by all responders to maintain an effective span of control and workload for all supervisory personnel.

The Incident Command System provides a series of supervisory levels that are available for implementation to create a command structure. The most frequent determining factor in establishing supervisory levels within the command structure is the need to maintain an effective span of control. A span of control between three and seven subordinates is desirable in most cases, with the optimum being five.

The Incident Commander also should consider activating additional supervisory levels within the command structure when activities become highly complex or are conducted over a large geographic area.

In order to allow for deployment of resources without overextending span of control or compromising personnel safety due to incident size or complexity, the following assignments will be available to the Incident Commander:

- *Strike Teams* – Used to group similar resources into teams working on a similar task (i.e. police and security officers staffing a perimeter).
- *Task Forces* – Used to group different resources into teams working on a similar task (i.e. search and rescue team).
- *Divisions* – When more than one unit is assigned to perform tactical functions in a specified *geographic area*, a division should be established to provide coordination and control of tactical operations (i.e. north division or southeast division).
- *Groups* – When more than one unit is assigned to the same function incident wide, a group should be established to provide coordination and control of tactical operations (i.e. Campus-CERT group, damage assessment group or shelter group)
- *Branches* – Branches are an optional control level that may be established to group tactical objectives together for coordination and to maintain span of control. The most common branches at emergency operations are fire suppression, law enforcement and EMS branches.

ESTABLISHED COMMAND LANGUAGE

The following commands shall be used to communicate to campus community actions they should be follow:

- **Secure In Place (Lockdown)** – lock the room you and occupants are in. Block door, if possible. Turn off lights and remain quiet until given the all clear. If communication is available, calmly call 911 or Ext. 2911 from a college phone in the location.
- **Exit/Evacuate the Building** – Follow specific details as instructed. Generally move to a location at least 300 feet from building. If active shooter, seek shelter or flee if you can.
- **Shelter In Place** – go to a covered and concealed shelter area in the lowest level of the building away from doors and windows and be seated in a crouched position.

LEVELS OF EMERGENCY ACTIVATION

The level of activation of the Executive Policy Group and Incident Response Team in an emergency is dependent on the nature and degree of the incident. At GCC, activations are divided into six levels:

Level	Category	Title	Criteria	IRT Activation
6	State Level I-Alert	Monitoring	Day-to-day monitoring of environmental conditions (i.e., weather, homeland security briefings, police activity, behavioral intervention team (BIT) activity, etc.) to identify potential hazards.	IRT is not activated or placed on standby.
5	State Level II-Stand-by Ready	Normal Operations	Incident in which emergency responders can handle within the normal chain of command. Some collaboration between departments may be needed, but damage / interruption to campus activity is minimal.	IRT is not activated or placed on standby.
4	State Level II-Stand-by Ready	Preparedness	Threat or actual incident is anticipated to occur and preventative measures are	Select functions of the IRT are activated.

			being taken to mitigate damage.	
3	State Level III- Partial Implementation	Localized Emergency	Threat of or actual incident in which a notable deployment of College and possibly local / state resources are needed.	Select functions of the IRT are activated.
2	State Level IV- Full Implementation	Major Emergency	Threat of or actual incident in which a significant deployment of College and possibly local / state / federal resources are needed. Typically entails 24-hour operations.	All identified functions of the IRT are activated.
1	State Level IV- Full Implementation	Prolonged Emergency	Major disaster or emergency situation in effect that requires a prolonged response.	All identified functions of the IRT are activated.

INCIDENT FACILITIES

One of the initial responsibilities of an Incident Commander is to establish the incident facilities, to include:

Emergency Operations Center (EOC)

The Emergency Operation Center is a facility from which the executive policy group and various incident response team members directs and controls its emergency operations; where information about the status of the emergency situation is officially collected, assimilated, and reported on; where coordination among response agencies takes place; and from which outside assistance is officially requested.

Incident Command Post (ICP)

The Incident Command Post (ICP) is the primary field location for the Incident Response Teams and is normally located at or in the immediate vicinity of the incident site and is the focus for the conduct of direct, on-scene control of tactical operations. It's a temporary facility and signifies the physical location of the tactical-level, on-scene incident command and management organization. It is commonly marked with a green emergency light, so as to be distinguished from a distance. Additional site-specific field command posts or functional offices can be used to coordinate on-site response or functional units; but all report back to the ICP. At Germanna, the ICP may perform Emergency Operations Center-like functions in the context of a smaller jurisdiction or during less complex incident scenarios.

Staging Area

A staging area is a location where reserves of personnel, equipment and other available resources will report and maintain a state of readiness while waiting for a specific assignment. This location will be determined according to incident response needs, personnel safety, and staffing requirements.

Media Area

Personnel from the media typically respond quickly to any incident on campus. A designated media area should be established to allow media to report the incident, but not impede response operations. This area shall be designated by the Public Information Officer after consultation with the college President, Executive Policy Group and Incident Commander.

Only the college President, his designee, and/or the Public Information Officer are authorized to release any information to the news media. All personnel should direct any media inquiries to the Public Information Officer or designated information center. The college President has designated the college's Vice President of Workforce and Community Relations as the official college spokesperson.

The emergency plan will only be employed when there is an actual or imminent threat to a large population. If and when an emergency or crisis strikes, the college will need to be prepared to handle the initial impact of the disaster until further assistance can be given. The number of casualties and the amount of destruction suffered during an emergency could be reduced if the emergency plan is followed and order is maintained.

In the event an incident exceeds the college's emergency response capabilities, outside assistance may be available, either through mutual aid agreements with nearby jurisdictions or volunteer emergency organizations. College resources must be fully committed before local, state or federal assistance is requested.

Sequence of Action

This section describes incident management actions ranging from initial threat notification, to early coordination efforts to assess and disrupt the threat, to preparatory activation of the ESF structure, to deployment of resources in support of incident response and recovery operations. These actions do not necessarily occur in sequential order; many may be undertaken concurrently in response to single or multiple threats or incidents.

NON-EMERGENCY/NORMAL OPERATIONS

These are actions that are implemented during non-emergency or disaster periods that will prepare Germanna Community College for potential emergency response if necessary:

- Public information and educational materials will be provided to the public via newsletters, brochures, publications in directories, college web-sites and other media;
- Develop, review and exercise emergency operations plans and standard operating procedures;
- Assure the viability and accuracy of emergency contact lists, resource lists and emergency contracts; and
- Conduct response and incident management training.

INCREASED READINESS

When a disaster threatens, all agencies having responsibilities will take action as called for in their respective ESF:

- Flash flood watch
- Severe Weather

Preparedness

TRAINING

It is critical for the safety of the GCC community that **all** personnel on campus have an understanding of the Emergency Operations Plan. This shall be accomplished by holding several different types of training during the year. Training will be performed and documented by the college's Chief of Police/ Coordinator of Emergency Management in conjunction with the GCC Department of Human Resources and GCC Emergency Planning Team (Previously called the COOP Team).

Orientation: Upon approval of the Plan, formal orientations will be scheduled for all employees to review a summary of the Plan and answer questions. After this initial orientation, all new employees will review a summary of the plan with Human Resources during the orientation phase.

Employee Training: General areas of training are to include:

- individual roles and responsibilities
- information about threats, hazards and protective actions
- notification, warning and communication procedures
- emergency response procedures
- evacuation, shelter and accountability
- location and use of common emergency equipment

Exercises and Drills: The Emergency Planning Team will annually convene and discuss individual roles based on a scenario consistent with an emergency or crisis as described in the Plan. This exercise will identify areas that need improvement as well as areas that overlap. This exercise may be facilitated by the college's Chief of Police, Virginia Department of Emergency Management or another trained emergency service provider.

The college Coordinator of Emergency Management and local emergency service providers will conduct annual walk-through drills. These drills will be designed to allow each entity to learn what the others do during an emergency as well as identify what areas need improving. A formal evaluation will be conducted at the end of the drill.

Follow-up and refresher training is available on a periodic basis to support skills learned during the initial training received by emergency services personnel. Specific training programs have been and can be developed to support specific threats that affect certain local communities. The federal government, through FEMA, provides specialized training courses and courses geared towards teaching those who deliver courses at the state and local level. These may be accessed through FEMA's or VDEM's Training websites.

Pursuant to Executive Order 41 (2011), a functional exercise is simulated once per year. This exercise involves emergency services as needed and meets compliance with this order. An after actions review will be conducted with all personnel involved.

ICS Training Requirements

Training	Chief of Police	IRT	Executive Policy Group	College Police	Incident Commander	Facilities	EOC Staff
ICS 100.c	x	x	x	x	x	x	x
ICS 200.b	x	x	x	x	x	x	x
ICS 300	x		x		x		
ICS 400	x		x	x	x		
ICS 700.a	x	x	x	x	x	x	x
ICS 800.b	x	x	x	x	x	x	x
G-402			x				
WEBEOC	x				x		x
IS 29*	x		x		x		
G290*	x		x				

*** This particular training is for public affairs personnel and or college officials who may be called upon to speak to the media (i.e. interviews, press conferences, etc.)**

NIMS/ICS Key K-12 School and College/University Personnel Training

https://rems.ed.gov/docs/NIMS_KeyPersonnelTraining_2009-2010.pdf

Pre-Incident

These are actions that are implemented if the college Coordinator of Emergency Management receives notice of a potential emergency from the federal Homeland Security Advisory System, National Weather Service watches and warnings or other reliable sources.

Some issues to consider at this point in the incident are:

- Communication alert & warning (Clery Requirements);
- Public health and safety;
- Responder health and safety;
- Property protection;
- Possible partial activation of the EOC;
- Brief the college's governing body of the impending situation;
- Alert emergency response personnel and develop a staffing pattern;
- Coordinate with external agencies (i.e. Health Department, Local/State 1st Responders, Local Hospitals, Power Company, American Red Cross, etc.); and
- Determine any protective action measures that need to be implemented in preparation for the situation.

MASTER CHECKLIST

At the first indication an emergency may exist that will affect any segment of the college community, the following Master Checklist should be used.

First responders

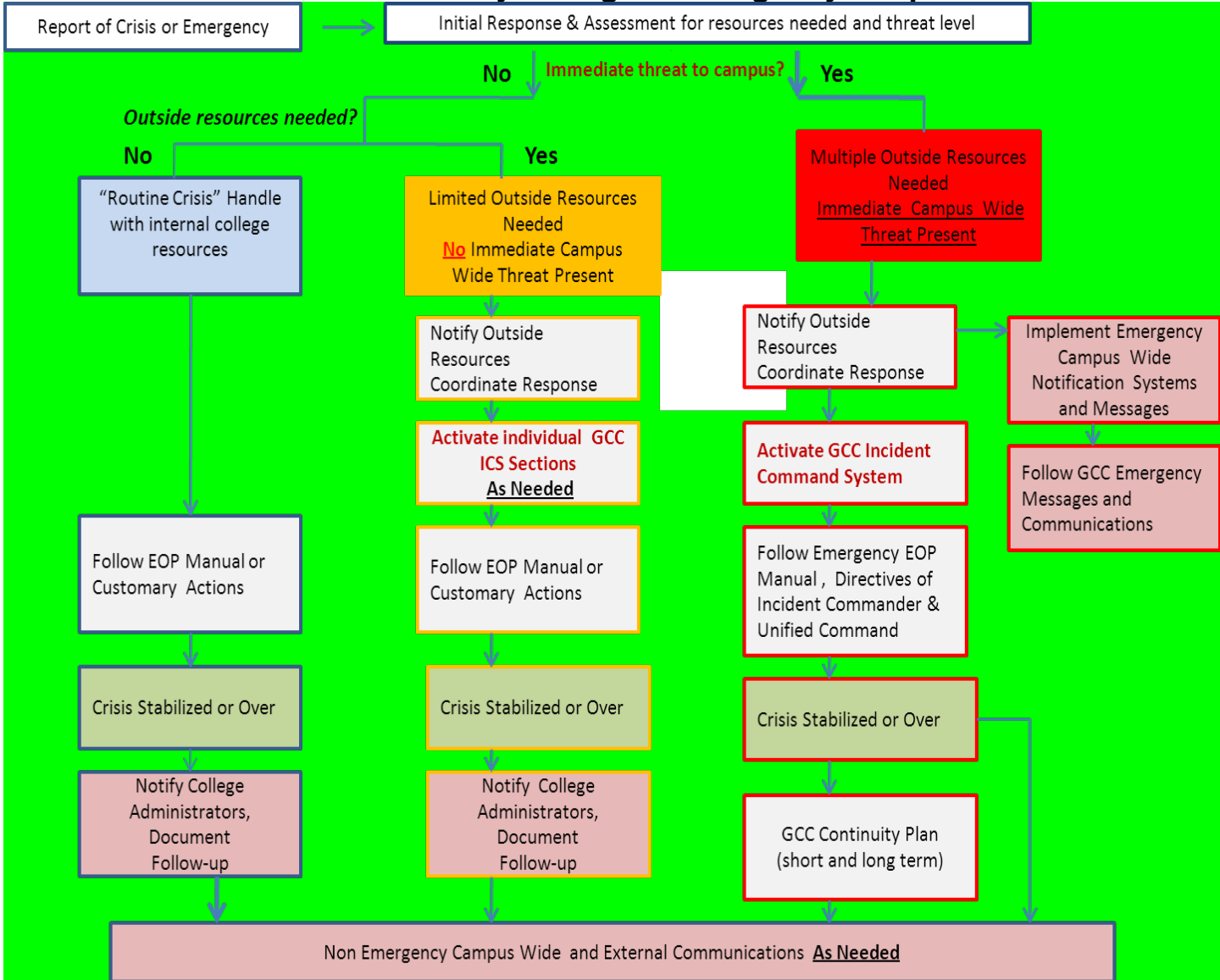
- do we call local jurisdiction(s) or State Police for additional resources?
- is a full or partial activation of the GCC ICS Sections needed?
- do we contact the College President, VP for Administrative & Financial Services and the College Coordinator of Emergency Management?
- do we advise the campus community (Timely Warning/Emergency Alert)?
- do we need to activate the EOC?
- do we convene the Incident Response Team?
- contact Core Incident Response Team members?
- do we contact the VP of Workforce Development & Community Relations or college PIO regarding external communications? Media?
- should we send out safety information?
- do we need to evacuate the campus or buildings?

In addressing points on the Master Checklist, the following priorities should be considered:

1. life safety
2. incident stabilization
3. property conservation
4. community well-being

****See GCC's Emergency Response Flow Chart on page 25 of EOP****

Germonna Community College's Emergency Response Flow Chart



Response

These actions are taken to preserve life, property, the environment, and the social, economic, and political structure of the community. Some issues to consider at this point in the incident are:

- Law Enforcement and Public Safety Services;
- Protection of responder health and safety;
- Fire;
- Emergency medical services;
- Evacuations;
- Dissemination of public information;
- Actions to minimize additional damage;
- Search and rescue;
- Public health and medical services;
- Distribution of emergency supplies;

- Debris clearance;
- Protection and restoration of critical infrastructure;
- Daily functions of the college that do not contribute directly to the emergency operation may be suspended for the duration of the emergency response;
- Efforts and resources may be redirected to accomplish an emergency task;
- Implement evacuation orders as needed;
- Open and staff emergency shelters as needed; and
- Submit Situation Reports to the Virginia Emergency Operations Center (VEOC) and local emergency managers.

Once immediate response missions and life-saving activities conclude, the emphasis shifts from response to recovery operations, and if applicable, hazard mitigation.

Requesting resources from the VEOC by the college:

If state resources are needed by the college during an emergency, the request should be made by the local government on the college’s behalf. This is consistent with recent amendments to the Code of Virginia [§44-146.18](#) and [§23.1-804](#).

Effective July 1, 2009, the local government of the jurisdiction in which the institution is located must contact the [Virginia Department of Criminal Justices Services](#) (DCJS) and the Virginia Criminal Injury Compensation (VCICF) Fund on behalf of the institution of higher education in emergency events in which there are victims of crime as defined Code of Virginia [§19.2-11.01](#). In 2014, in order to reach as many eligible victims in Virginia as possible, the Criminal Injuries Compensation Fund began a rebranding project changing its name to the [Virginia Victims Fund](#) (VVF) to ensure that allied professionals and clients more easily recognize the services provided by VVF.

The college will coordinate with our local emergency management contacts to make requests for resources to the VEOC, VVF and/or DCJS on behalf of the college. Contacts are as follows:

Stafford County	Emergency Management	Deputy Chief
Spotsylvania County	Emergency Services	Division Chief
Orange County	Emergency Management	Chief
Culpeper County	Emergency Services	Chief
Fredericksburg	Emergency Management	Chief
Caroline County	Emergency Management	Chief

Recovery

These actions occur after the initial response has been implemented. These actions will assist return to normal operation as much as feasible. During the recovery period, some of the issues that will need to be addressed are:

- Initial damage assessment—within 72 hours of impact, complete and submit an Initial
- Damage Assessment (IDA) to the VEOC and VCCS;
- Assess college infrastructure and determine viability for re-entry of members of the college community;
- Begin immediate repairs to electric, water, and sewer lines and pumping stations;
- Assess long-term recovery needs
- Begin cleanup and restoration of facilities and grounds; and
- Re-establishment of habitats and prevention of subsequent damage to natural resources

A Joint Field Office (JFO) may open to assist those impacted by the disaster if the event is declared a Federal Disaster. The JFO is the central coordination point among Federal, State and Local agencies and voluntary organizations for delivering recovery assistance programs.

Mitigation

These actions are completed to reduce or eliminate long-term risk to people and property from hazards and their side effects. During the mitigation process, these issues will need to be addressed:

- Review the All-Hazard Mitigation Plan and update as necessary any mitigation actions that could be of assistance in preventing similar impacts for a future disaster.
- Work with the Virginia Department of Emergency Management Mitigation Program to develop mitigation grant projects to assist in the most at risk areas.
- Grant programs for loss reduction measures (if available);
- Delivery of loss reduction building-science expertise;
- Coordination of Federal Flood Insurance operations and integration of mitigation with other program efforts;
- Conducting flood recovery mapping to permit expedited and accurate implementation of both recovery and mitigation programs;
- Predictive modeling to protect critical assets;
- Early documentation of losses avoided due to previous hazard mitigation measures; and
- Community education and outreach necessary to foster loss reduction.
- Implement mitigation measures in the rebuilding of infrastructure damaged in the event

DECLARATION OF A COLLEGE EMERGENCY

The college president or her designee may declare a college state of emergency exist whenever the **threat** or **actual occurrence** of a disaster is or threatens to be of sufficient severity and magnitude to require significant expenditure and a coordinated response in order to prevent or alleviate damage, loss, hardship or suffering. A college emergency may be declared by the VP for Administrative Services if the college president cannot be reached due to the disaster or other exigent circumstances. The college Coordinator of Emergency Management may declare the existence of a college emergency under exigent circumstance.

Activation of the Emergency Operations Center (EOC)

The President of the college or her designee may activate the EOC if this becomes necessary. However, the Chief of Police/ Coordinator of Emergency Management or his designee may activate the EOC if the following conditions exist:

- There is an imminent threat to public safety or health on a large scale;
- An extensive response and coordination will be required to resolve or recover from the emergency or disaster event;
- The disaster will affect not only the college but also its surrounding jurisdictions which may utilize the same response resources; and/or
- The college's emergency operations plan is implemented to control the major emergency or disaster event.

Partial activation may be ordered when the emergency requires relatively few personnel to accomplish the necessary tasks. Such situations might vary from weather warnings or operations resulting from minor storm damage, fire, and vehicular accidents with multiple casualties, etc.

However, any person part of the college's Incident Response Team can recommend that the EOC be activated.

Full activation will be ordered when widespread destruction has occurred or there is an imminent threat of such destruction. An incident of such magnitude would require commitment of a large number of personnel and equipment resources to properly respond to and recover from an incident.

EOC Operations

Following the occurrence of an emergency or disaster, the EOC will receive notification through any of one or more sources. These include: Radio, phone, NWS teletype, NAWAS, VDEM, NTAS, VA Fusion Center, etc. The event is logged by date and time.

The College Coordinator of Emergency Management and other key personnel are notified of the situation and report to the EOC. The Incident Commander will brief the College President, Executive Policy Group and Incident Response Team as appropriate.

1. The EOC (or the college's primary warning point) relays pertinent data to affected departments such as local emergency management offices, fire, police, sheriff, and EMS units.
2. If the situation warrants, local agencies having responsibilities associated with the particular emergency/disaster are notified and asked to report to the EOC or to the scene of the emergency as required.
3. From this point on, the EOC monitors the progress of the emergency and evaluates efforts to contain the situation. Resource requirements that cannot be met at the college level are channeled to the local agency's Emergency Coordinator for disposition pursuant to the Code of Virginia [§44-146.18](#) and [§23.1-804](#). This continues until the situation is resolved.
4. If the situation warrants, the College Coordinator of Emergency Management will request assistance from a neighboring jurisdiction and the Virginia Department of Emergency Management (if needed). In either case, the respective organizations provide liaison officers to the EOC for coordination of operations.
5. News releases and emergency public information is prepared and disseminated from the EOC through the Public Information Officers (PIOs).
6. The Incident Commander insures continuity of operations and sustained manpower capability around the clock for the duration of the emergency.

This operation continues until the emergency condition terminates, at which time various EOC staff members conduct follow-up activities with respect to after-action reports, response evaluation, conducting debriefings, compiling reports and logs, etc.

The primary EOC Organizational and Functional Structure

The EOC is composed of six major sections. These sections are described in the ESF Concept of Operations section of this plan.

Communication, Alert and Warning will be provided to the college community and public via;

- Germanna E2 Campus Alerts
- Internal Public Warning System
- VoIP Alert System
- College Flat Screen Monitors
- College Website

- College Email
- On-foot alert routes.
- Two-way Radio Communications
- College Switch Board
- PIO External Media Communications/Press Conference

IV. Organization

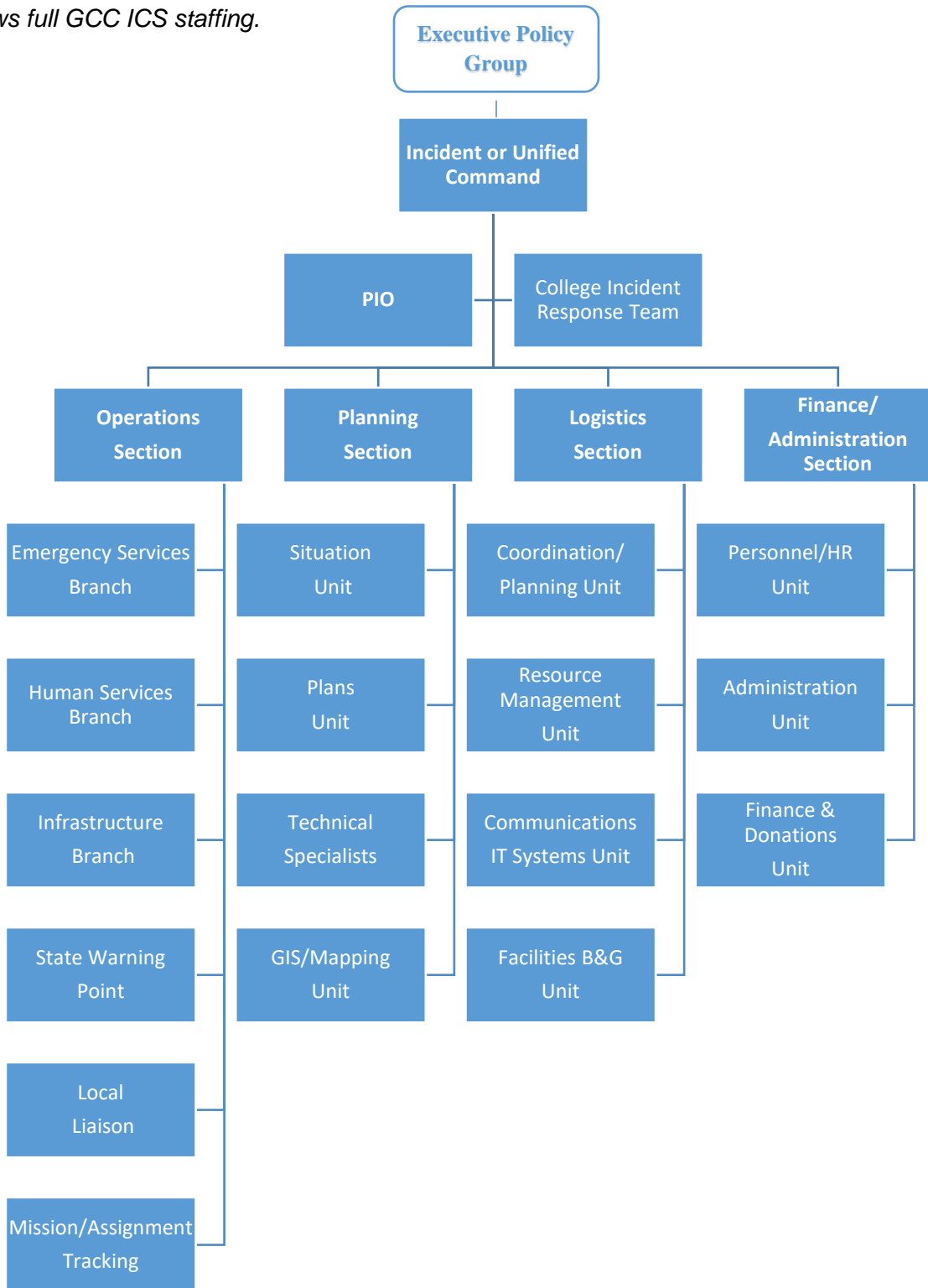
Germanna's Emergency Operations Plan identifies the college personnel that will participate in the emergency response. Detailed of their roles are provided in the ESF annexes. The college will use the Incident Command Structure (ICS) and National Incident Management system (NIMS)

This diagram shows the Germanna Community College Field Incident Command structure. This structure will directly link with the EOC if the center is set up to assist in response to the event. Not all events will require the response of the EOC, but all events will require the response of a field incident team even if multiple responsibilities are handled by single individuals.



When the college's emergency operations center (EOC) is activated, there should be coordination between the EOC manager and the incident commander to ensure a consistent response:

This shows full GCC ICS staffing.



COMMAND STRUCTURE

The Command Structure provides a consistent, easily managed and adaptable means of controlling and managing an emergency situation on the Germanna Community College campus. This system is designed to smoothly integrate with the Incident Command System used by local, state and federal law enforcement and emergency services.

EXECUTIVE POLICY GROUP

The Executive Policy Group (EPG) is an assemblage of the Germanna Community College's Executive Cabinet and is directed by the college president. Additional college departmental leaders and managers may be assigned at the discretion of the college president or her designee. Its role is to advise and assist the Incident Commander (IC) by making emergency-related policy decisions throughout the Emergency Operations Plan activation.

Position assigned to: The college president will chair this group. If she or her designee (order of Succession) is unavailable, the highest ranking official of the college will assume the role until such time that the president or designee relieves the initial or subsequent chairperson. When the chairperson is relieved, it must be done formally and the relieving official shall be briefed regarding the current situations, plans, possible options, and other recommendations. A principal responsibility for the EPG is to keep managers and employees focused on the right set of priorities in a crisis situation. Additional duties include:

- Assemble at the designated emergency operations center location.
- Gather information from IC and analyze conditions of the crisis as related throughout the college and surrounding areas.
- Allocate and direct distribution of resources to accomplish the purposes of the college's Continuity Plan.
- Request needed resources from available outside sources if those resources are not available internally.
- Approve final plan and final policy decisions.
- Coordinate with the college IC and PIO to ensure accurate dissemination of internal and external communications.

Authority: Full authority to make/approve emergency expenditures, interim policy changes/waivers, college closings, and decision to evacuate and relocate to preserve life and property.

INCIDENT RESPONSE TEAM (IRT)

The Incident Response Team is responsible for the execution of the Emergency Operations Plan via ESF functions during an emergency situation. The IRT is activated at a level based on the type and nature of the incident to respond to any emergency situation. Primary responsibilities include:

- Creating a planning schedule and milestones for developing emergency response capabilities and obtaining plan approval;
- Working with the Incident Commander and Section Chiefs to maintain timely and accurate assessment of the crisis;
- Relaying decisions to appropriate personnel;
- Relaying information to their respective departments;
- Channeling all relative event information and conditions to the Incident Commander and Section Chiefs for further dissemination;
- Identifying management and policy issues.
- Conduct routine testing and assessment of the college's Emergency Operations Plan.

ESSENTIAL PERSONNEL

Specific staffing requirements will vary widely among Germanna Community College's departments due to differences in their size, structure, mission and essential functions. Each individual department's Emergency Response Plan or Standard Emergency Procedures identifies the department's essential personnel as well as their roles and responsibilities in the event of an emergency. Each area has associated personnel that are necessary to ensure proper emergency response to an incident. Without these essential personnel, the institution will not be able to perform its essential functions or meet faculty, staff or student needs. These personnel are essential to the college's EOP and fulfilling Germanna Community College's mission.

INCIDENT COMMAND SYSTEM

The Incident Command System consists of five sectors: Command, Operations, Logistics, Planning, and Finance and Administration. The initial EOC will be communicated to the Executive Policy Group and Incident Response Team upon activation of the EOP. Center location may vary based on the campus or center affected by the incident(s). Upon assessing the situation, the Incident Command Center may be relocated to another facility either on or off campus.

COMMAND: The Incident Commander (IC) operates in the EOC and is responsible for the implementation of college policy as directed by the college president and Executive Policy Group, utilization of emergency management skills, and management practices to bring about a successful conclusion of the emergency incident.

Position assigned to: The College's Coordinator of Emergency Management /Chief of Police or his designee. If the IC is relieved, it must be done formally and the relieving official shall be briefed regarding the current situations, plans, possible options, and other recommendations.

Authority: Full authority to make emergency request for additional emergency response /Mutual Aid Request, personnel assignments, and decision to preserve life and property.

Immediate Actions:

- activate Incident Response Team by setting up the Command Center
- select planned or alternate location
- determine who from the Team needs to be involved in incident
- assess current situation and decide on priority actions
- provide timely briefing and situation reports to the Executive Policy Group regarding the status of the incident
- Coordinates routine briefing with various section chiefs to ensure an accurate flow of information is being provided to the EPG
- determine if outside governmental assistance will be needed

Ongoing Actions:

- monitor situation set new priorities as needed
- authorize expenditures and personnel work schedules, as needed
- Maintain a Unit Log (ICS Form 214)

PUBLIC INFORMATION OFFICER: The Public Information Officer (PIO) is a member of the college's Media Communications and is responsible for the college's activities relating to external and internal communications. The PIO is the college's point of contact with all media agencies, and is responsible for informing the college community about Germanna Community College's Emergency Operations Plan and other emergency preparedness initiatives. The college President

has designated the college's Vice President of Academic Affairs and Workforce Development as the official college spokesperson.

If a college State of Emergency is declared, the Public Information Officer will:

- Obtain a briefing(s) from the Emergency Coordinating Officer/Incident Commander
- Collaborate with the College President and Executive Policy Group, and ensure representation in the Joint Information Center (JIC),
- Maintain information security controls,
- Distribute emergency information to students, faculty and staff via the college's notification resources,
- Advise Emergency Coordinating Officer on information dissemination and media relations,
- Obtain information from and provide information to the Planning Officer,
- Coordinate/direct press conferences for the college's spokesperson,
- Obtain information from and provide information to community and media,
- Maintain a Unit Log (ICS Form 214).

OPERATIONS: The Operations Section Chief will be the Senior Emergency Services Official, based on the type of incident. The Operations Section Chief is responsible for protecting the health and safety of the college community by execution of the policies and course of actions as directed by the IC. The Operations Section Chief is responsible for all activities within the affected or impacted area(s) of the emergency.

Position assigned to: College Chief of Police or designee. The highest-ranking official from an outside agency may assume a dual role in Operations with the College Police Chief or his designee.

Authority: Directs actions taken by the Operations section and supervises the staff.

Immediate Actions:

- Issue initial emergency alerts (if needed)
- Participate in planning meetings, providing current resource status, including limitations and capability of assisting agency resources, confirms correct emergency services have been notified
- Attends to life threats as needed
- Direct evacuation efforts
- Control access to incident scene

Ongoing Actions:

- Monitor situation
- Provide a point of contact for Assisting and Cooperating Agencies,
- Coordinate emergency services operations as needed
- Coordination of traffic control and crowd control
- Accountability of college community members
- Maintain a Unit Log (ICS Form 214)

LOGISTICS: The Logistics Section Chief is responsible for obtaining personnel, supplies, and equipment; determining what is needed for fuel, food, water, alternate light/power sources; ordering and arranging for distribution or pick up of needed items; and, monitoring longer term needs as directed by the IC.

Positioned assigned to: Director of Facilities Management or designee

Authority: Directs actions taken by the Logistics section, supervises staff, and makes expenditures within authority granted by Incident Commander and Executive Policy Group.

Immediate Actions:

- Issue initial emergency alerts (if needed)
- Obtain a briefing from the Emergency Coordinating Officer
- Assist with set up of EOC site
- Participate in planning meetings, providing current resource status, including limitations and capability of assisting agency resources
- Establishment of resource staging areas

Ongoing Actions:

- Monitor supply needs
- Monitor personnel needs
- Track resources and personnel as they are requested, obtained and used
- Site management (Organize the clearance and removal of debris, Provide utility assessment and shut down services, Conduct preliminary damage assessments, Maintain communication systems, Evaluate building safety, etc.)
- Coordinate feeding, sleeping, rehab, sanitation and other worker needs
- Maintain a Unit Log (ICS Form 214)

PLANNING: The Planning Section Chief is responsible for providing short-term and long-term planning and information to assist the IC and Executive Policy Group in decision making. The Planning Section Chief will also track and document activities.

Position assigned to: Human Resources and Organizational Planning, or designee.

Authority: Directs action taken by the Planning section and supervises section staff.

Immediate Actions:

- Obtain a briefing(s) from the Incident Commander
- Attends briefings with the Incident Commander and Executive Policy Group on current situation
- Gather, analyze, and disseminate information and intelligence
- Formulates operational plan
- Maintain accountability for college personnel and account for personnel involved in or affected by a campus emergency
- Work with Academic Component of the Incident Response Team to identify alternate locations for academic functions.

Ongoing Actions:

- Ensures that financial commitments are consistent with college policy
- Maintains logs, worksheets, and journals documenting financial operations
- Maintains and documents information from Operations and Logistics sections
- Develop an Incident Action Plan utilizing appropriate ICS forms
- Generates periodic written Situation Reports and Resource Status Reports for the Incident Commander, Operations and Logistics section officers
- Organize faculty, students and staff crisis counseling services through Human Resources and College Counseling
- Maintain a Unit Log (ICS Form 214)

FINANCE AND ADMINISTRATION:

Position assigned to: Director of Financial Services, or designee.

Authority: Directs action taken by the Planning section and supervises section staff.

Immediate Actions:

- Issues initial emergency procurement authorization if needed
- attends briefing with the Incident Commander and Executive Policy Group on current situation
- formulates operational plan

Ongoing Actions:

- negotiates and monitors contracts as needed
- keeps timekeeping records
- maintains cost analysis
- manages compensation for injury or damage to property as needed
- maintains documentation for reimbursement (e.g., under mutual aid agreements and assistance agreements)

Roles and Responsibilities

State Board of Community Colleges

- Protect the lives of students, faculty and staff and the property and assets of the college;
- Establish the college emergency management program;
- Designate the **College President** ultimately responsible for emergency management; and
- Adopt and promulgate the college's Emergency Operations Plan (EOP). **Designated authority to Local College Board**

President (or designee)

- Work with College Police, other emergency responders, Executive Policy Group, Incident Commander, Incident Response Team and the Coordinator of Emergency Management to determine the need to evacuate any endangered area;
- Working with the same officials, consider the need to alter the normal business or class schedule of the institution, including delayed openings, early closings or total closings;
- Exercise direction and control from the EOC's EPG area during emergency operations;
- Hire and support the College Coordinator of Emergency Management; and
- Hold overall responsibility for the maintaining, exercising and updating the plan.

College Emergency Coordinating Officer (Chief of Police)

- Maintain the EOC in a constant state of readiness;
- Develop and maintain the Emergency Operations Plan (EOP);
- Assume relevant duties as directed by the president or her designee;
- Develop and implement a test, training, exercise and drill schedule to assure all involved parties for emergency response and recovery are fully prepared to fulfill their tasks. A relevant exercise should be held at least annually; and
- Ensure that the EOP is reviewed, revised and adopted every four years.

Emergency Coordinating Officer (ECO) – Serves as the communication liaison between the Office of Commonwealth Preparedness, VDEM and each agency. Pursuant to Executive Order 65 (2004), the ECO is assigned the following responsibilities which may have been delegated to others within the organization:

- Coordinate with the Department of Emergency Management on emergency preparedness, response, and recovery issues;
- Prepare and maintain designated parts of the Continuity Plan for which the college is responsible.
- Prepare and maintain internal plans and procedures to fulfill the responsibilities designated in the plan;
- Maintain a roster of institution's faculty and staff to assist in disaster operations and ensure that persons on the roster are accessible and available for training, exercises and activations of the plan;
- Coordinate appropriate training for college's faculty and staff assigned to disaster operations;
- Prepare and maintain internal emergency preparedness, response, and recovery plans for the college's resources (facilities, faculty, staff and assets) that outline a comprehensive and effective program to ensure continuity of essential state functions under all circumstances;
- Assure the State Coordinator of Emergency Management that preparedness plans for its facilities are coordinated with the applicable local emergency management agency.

Local Emergency Manager: The day-to-day activities of the emergency preparedness program for the locality have been delegated to the local Coordinator of Emergency Management. The local Coordinator of Emergency Management will direct and control emergency operations for the local government in times of emergency and issue directives to other services and organizations concerning emergency preparedness.


Local Emergency Coordinator (Local Government Role): Develops and maintains a primary Local Emergency Operations Center (EOC) from which to direct operations in time of emergency. The local government will appoint an individual by title to serve as a point of contact to the institution(s) of higher education within its jurisdiction. This position will contact the VEOC with requests for resources on behalf of the institution.

This operational policy to channel resource requests through the local government is consistent with the Code of Virginia [§44-146.18](#), and [§23.1-804](#), which mandates a state institution of higher education to maintain an EOP, keep it current and integrate it with the local emergency operations plan.

FACULTY & STAFF:

General Emergency Management Responsibilities

Faculty and staff are seen as campus leaders and **must** be prepared to direct students, visitors, and colleagues to safe locations in the event of an emergency. Faculty and staff are responsible for being familiar with applicable emergency plans, procedures and evacuation routes for their assigned work locations. This information is accessible the Germanna Community College Police website at <http://www.germanna.edu/college-police-department/>. In addition, Emergency Response Placards are located in every classroom and throughout various college locations. Examples of emergency situations that may occur on campus are listed on each placard. When a particular emergency occurs, go to the placard and read the emergency procedure information. Follow the instructions and do not panic. Below you will find a sample Emergency Placard.

 EMERGENCY PROCEDURES Germanna Community College Fredericksburg Area Campus		
<p align="center">SEVERE</p> <p align="center">SHOOTER/ACTIVE THREAT</p> <ul style="list-style-type: none"> If safe to do so, run to a place of cover and avoid the area. Seek protection behind a secure or solid object. If you can't run, seek secure shelter and hide. Deny or delay access to area. Cover any door windows, turn off lights and silence cell phones. Call College Police at 540-727-2911 or dial 2911 from any campus IP phone. If necessary, fight back/defend yourself. 	<p align="center">SEVERE</p> <p align="center">FIRE</p> <ul style="list-style-type: none"> Activate the nearest fire alarm pull station Evacuate the building and go to the Evacuation Assembly Areas (Parking Lot areas, etc...). Do not use elevators! Advise emergency personnel of anyone still in the building. Do not enter the building until authorized by emergency personnel. 	<p align="center">HIGH</p> <p align="center">VIOLENT ACTS</p> <ul style="list-style-type: none"> Do not confront the individual If possible, move to a safe location Call College Police at 540-727-2911 or dial 2911 from any campus IP phone Provide responding officer(s) as much information as possible
<p align="center">ELEVATED</p> <p align="center">EVACUATION INFORMATION</p> <ul style="list-style-type: none"> Evacuate the building using the nearest exit (or alternate exit if nearest exit is blocked). Take personal belongings (keys, purses, wallets, etc.) Secure any hazardous materials or equipment before leaving. Assist persons with disabilities. Do not use elevators! Follow directions of emergency personnel. Do not leave the campus until your status is reported to your supervisor or instructor. 	<p align="center">ELEVATED</p> <p align="center">TORNADO/HIGH WINDS</p> <ul style="list-style-type: none"> Go to an interior hall or room designated as Severe Weather Shelter. Stay away from windows and tall furniture. Look for shelter signs on wall. Lie under something sturdy and/or protect your head and neck from flying debris. If outdoors, lie flat in a low spot. <p align="center">ACCIDENT OR INJURY</p> <ul style="list-style-type: none"> Call the College Police Department at 540-727-2911 or dial 2911 from any college IP phone 	<p align="center">ELEVATED</p> <p align="center">HAZARDOUS MATERIALS</p> <ul style="list-style-type: none"> If an emergency or if anyone is in danger, call College Police at 540-727-2911 or dial the extension 2911 from any campus IP phone. Move away from the site of the hazard to a safe location. Follow the instructions of the emergency personnel. Alert others to stay clear of the area. Notify emergency personnel if you have been exposed or have information about the release.
<p align="center">GUARDED</p> <p align="center">SUSPICIOUS OBJECT</p> <ul style="list-style-type: none"> Do not touch or disturb the object. Notify your faculty and/or any other administrative personnel. Attempt to determine if any associated threat or reason for object being present. Call College Police at 540-727-2911 or dial 2911 from any college IP phone. Clearly describe object and location. Be prepared to evacuate if directed by College Police Department personnel. 	<p align="center">LOW</p> <p align="center">SUSPICIOUS PERSON</p> <ul style="list-style-type: none"> It is okay to inquire if you can provide assistance (if appropriate). Do not physically confront the person. Do not let anyone into a locked building/ office or area. Call College Police if you feel threatened 540-727-2911 *You can also call the College Police non-emergency number at 540-891-3079 or dial 3079 from any college IP phone. 	<p align="center">EMERGENCY NUMBERS</p> <p align="center">College Police Department Emergency: 540-727-2911 Non-Emergency: 540-891-3079 Office: 540-891-3079</p> <p align="center" style="background-color: #ff0000; color: white;">Classroom Phone direct to College Police 2911</p> <p align="center" style="background-color: #ff0000; color: white;">Local Jurisdiction Emergency Operator 911</p> <p align="center">911 operators will dispatch an officer on ALL 911 hangups</p> <p align="center" style="background-color: #ff0000; color: white;">Give Address and YOUR Room Number</p>

GCC Form GO CFL 09-008 revised 7/20/2018 **Fredericksburg Area Campus • 10000 Germanna Point Drive, Fredericksburg, VA**

Germanna Community College utilizes E2 Campus and InformaCast Alerts, communication service that enables key administrators and college police department personnel to reach students and employees quickly with personalized e-mail, text messages, and college IP speakers to provide valuable information to maximize the college's capability to notify them of a life threatening emergency and issue appropriate protective actions. Faculty and staff are responsible for maintaining their emergency contact information with the Department of Human Resources and their respective supervisor.

In addition to the items listed above, faculty members are encouraged to include the following public safety and emergency preparedness information in their course syllabus, and review this information with their students at the beginning of each term:

Phone Number of College Police: Dispatch (Emergency) 540-727-2911 or Ext 2911 from any college phone.

- Program the College Police emergency number in your cell phone
- Information on what to do in an emergency: <http://www.germanna.edu/college-police-department/>
- Register to receive Germanna Community College Emergency Alerts: <https://www.germanna.edu/alerts/>
- Participate in annual college Emergency Preparedness Exercises and Trainings
- Completion of the state mandated Terrorism Awareness Training offered by GCC Human Resources

Emergency Response Role

If faculty and staff are involved in or witness a life-threatening emergency, they are required to immediately call College Police at (540) 727-2911 or Ext. 2911 from any college VoIP phone. Faculty and staff may also call 911 and the College Police will be notified by the local jurisdiction. Faculty and staff must be prepared to assess emergency situations quickly but thoroughly, and use common sense in implementing protective actions. During a declared college State of Emergency, faculty and staff who are not assigned a specific crisis management responsibility are required to take action as directed by the Incident Response Team, Emergency Responders or their supervisor/manager.

STUDENTS:

General Emergency Management Responsibilities

Students are responsible for familiarizing themselves with emergency preparedness resources, campus emergency procedures, and evacuation routes in the buildings that they use frequently. This information is accessible on the Germanna Community College's College Police website at <http://www.germanna.edu/college-police-department/>

Additionally, students are responsible for maintaining their own contact information via SIS for emergency situations.

Emergency Response Role

If students are involved in or witness a life-threatening emergency, they are required to immediately call College Police at 540-727-2911 or Ext. 2911 from any college phone. Students may also call 911 and the College Police will be notified by the local jurisdiction. Students must also familiarize themselves with the college's emergency response procedures and be prepared

to assess emergency situations quickly but thoroughly, and use common sense in implementing protective actions. Students are required to implement protective actions in an orderly manner when directed by faculty, staff, emergency response personnel or the Germanna Emergency Alert Notification Systems. During emergency situation, please ensure you follow the directions of faculty, staff and emergency response personnel to ensure you are accounted for at the designated assembly/shelter area.

Emergency Support Functions (ESFs)

ESF are function-specific plans that identify key college units and response strategies that are necessary to conduct critical operations to respond to or recover from an emergency. Each ESF is assigned a lead unit and supported by additional units as appropriate. A supporting unit(s) may not be appropriate in some cases due to the nature of the function. See below ESF Coordinating Units for a list of the lead units and support agencies or departments.

ESF	Title	Unit(s)
#1	Transportation	Facilities and Business Office – Fleet Services (DGS may be called upon), College Police, local jurisdictions, FRED Transit, VACLEA
#2	Communications	GCC IT, VCCS IT, College Police Emergency Communications Center, Local Jurisdiction, State Police (STARS/SIRS), VITA, Verizon, UMW PD
#3	Public Works	Facilities Building & Grounds, Local Public Works, Emergency Management, College Police
#4	Fire Fighting	Local Fire Department, Virginia Department of Forestry, Campus CERT, College Police, Facilities, State Fire Programs
#5	Emergency Management	College Police/College Emergency Coordinator, Local Emergency Coordinator, VDEM
#6	Mass Care, Housing and Human Services	Local Social Services, Local chapter of the American Red Cross, VDH, Campus communications, Law enforcement (security for shelter or evacuation), Department of General Services, Campus CERT.
#7	Resource Support	Facilities, Local Emergency Coordinator, Emergency Management, Finance & Administration, Campus CERT. ESF #2 – Communications, ESF #15 – External Affairs, local red cross

#8	Public Health and Medical Services	Local EMS, Local area hospitals, GCC Nursing, Local Department of Health, Virginia Department of Health, Virginia Medical Examiner's Office Locality
#9	Search and Rescue	College Police, Local Emergency Responders, Campus CERT, State Police, VDEM
#10	Oil and Hazardous Materials Response	Local/State Fire and Haz Mat Response Team, Facilities, Environmental Health and Safety, Virginia DEQ, VDH
#11	Agriculture & Natural Resources	Facilities, Environmental Health and Safety, Virginia Department of Agriculture and Consumer Services
#12	Energy	Facilities, Public Utilities, Dominion Power, Rappahannock Electric
#13	Public Safety and Security	College Police, Local Jurisdictions, UMW PD, State Police, Local Park Rangers, VACLEA
#14	Long-term Community Recovery	College President, Executive Policy Group, Emergency Management Personnel, Virginia Community College Systems, State Board of Community Colleges, State Council of Higher Education for Virginia
#15	External Affairs	College PIO, Marketing, VP of Workforce Development & Community Relations, VDEM, Virginia State Police, VDOT,
#16	Military Support	Department of Military Affairs – Virginia National Guard
#17	Volunteers & Donation Management	GCCEF, Student Services, Admin Services, Local Jurisdiction

Student, Staff and Faculty Involvement

CAMPUS COMMUNITY EMERGENCY RESPONSE TEAM (C-CERT)



In 2012 Germanna Community College received grant funding from the Virginia Department of Emergency Management to assist with establishing a Campus CERT team. Initial prerequisite Campus CERT instructor training has been completed and a Campus CERT Coordinator was identified. In 2013 initial training of the first Campus CERT team members was done and in 2014 a second group of Campus CERT team members were trained. The program has continued to training additional Campus CERT volunteers that will be available to assist with emergency preparedness, response and recovery activities

College's Campus CERT team responsibilities:

- Develop and maintain a listing of trained Campus CERT volunteers;
- Provide initial first-responder response to events as requested by the college Coordinator of Emergency Management; and
- Assist in additional emergency response activities as requested by the college Coordinator of Emergency Management.

GERMANNA EMERGENCY EVACUATION TEAM (GVAC)



In August of 2018, the college established a Germanna Community College Emergency Evacuation Team (GVAC). The team is composed of volunteer college faculty and staff members tasked with assisting the College Police Department and Campus CERT team members in college evacuations, severe weather emergencies and during various college emergency drills/exercises. The purpose for establishing the team was to have additionally trained personnel at each college location that can assist with evacuations and severe weather emergencies. Training for these team members is provided by the college police department.

V. Administration, Finance and Logistics

All assets (human resources and facility and equipment resources) of the college will become the purview of the President of the college to direct in any way to respond to an emergency on campus.

The President may also appoint this authority to her designee or the Coordinator of Emergency Management as written in a formal Delegation of Authority statement on file.

If the emergency exceeds the college's capability to handle, the college will utilize outside resources availability through the site's locality, nearby localities, state, and or federal assists. The college has worked with external localities, agencies and non-profits to address those needs that may overwhelm the internal capability to respond. Memorandums of Understanding are in place and the college has signed Mutual Aid Agreement between the College Police Department and Virginia State Police. All college MOU's and MAA's are maintained by the Vice President for Administrative Services.

Plan Development and Maintenance

The Code of Virginia Title 23 and Title 44, as amended, require public institutions of higher education to develop, adopt, and keep current a written crisis and emergency management plan;

Every four years, each institution shall conduct a comprehensive review and revision of its crisis and emergency management plan to ensure the plan remains current, and the revised plan shall be adopted formally by the board of visitors or other governing body.

Such review shall also be certified in writing to the Virginia Department of Emergency Management.

Drafting an emergency plan is a community effort and relies heavily on the college's administrators and experts to provide comprehensive guidance to the college's president on hazard analysis, exercise design, evacuation planning, emergency management, mitigation, recovery, emergency preparedness, and educational awareness.

Plan participants include:

- College President
- College Executive Policy Group and Incident Response Team
- Coordinator of Emergency Management
- College Police
- College Director of Facilities
- Representatives from internal groups:
 - Academic Services,
 - Administrative & Financial Services,
 - Human Resources,
 - Information Technology
 - Student Services, and
 - College Emergency Planning Team

- Representatives from external groups:
 - Locality Emergency Management,
 - Locality Emergency Medical Services,
 - Locality Fire Department,
 - Locality Police Department's and Sheriff's Offices,
 - State Law Enforcement and Emergency Response Agencies,
 - Local Hospitals,
 - Red Cross, and
 - Local Health Departments.
 - Local Community Services Boards

The Coordinator of Emergency Management will review and update the Emergency Operations Plan at least annually. The Coordinator of Emergency Management will coordinate with each emergency resource organization and assure the development and maintenance of an appropriate emergency response capability.

It is the responsibility of the Coordinator of Emergency Management to assure that the plan is tested and exercised on a scheduled basis.

The Coordinator will maintain the schedule and assure that the appropriate resources are available to complete these activities.

After each drill, exercise or actual event, a hot wash and/or after-action review will take place. Any findings from these post-event reviews will be incorporated into an update of the plan.

VI. Authorities and References

Succession of Authority

Continuity of emergency operations is critical to the successful execution of emergency operations. Below are positions at the college that typically have a role in emergency management.

Authorities

Federal

1. The Robert T. Stafford Disaster Relief and Emergency Assistance Act, Public Law 93-288, as amended
2. The Homeland Security Act
3. National Response Framework
4. Local and Tribal NIMS Integration: Integrating the National Incident Management System into Local and Tribal Emergency Operations Plans and Standard Operating Procedures, V. 1, Department of Homeland Security
5. Homeland Security Directive 5 (2003)

State

1. Commonwealth of Virginia Emergency Services and Disaster Law of 2006, as amended.
2. The Code of Virginia, Title 1 Chapter 23 and Chapter 44.
3. The Commonwealth of Virginia Emergency Operations Plan,
4. Executive Order 41 (2011)
5. Executive Order 102 (2005)

College

1. GCC Policy 70140: Inclement Weather
2. GCC/VCCS Workplace Violence Prevention Policy
3. VCCS/State Procurement Policy

References

Local

1. Regional or Local Hazard Mitigation Plan
2. Local Emergency Operations Plan

College

1. Disaster Resistant College Plan
2. College Comprehensive Plan
3. Continuity of Operations Plan (by Executive Order 41)
4. Annual Agency Preparedness Assessment
5. Pandemic Flu Plan
6. Terrorism and Security Awareness Orientation
7. SEC 2001 and SEC501 Security Audit Review and Checklist
8. VITA Risk Management
9. Information Technology Contingency Planning
10. Information Technology Systems Security
11. Logical Access Controls

12. Data Protection
13. Facilities Security
14. Personnel Security
15. Threat Management
16. Information Technology Asset Management
17. Agency Risk Management and Internal Control Standards (ARMICS)
18. CFATS: Critical Facility Anti-terrorism Standards

Appendix A – Glossary of Key Terms

Accessible

Having the legally required features and/or qualities that ensure entrance, participation and usability of places, programs, services and activities by individuals with a wide variety of disabilities.

Agency

A division of business or government with a specific function offering a particular kind of assistance. ICS agencies are defined either as jurisdictional (having statutory responsibility for incident management) or as assisting or cooperating (providing resources or other assistance).

American Red Cross

An organization charged by statute and agreements with the responsibility of helping meet the human needs of disaster victims.

Catastrophe (catastrophic incident)

Any natural or manmade incident, including acts of terrorism, that results in extraordinary levels of mass casualties, damage or disruption severely affecting the population, infrastructure, environment, economy and/or government functions.

Command Post

That location at which primary Command functions are executed; usually collocated with the Incident Base. Also referred to as the Incident Command Post.

Command Section

One of the five functional areas of the Incident Command System. The function of command is to direct, control, or order resources, including people and equipment, to the best possible advantage.

Continuity of Operations

A process of identifying the essential functions - including staff, systems and procedures that ensure the continuation of the agency's ability to operate.

Continuity of Operations Plan (COOP)

In the context of Virginia state government, the Governor has required all executive branch agencies to complete and exercise a plan that identifies essential functions and

provides the resources to ensure the agency's ability to continue those operations. Essential functions for VERT agencies include their ability to perform their VERT roles.

Coordination

The process of systemically analyzing a situation, developing relevant information, and informing appropriate personnel of viable alternatives for selection of the most effective combination of available resources to meet specific objectives

Crisis Management

A predominantly law enforcement function that includes measures to identify, acquire and plan the use of resources needed to anticipate, prevent, and/or resolve a threat or act of terrorism.

Declaration of Emergency

Whenever, in the opinion of the college president or designated personnel, feels the safety and welfare of the people of the college require the exercise of extreme emergency measures

Decontamination

The process of making people, objects, or areas safe by absorbing, destroying, neutralizing, making harmless, or removing the Hazardous Materials/HAZMAT

Emergency

As defined by the *Code*, "any occurrence, or threat thereof, whether natural or man-made, which results or may result in substantial injury or harm to the population or substantial damage to or loss of property or natural resources".

Emergency Alert System (EAS)

A network of broadcast stations interconnecting facilities authorized by the Federal Communications Commission to operate in a controlled manner, according to the State EAS Plan to inform the public of needed protective actions in the event of an emergency or disaster situation.

Emergency/Disaster/Incident

An event that demands a crisis response beyond the scope of any single line agency or service and that presents a threat to a community or larger area. An emergency is usually an event that can be controlled within the scope of local capabilities; a major emergency or disaster usually requires resources beyond what is available locally.

Emergency Coordination Officer (college and university)

An individual appointed by the president of the college as directed by Executive Order # 41 actively plans, trains and acts in the interest of the protection of the institution's community and coordinates with the Office of Commonwealth Preparedness.

Emergency Management

The preparation for and the carrying out of functions (other than functions for which military forces are primarily responsible) to prevent, minimize, and repair injury and damage resulting from natural or manmade disasters. These functions include fire-fighting, police, medical and health, rescue, warning, engineering, communications, evacuation, resource management, plant protection, restoration of public utility services, and other functions related to preserving the public health, safety, and welfare.

Emergency Operations Center (EOC)

A facility from which government/college directs and controls its emergency operations; where information about the status of the emergency situation is officially collected, assimilated, and reported on; where coordination among response agencies takes place; and from which outside assistance is officially requested.

Emergency Operations Plan (EOP)

A document which provides for a preplanned and coordinated response in the event of an emergency or disaster situation.

Emergency Responder

Includes college, local, state and federal emergency services public safety, law enforcement, emergency medical services (pre-hospital and hospital), search and rescue, fire services, and related personnel, agencies and authorities.

Emergency Services

The preparation for and carrying out of the functions to prevent, minimize and repair injury and damage resulting from natural or man-made disasters, together with all other activities necessary or incidental to the preparation for and carrying out of the forgoing functions.

Emergency Support Function (ESF)

A function which takes agencies to provide or to coordinate certain resources in response to emergencies or disasters.

Evacuation

Assisting people to move from the path or threat of a disaster to an area of relative safety.

Exercise

An activity designed to promote emergency preparedness; test or evaluate emergency operations plans, procedures, or facilities; train personnel in emergency response duties, and demonstrate operational capability. There are three specific types of exercises: tabletop, functional, and full scale.

Federal Disaster Assistance

Aid to disaster victims and/or state and local governments by federal agencies under provisions of the Robert T. Stafford Relief and Emergency Assistance Act of 1988 (PL 93-288)

First Responder

Skilled personnel who in the early stages of an incident are responsible for the protection and preservation of life, property, evidence and the environment, such as government and non-governmental police, fire, emergency medical, search and rescue, emergency management, public health, public works and authorities.

Geographic Information System (GIS)

A computer system capable of assembling, storing, manipulating, and displaying geographically referenced information, i.e.-data identified according to their locations.

Hazardous Materials

Substances or materials which may pose unreasonable risks to health, safety, property, or the environment when used, transported, stored or disposed of, which may include materials which are solid, liquid, or gas. Hazardous materials may include toxic substances, flammable and ignitable materials, explosives, or corrosive materials, and radioactive materials.

Hazardous Materials Emergency Response Plan

The plan was developed in response to the requirements of Section 303 (a) of the Emergency Planning and Community Right-to-Know Act (Title III) of Superfund Amendments and Reauthorization Act of 1986. It is intended to be a tool for our community's use in recognizing the risks of a hazardous materials release, in evaluating our preparedness for such an event, and in planning our response and recovery actions. This plan is separate from the county's Emergency Operations Plan.

Incident

An occurrence or event, natural or human-caused, that requires an emergency response to protect life or property.

Incident Action Plan (IAP)

An oral or written plan containing general objectives reflecting overall strategy for managing an incident.

Incident Command System (ICS)

A model for disaster response that uses common terminology, modular organization, integrated communications, unified command structure, action planning, manageable span or control, pre-designed facilities, and comprehensive resource management. In ICS there are five functional elements: Command, Operations, Logistics, Planning and Finance/Administration.

Incident Commander (IC)

The individual responsible for the management of all incident operations.

Initial Damage Assessment Report

A report that provides information regarding overall damage to public and private property, thereby providing a basis for emergency declaration and/or disaster assistance.

Integrated Communications Plan

This plan coordinates the use of available communications means and establishes frequency assignments for certain functions.

Joint Information Center (JIC)

A facility established to coordinate all incident-related public information activities. It is the central point of contact for all news media at the scene for the incident. Public information officials from all participating agencies should collocate at the JIC.

Joint Field Office (JFO)

A temporary federal facility established near a declared disaster area to provide a central point for federal, state, voluntary and local officials with responsibilities for incident oversight, direction and assistance.

Local Emergency

The condition declared by the local governing body when, in its judgment, the threat or actual occurrence of a disaster is or threatens to be of sufficient severity and magnitude to warrant coordinated local government action to prevent, or alleviate loss of life, property damage, or hardship. Only the Governor, upon petition of a local governing body, may declare a local emergency arising wholly or substantially out of a resource shortage when he deems the situation to be of sufficient magnitude to warrant coordinated local government action to prevent or alleviate the hardship or suffering threatened or caused thereby.

Major Disaster

Any natural catastrophe (including any hurricane, tornado, storm, high water, wind-driven water, tidal wave, tsunami, earthquake, volcanic eruption, landslide, mudslide, snowstorm, or drought) or, regardless of cause, any fire, flood, or explosion in any part of the United States that, in the determination of the President, causes damage of sufficient severity and magnitude to warrant major disaster assistance under the Stafford Act to supplement the efforts and federal warning centers or other federal agencies to the state warning points.

Mitigation

Activities that actually eliminate or reduce the chance occurrence or the effects of a disaster. Examples of mitigation measures include, but are not limited to, the development of zoning laws and land use ordinances, State building code provisions, regulations and licensing for handling and storage of hazardous materials, and the inspection and enforcement of such ordinances, codes and regulations.

Mutual Aid Agreement (MAA)

A written agreement between agencies and/or jurisdictions in which they agree to assist one another, upon request, by furnishing personnel and equipment in an emergency situation.

National Incident Management System (NIMS)

A system mandated by the federal Homeland Security Presidential Directive (HSPD) #5 that provides a consistent, nationwide approach for governments(federal, state and local), voluntary agencies and the private sector to work effectively and efficiently together to prepare for, respond to, and recovery from incidents, regardless of cause, size or complexity. NIMS uses a core set of concepts, principles and terminology.

National Response Framework

Establishes a process and structure for the systematic, coordinated, and effective delivery of federal assistance to address the consequences of any major disaster or emergency.

Preparedness

The development of plans to ensure the most effective, efficient response to a disaster or emergency. Preparedness activities are designed to help save lives and minimize damage by preparing people to respond appropriately when an emergency is imminent. Preparedness also includes establishing training, exercises and resources necessary to achieve readiness for all hazards, including Weapons of Mass destruction incidents.

Recovery

Activities that address the short-term and long-term needs and the resources to assist, restore, strengthen and rebuild affected individuals and communities.

Response

Activities that address the short-term, direct effects of an incident. Response includes immediate actions to save lives, protect property and meet basic human needs.

Shelter In Place

The term Shelter-In-Place means to seek immediate shelter and remain there during the emergency. Some emergencies require evacuation, but often, during tornadoes, exterior hazardous material releases, hostile intruder, and similar emergencies, it is safer to remain where you are, and await instructions. The most important aspect of a Shelter-In-Place directive is to TAKE ACTION QUICKLY.

The basic concept behind Sheltering-In-Place is to put barriers between yourself and the danger, while maintaining awareness, communications, and safety.

At GCC, an emergency Shelter-In-Place directive will be initiated through all possible communication methods, however, the most immediate and effective method of notification may be through the [e-2 Campus](#) and InformaCast Alert Messaging Systems. A Shelter-In-Place alert will be given followed by the type of shelter in place reason (Weather, Hazardous Material, or Police Incident)

Threat

Any indication of possible violence, harm or danger.

Volunteer

Any individual accepted to perform services by any agency that has authority to accept volunteer services when the individual performs services without promise, expectation, or receipt of compensation for services performed. Washington Area Warning System (WAWAS) – A regional warning system that serves Northern Virginia, the District of Columbia, selected federal agencies, and certain southern Maryland jurisdictions in the National Capital Region (NCR).

Unified Incident Command (UIC)

Shared responsibility for overall incident management as a result of a multi-jurisdictional or multi-agency incident. In the event of conflicting priorities or goals, or where resources are scarce, there must be a clear line of authority for decision-making. Agencies contribute to unified command by determining overall goals and objectives, jointly planning for tactical activities, conducting integrated tactical operations and maximizing the use of all assigned resources.

Appendix B – List of Acronyms and Abbreviations

ARC	American Red Cross
AAR	After Actions Report
CONOPS	Concept of Operations
CONPLAN	Concept of Operations Plan
COOP	Continuity of Operations Plan
C-CERT	Campus Community
ECO	Emergency Coordinating Officer
EOC	Emergency Operations Center
EAS	Emergency Alert System
EMS	Emergency Medical Services
EMT	Emergency Medical Technician
EOP	Emergency Operations Plan
ESF	Emergency Support Function
EPG	Executive Policy Group
EPZ	Emergency Planning Zone (Radiological term)
GCC	Germanna Community College
GVAC	Germanna Emergency Evacuation Team
HAZMAT	Hazardous Material(s)
IAP	Incident Action Plan
IC	Incident Commander
ICS	Incident Command System
ICP	Integrated Communications Plan
IDA	Initial Damage Assessment

IDAR	Initial Damage Assessment Report
IRT	Incident Response Team
JFO	Joint Field Office
JIC	Joint Information Center
MAA	Mutual Aid Agreement
MACC	Multi-Agency Coordination Center
MACS	Multi-Agency Coordination System
MOU	Memorandum of Understanding
NGO	Nongovernmental Organization
NIMS	National Incident Management System
NRF	National Response Framework
NWS	National Weather Service
OSHA	Occupational Safety and Health Administration
PDA	Preliminary Damage Assessment
RACES	Radio Amateur Civil Emergency Services
SAR	Search and Rescue
SOP	Standard Operating Procedure
UC	Unified Command

Appendix C – Maps and Charts

Matrix of Responsibilities

	ESF # 1 Transportation	ESF # 2 Communications	ESF # 3 Public Works	ESF # 4 Fire Fighting	ESF # 5 Emergency Management	ESF # 6 Mass Care	ESF # 7 Resource Support	ESF # 8 Health & Medical	ESF # 9 Search & Rescue	ESF # 10 Hazardous Materials	ESF # 11 Agriculture & Natural Resources	ESF # 12 Energy	ESF # 13 Public Safety	ESF # 14 Long-Term Recovery	ESF # 15 External Affairs
Local Law Enforcement	X	X			X		X	X	X	X	X		X	X	X
Local Fire, EMS, Emergency Management		X	X	X	X	X	X	X	X	X	X				
Student Services						X	X	X						X	X
College Police Department	X	X		X					X				X	X	
GCC Facilities Management	X	X	X		X		X		X	X		X		X	
Executive Policy Group		X			X									X	X
Academic Services		X												X	X
GCC Information Technology Services		X	X		X							X			
Germanna C-CERT				X		X	X	X	X				X		
Administration/Finance							X							X	
GCC Incident Response Team	X				X	X	X	X							
State Board for Community Colleges		X					X						X	X	X
GCC Human Resources		X				X									X
GCC Public Affairs/JIC		X			X										X
Rappahannock Electric / Dominion Virginia Power VDH /DEQ		X			X							X			
					X	X	X	X		X					X

Appendix D – Memorandums of Understanding/Agreement and Mutual Aid Agreements

In addition to other college MOU's/MAA. The Germanna Community College Police Department maintains a Mutual Aid Agreement with the Virginia Department of State Police, Virginia Department of Alcohol Beverage Control (Bureau of Law Enforcement), and the Rappahannock Community Services Board, as well as a Memorandums of Understanding with the Rappahannock-Rapidan Community Services Board, Services to Abused Families (SAFE, Inc.), and Rappahannock Council Against Sexual Assault (RCASA).

(These agreements are on file and maintain by the college's Vice President of Administrative Services)

Appendix E – Emergency Call List

(Sensitive Information withheld from plan but on file with College Police emergency communications dispatch center. This list has also been distributed to the Executive Policy Group and college's Incident Response team members. In addition, the list is also stored in the college leadership team section on the Germanna Central intranet site)

Appendix F – Incident Response Procedures

REPORTING AN EMERGENCY

To ensure the safety of all college employees and facilities, all emergencies must be reported immediately.

1. To report an emergency, call the college's Police Emergency Communication Dispatch Center by dialing -2911 from any college IP phone system or 540-727-2911 from your cellular phone.
2. Provide the following information to the officer:
 - Your name and telephone number.
 - Exact location of the incident (building and room number, if applicable).
 - Description of what is happening.
 - Any other relevant information.
3. Do not hang up the telephone until the officer has indicated that you have provided all the necessary information.

DURING THE EMERGENCY

- Remain calm.
- Account for your staff, students or visitors.
- Account for movements and activities during the event.
- Report locations of any disabled individuals or any other person needing assistance.
- Allow emergency responders to provide verified information.
- Contact the College Police Department's Emergency Communications Center ONLY if you have additional information regarding the ongoing event or to report any additional emergency situation that you encounter.

FOLLOWING THE EMERGENCY

When it has been determined that the threat is over and it is safe to return to normal operations, the college Emergency Coordinator or his designee shall broadcast an "ALL CLEAR". Please only respond to an "All Clear" given by the college's Emergency Coordinator or his designee; not outside emergency response personnel.

The Emergency Coordinator will notify the College President and Vice President of Administrative and Financial Services and any other senior college Administrator (if needed) that the college should resume normal operations and it is safe to resume duties. It shall be the responsibility of college police department, facilities personnel, and designated emergency responder personnel to check for potential hazards in the classrooms and work areas prior to resuming normal operations. Faculty and staff should assist by contacting the College Police Emergency Communications Center if any of the following hazards are observed:

- Broken glass and other sharp objects

- Electrical wires
- Malfunctioning equipment/electrical shortages
- Chemical/biological hazards
- Objects obstructing passage
- Suspicious Packages/material
- Suspicious Odor/Gas Smell

Emergency hazards should be immediately reported to the College Police Emergency Communication Center by dialing -2911. No attempts to repair these hazards should be made without prior approval from facilities personnel or emergency responders. It shall be the responsibility of the Director of Facilities Management to coordinate salvage activities if it is determined this is necessary.

Medical Emergency

1. Shout for help to alert nearby employees or visitors.
2. Assess the medical emergency. Determine type of injury or illness.
3. Contact College Police at Ext -2911.
4. Assist emergency responders if needed.
5. Complete a college police witness statement form (if requested).
6. If required, initiate a college Risk Management First Report of Accident form.

Severe Weather

1. Stay away from windows or outside doors.
2. Shut down equipment as necessary.
3. Seek shelter inside the building in designated shelter areas or in another specified location by authorized emergency personnel.
4. Account for people with you in building and shelter areas.
5. Stay in shelter areas until “all-clear” signal is given.
6. Be aware of potential hazards from downed electrical lines and structural damage.
7. Always remember the “Safety is Everyone’s Responsibility.” Prepare for situations like this by familiarizing yourself with the college emergency procedures and shelter areas, participating in various college emergency drills/exercises, and programming the college police emergency number (540-727-2911) in your phone.

Earthquake

If Indoors-

1. Keep calm. Do not exit a building during the shaking. Research has shown that most injuries occur when people inside buildings attempt to move to a different location inside the building or try to leave.
2. DROP to the ground; take COVER by getting under a sturdy table or other piece of furniture; and HOLD ON until the shaking stops. If there isn’t a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building.
3. Protect your head and neck. Stay away from glass, windows, outside doors, or loose items that could fall.

4. After the earthquake, stay away from windows, skylights, and items that could fall. If evacuation is necessary, use stairways to leave the building. Do not use elevators.
5. Be aware of potential hazards from broken gas lines, downed electrical lines, and structural damage.
6. Account for all people in the building.
7. If an evacuation is warranted, facilities personnel and police and security services staff will assess the safest location to evacuate to.

If Outdoors-

1. Stay there.
2. Move away from buildings, streetlights, and utility wires.
3. Once in the open, stay there until the shaking stops. The greatest danger exists directly outside buildings, at exits and alongside exterior walls. Many of the 120 fatalities from the 1933 Long Beach earthquake and 2018 earthquake in Indonesia occurred when people ran outside of buildings only to be killed by falling debris from collapsing walls. Ground movement during an earthquake is seldom the direct cause of death or injury. Most earthquake-related casualties result from collapsing walls, flying glass, and falling objects.

If In A Moving Vehicle-

1. Stop as quickly as safety permits and stay in the vehicle. Avoid stopping near or under buildings, trees, overpasses, and utility wires.
2. Proceed cautiously once the earthquake has stopped. Avoid roads, bridges, or ramps that might have been damaged by the earthquake

Earthquake Assessment Checklist

What are some of the potential items in your workspace/office that can cause injury or damage during an earthquake?

- Loose items on desk or tables?
- Moving furniture that can cause an injury
- File cabinets that can fall over and cause damage?
- Broken or flying glass from windows or personal objects?
- Hazardous chemicals that can spill or splash?
- Sharp objects that could potentially turn into projectiles?
- Hanging plants or pictures that could fall and cause injuries?
- Plugged in lamps or coffee pots that could start a fire?

Fill in the concerns you discovered after assessing your work area:

-
-
-
-

Take a more active role in keeping yourself safe and protected from injury when the next earthquake happens.

Chemical Spill

1. Confine the hazard. Close doors and restrict access to the area. Do not attempt to clean up the spill unless trained to do so. If spilled material is a flammable liquid, shut down or eliminate sources of ignition.
2. Immediately report the spill to college Police and your supervisor.
3. Evacuate nonessential personnel from the area. Assist any injured personnel. Keep bystanders from entering the spill area. Isolate those who have been contaminated from the others that have not.
4. Do not reenter the building until told to do so by Emergency Personnel and an "All Clear".

Human Body Fluids

1. Notify the College Police Department at -2911 in the event of exposure to human body fluids. Remember human blood may carry blood borne pathogens, which can cause disease.
2. If contact is made with skin, wash the area immediately with soap and water
3. Do not attempt to clean fluids unless properly trained and equipped.
4. Always use rubber or non-latex gloves when in the proximity of bodily fluids and consider them infectious.
5. Gloves that have been in contact with bodily fluids must be disposed of in a biohazard container and hands must be washed with soap and water.

Aircraft Disaster - Aircraft crash into or near a college facility

1. Immediately notify college Police at extension 2911 who will then notify the appropriate authorities.
2. Utilize the appropriate emergency exit plan to maximize the safety of faculty, staff, students, and visitors
3. Account for all building occupants and determine the extent of injuries.
4. Assist emergency response personnel as needed.
5. Remain in designated area until authorized to disband.

Bomb Threat

If you receive a telephone threat, bomb threat, etc...:

1. Remain calm.
2. Listen carefully and try to keep the caller talking so that you can gather as much information as possible. Take notes (refer to bomb threat checklist below). Be polite and show interest.
3. If possible, write a note to a co-worker to call College Police or notify them as soon as the caller hangs up. Relay as much information as possible.
4. The College Police Emergency Communications Dispatch Center will notify the proper authorities.
5. Remain available to assist with any information requested. Have your notes available to ensure correct information.
6. Be guided by College Police and other authorized personnel. If evacuation is ordered, proceed as instructed. Do not activate the fire alarm or use any wireless devices.

If you receive a written threat, suspicious parcel or if you find a suspicious object anywhere on the premises:

1. Remain calm.
2. Keep anyone from handling it or going near it.
3. Notify Police IMMEDIATELY.
4. The College Police will notify the proper authorities.
5. Promptly assist as requested in as much detail as possible.
6. Do not discuss the threat with anyone.
7. Be guided by College Police and other authorized personnel. If evacuation is ordered, proceed as instructed.

BOMB THREAT CHECKLIST

When receiving a bomb threat over the telephone:

1. Stay as calm as possible.
2. Do not transfer the call or put the caller on hold.
3. Listen attentively and speak politely—avoid interrupting.
4. Express your concern for potential loss of life.
5. Keep the caller talking as long as possible.

Exact time of call: _____ Date: _____ Line #: _____

Exact initial words of caller: _____

Ask the caller the following questions:

1. When is the bomb going to explode: _____
2. Where is the bomb located: _____
3. What does it look like: _____
4. What kind of a bomb is it: _____
5. What will cause it to explode: _____
6. Did you place the bomb: _____
7. Why: _____
8. Where are you calling from: _____
9. What is your address: _____
10. What is your name: _____
11. If voice is familiar, who did it sound like: _____
12. Were there any background noises: _____
13. Person receiving call _____
14. Position of person receiving call: _____
15. Did the caller mention anyone by name (as a target): _____

Caller's Voice Characteristics (Circle):

Calm	Disguised	Nasal	Angry	Broken	Stutter	Slow
Sincere	Lisp	Rapid	Giggling	Deep	Crying	Squeaky
Excited	Stressed	Accent	Loud	Slurred	Normal	Muffled

Suspicious Packages or Mail

1. Never touch or move any item that appears suspicious. Only you know what is suspicious to you so trust your instincts. Leave it exactly where it was found and immediately notify the College Police Department at 540-727-2911 or 2911 from any college VoIP phone. Be sure to give the location of the device.
2. If the suspicious package was discovered as it was being delivered to you, avoid dropping, throwing or other abrupt movements. Gently set the package down.
3. Do not use a cell phone or any wireless device within 250 feet of the package.
4. Isolate the package by evacuating the room.
5. The College Police Department will determine if a full scale evacuation is in order however, the immediate classroom or office can be evacuated by any staff or faculty member. College Police, Facilities and emergency responders will assist with evacuating the building when necessary.
6. College Emergency responders will follow the NIMS/ICS incident response protocol.

***Handling of suspicious materials:**

- Do not open suspected container. Lay it down gently and keep it level.
- Do not immerse in water.
- Do not lock in cabinet or file/desk drawer.
- Isolate container and clear an area within 250 feet of all personnel.
- If windows are available, open them.
- If you locate a device DO NOT APPROACH IT. Notify College Police of its whereabouts when they arrive on site.

No one will be allowed to reenter building until the all clear is given from College Police or other responding Law Enforcement personnel.

Power Outage

Contact, the College Police Department at 540-727-2911 or 2911 from any college VoIP phone, if you experience a power outage. Some campus buildings are equipped with backup generators that should normally kick in after an outage.

Do not evacuate unless told to do so by College Police or emergency response personnel. If an evacuation is ordered turn off equipment and unplug electrical items which may be damaged when normal power is restored.

The Director of Facilities or his designee will have operational command over the incident. Notification to the power company will be made by facilities personnel via a request to the College Police emergency communications center.

Gas Leak

Natural gas leaks, with odor expelled in the building, may occur and bring danger of an explosion. Natural gas rises and leaks will often occur outdoors because most gas lines are located outside the building. Natural gas is mixed with Mercaptan to provide an odor. The gas rises and the odor falls.

If a leak occurs in or near the building:

1. DO NOT ACTIVATE THE FIRE ALARM – DANGER OF EXPLOSION.
2. Notify the College Police Department at 540-727-2911 or 2911 from any college VoIP phone. Be sure to give your campus/center location and the possible area of the leak.
4. College Police will notify facilities to turn off the main gas valve.
5. College Emergency Responders will follow the established NIMS/ICS incident response protocol and the Director of Facilities or his designee will have operational commander over the incident.
6. Notification to the Gas Company and local public works will be made by the Director of Facilities or his designee via request to the College Police emergency communications center.
7. College Police and other college emergency responders will assist with evacuations and keep students, faculty, staff and visitors a safe distance from the building/area until the problem has been corrected.
8. If College President or her designee cancels classes for the remainder of the day, College Police, Facilities, and emergency responders will arrange an orderly dismissal of students, faculty, staff and visitors from the college parking areas.
9. Any inquiries for information from the media will be referred to the Public Information Officer.

Active Shooter/Hostile Intruder (Run/Hide/Fight and Avoid/Deny/Defend)

I. If you are involved in a situation where someone has entered the area and started shooting, the following are a list of recommended actions:

1. If safely possible, exit the building immediately, and run to a place of cover.
2. Notify anyone you may encounter to exit the building immediately.
3. Notify the Police by calling 911 or if using a GCC phone, call 2911 for emergency assistance.
4. Give the 911 Operator the following information:
 - Your name
 - Your location
 - Location of the incident (be as specific as possible)
 - Number of shooters (if known)
 - Identification of shooter(s) (if known)
 - Description of shooter or shooters
 - Number of shooting victims, their condition and their location

II. If you are unable to safely exit the building/location, the following actions are recommended:

1. Go to the nearest room or office.
2. Close the door, lock if possible or block the door with an inanimate object such as a desk or chair and stay low. Deny or Delay access to your location.
3. Cover the door windows if possible.
4. Keep quiet and act as if no one is in the room.
5. DO NOT answer the door.
6. Notify the Police by calling 911 or if using a GCC phone call 2911 for emergency assistance.

7. Give the 911 Operator the following information:

- Your name
- Your location
- Location of the incident (be as specific as possible)
- Number of shooters (if known)
- Identification of shooter(s) (if known)
- Description of shooter or shooters
- Number of shooting victims, their condition and their location

III. If for some reason you are caught in an open area such as a hallway or lounge type area, you must decide what action to take.

1. You can try to hide, but make sure it is a well-hidden space or you may be found as the intruder moves through the building looking for victims.

2. If you think you can safely make it out of the building by running, and then do so. If you decide to run, do not run in a straight line. Keep any objects you can between you and the hostile person(s). Use trees, vehicles or any other object to block you from view as you run. When away from the immediate area of danger, summon help any way you can and warn others.

3. If you are unable to run or hide, you may choose to play dead if other victims are around you.

4. The last option may be to fight back. This is dangerous, but depending on your situation, this could save your life. Most objects, such as pens, pencils, chairs and even rolled up magazines can be used as weapons.

5. If you are caught by the intruder and are not going to fight back, follow their directions and don't look the intruder in the eyes.

6. Once the police arrive, obey all commands. This may involve your being handcuffed or made to put your hands in the air. This is done for safety reasons. Once circumstances are evaluated by the police, they will give you further directions to follow.



**EMERGENCY PREPAREDNESS
ACTIVE SHOOTER / ACTIVE THREAT**



College Police Department

I. If you are involved in a situation where someone has entered the area and begins actively killing or attempting to kill, below is a list of recommended actions:

- A. If safely possible exit the building immediately and **run** to a place of cover and **avoid** the area. Seek protection behind a secure or solid object.
- B. Notify anyone you may encounter to exit the building immediately. Try and account for individuals in your area.
- C. Notify the Police by calling 911 or if using a GCC campus phone, call college police by dialing 2911 for emergency assistance.
- D. Give the Police Operator the following information:

- **Your name**
- **Your location**
- **Location of the incident (be as specific as possible)**
- **Number of shooters (if known)**
- **Identification of shooter(s) (if known)**
- **Description of shooter or shooters**
- **Number of shooting victims, their condition and their location**

II. If you are unable to safely exit the building, the following actions are recommended:

- A. Go to the nearest room or office, **deny** access and **hide**.
- B. Close the door, lock it possible or block the door with an inanimate object such as a desk or chair(s) and stay low.
- C. Cover the door windows if possible and turn off the lights.
- D. Keep quiet and act as if no one is in the room.
- E. **DO NOT** answer the door. **Do Not** pull the fire alarm.
- F. Notify the Police by calling 911 or if using a GCC campus phone, call college police by dialing 2911 for emergency assistance.
- G. Give the Police Operator the following information:

III. If for some reason you are caught in an open area such as a hallway or lounge type area, you must decide what action to take.

- A. You can try to **hide**, but make sure it is a well-hidden space where intruder access can be **denied/delayed** or you may be found as the intruder (s) moves through the building and or grounds looking for victims.
- B. If you think you can safely make it out of the building by running, then do so. If you decide to **run**, do not run in a straight line. Keep any objects you can between you and the hostile person(s) while in the building. Use trees, vehicles or any other solid object to block you from view as you run. When away from the immediate area of danger, summon help any way you can and warn others.
- C. If the person(s) is causing death or serious physical injury to others and you are unable to run or hide, you may have to develop a plan of counter attack and fight.
- D. The last option you have if caught in an open area may be to **defend/fight** back. This is dangerous, but depending on your situation, this could be your only option.
- E. If you are caught by the intruder and are not going to fight back, follow their directions and don't look the intruder in the eyes.
- F. Once the police arrive, obey all commands. This may involve your being handcuffed or made to put your hands in the air. This is done for safety reasons and once circumstances are evaluated by the police, they will give you further directions to follow.

Finally, plan ahead and be familiar with your surroundings!

Shelter In Place (Police Incident)

A shelter in place (police Incident) is used when there is an active threat in a specific college location or college community as a whole and evacuation could put the community at risk.

In active shooter cases for example;

When in a police incident shelter in place, remain calm and stay with your group of people. Lock doors and windows and close shades, if possible. Turn off interior lighting. Stay away from doors and windows. If possible barricade the door to obstruct immediate access into the room/location.

If the College Police Department issues a shelter in place-police incident (Sometimes referred to as "lockdown") notice. **DO NOT** open your locked door.

Notify the College Police Department at 540-727-2911 or 2911 from a college VoIP phone if possible concerning facts at your location.

If you hear a gunshot, get on the floor and remain quiet. Do not leave while under a shelter in place. Only the College Police or the responding law enforcement agency can cancel a shelter in place (Police Incident).

Shelter In Place (Weather/Hazardous Situation)

A shelter in place is issued when it is more dangerous to evacuate a location than to remain. Should an emergency situation arise, notification will come from College Police to the college community. The ideal option of remaining inside a college facility can be the safest option in these instances. Additional notification may also be shared via radio, television, internet, and through other communication devices. The college community will be required to remain in their current facility until the all clear notice has been issued by the College Police or authorized official.

If you're inside a facility remain in the facility until the "all clear" has been issued by College Police. Close and secure all windows and doors to the facility. If you have access to a telephone, contact the College Police at 2911 on a campus VoIP phone or local police using 911, to let them know where you are located, and how many people are assembled with you. Facilities personnel will shut down the affected location's HVAC systems.

We recommend in an emergency situation that you try to remain calm and manage the stress associated with the situation. Remain alert and give relevant information to the responding officer(s) and take care of each other.

If you have computer and internet access, log onto the College Police website:

<http://www.germannna.edu/college-police-department/>

for additional information and instructions.

Fire Emergency or Building Evacuation

1. Sound the local alarm (i.e., activate fire alarm via pull station, contact College Police and notify a supervisor).
2. Shut down equipment as necessary.
3. Leave the building via designated evacuation routes.
4. Assemble at designated campus assembly area out of the way of responding emergency vehicles.
5. Account for people in building or you group.
6. Remain outside building until told it is safe to reenter.

Key things to remember:

- If you are on fire, Stop Drop and Roll. Do Not Run.
- If you have had training in the use of fire extinguishers and the fire is small (small office size trash can), you may attempt to put out the fire, if safe to do so utilizing the PASS (Pull, Aim, Squeeze, Sweep) method.
- If you encounter smoke, the best quality breathing air will be nearest the floor.

Evacuation Plan:

It is the policy of Germanna Community College, that in the event of an emergency, which would require the evacuation of a building, the following procedures will be utilized to ensure all students, faculty, staff and visitors exit a building in a safe, orderly and expeditious manner.

This Evacuation Plan shall be revised or updated annually as appropriate. Further, the College Emergency Coordination Officer will have it reviewed annually with all employees. Each instructor, for both day and evening classes, shall review the evacuation plan at the first meeting of every class each new semester or term class. The internal FIRE ALARM SYSTEM will be used to sound evacuation alarms. Do not try to guess whether the alarm has been accidentally set off or whether it is a "false" alarm, a minor disturbance, or a "crackpot" telephone call. Each time the building alarm sounds or an emergency evacuation alert is sent, react immediately to evacuate the building according to the following plan:

There are two (2) reasons that can require the evacuation of a building on the GCC campus or one of its college facilities.

- a. An emergency situation that presents a serious threat of injury, or life to the students, staff, or visitors of GCC.
- b. A planned operation, or drill for training, or for administrative purposes. In these cases, the Germanna Community College President, or her designee, will be the authority to approve the time, date, and conditions for such an event or drill.

1. When the alarm sounds everyone should immediately stop what you are doing and proceed from the building to the exit highlighted on the evacuation plan corresponding with the room/area you are currently occupying.

2. Instructors should make sure they have an accurate accounting of students and upon evacuation check his or her respective classrooms before leaving the building to ensure that everyone is out.

Instructors shall have the primary responsibility to see that disabled students receive appropriate evacuation assistance, or are directed to the nearest area of rescue assistance, instructors will alert the College Police or emergency responders and provide the students name and location in the building. Lights should be left on in the empty classrooms, and doors should be closed. **Remember – Lights on! Doors Closed!**

3. College Police, Facilities, and college emergency responders will immediately assist with and ensure that all occupants have been evacuated. After the assigned areas have been evacuated and the area is deemed safe, College Police or facilities personnel will give an "All Clear".

4. College Police, Facilities, and college emergency response personnel will see that handicapped persons are given the appropriate assistance when local Fire & Emergency

Services arrive on scene. In the absence of a College Police, Facilities, and college emergency responders, designated college personnel shall assume the leadership role.

5. All Students, faculty, and staff (other than facilities staff, College Police and Security, and the college emergency responders) should immediately proceed to the areas outlined below:

Fredericksburg Area Campus (Spotsylvania County) Safe Area - All students, faculty and staff that have evacuated the building will gather with their respective classes or department personnel beyond the Emergency Call Boxes on either the east or west side of the main parking area and/or at least 75-100 yards from the sidewalks, unless directed to a secondary gathering place by emergency response staff. **DO NOT LEAVE THE CAMPUS** until you confirm with your supervisor or instructor, your safe evacuation from the building and emergency responders inform you to do so.

Locust Grove Campus (Orange County) Safe Area –All students, faculty, staff and visitors will gather with their class, department personnel or visitors in the main parking area beyond the Faculty/Staff parking driveway at least 75-100 yards from the sidewalk, unless directed by emergency responders to a secondary gathering place. **DO NOT LEAVE THE CAMPUS** until you confirm with your supervisor or instructor, your safe evacuation from the building and emergency responders inform you to do so.

Joseph R. Daniel Technology Center (Culpeper County) Safe Area –All students, faculty, staff and visitors will gather with their class, department personnel or visitors in the main parking area and/or at least 75-100 yards from the sidewalks, unless directed to a secondary gathering place by a college emergency response team member. **DO NOT LEAVE THE CENTER** until you confirm with your supervisor or instructor, your safe evacuation from the building and emergency responders inform you to do so.

FredCAT and Central Park Offices (City of Fredericksburg) Safe Area –All employees and visitors will gather with their department personnel and visitors at least 75-100 yards from the building, unless directed to a secondary safe gathering place by a college emergency response team member. **DO NOT LEAVE THE CENTER** until you confirm with your supervisor or college personnel, your safe evacuation from the building and emergency responders inform you to do so.

Barbara J. Fried and Stafford Automotive Centers (Stafford County) Safe Area –All employees and visitors will gather with their department personnel and visitors at least 75-100 yards from the building, unless directed to a secondary safe gathering place by a college/local emergency response team member. **DO NOT LEAVE THE CENTER** until you confirm with your supervisor or college personnel, your safe evacuation from the building and emergency responders inform you to do so.

Caroline County Center (Caroline County) Safe Area –All employees and visitors will gather with their department personnel and visitors at least 75-100 yards from the building, unless directed to a secondary safe gathering place by a college/local emergency response team member. **DO NOT LEAVE THE CENTER** until you confirm with your supervisor or college personnel, your safe evacuation from the building and emergency responders inform you to do so

6. College Police, Facilities, or college emergency responders shall clear all driveways and sidewalks for arrival of emergency vehicles and personnel.

7. Upon completion of evacuation and confirmation that the building is safe to occupy, an “All Clear” will be given by College Police or Facilities personnel will inform students, faculty, staff and visitors that they may return safely to the building.

Note: Do NOT use the elevators in cases of Fire, Earthquake, Power Outages, or Bomb Threat.

Finally – Safety is everyone’s responsibility. Plan ahead and always be aware of your surroundings!

Information Security Breach:

Germanna Community College Computer Incident Response Plan

Purpose

The purpose of the Germanna Community College Computer Incident Response Plan (CIRP) is to provide technical and managerial guidance to enable a quick and efficient recovery from security incidents, perform the necessary steps to correctly handle an incident, prevent or minimize disruption of mission critical services, and minimize loss or destruction of confidential or sensitive information. Germanna Community College will also use the information gained during incident handling to better prepare for future incidents and provide for stronger protection for systems and data.

Scope

The Germanna Community College CIRP is applicable to all users of the Germanna Community College computer services.

Roles and Responsibilities

All users of the College’s computer resources are responsible for being vigilant for unusual system behavior which may indicate a security incident in progress and for reporting computer incidents.

Supervisors must ensure their employees are aware of reporting procedures and that employees complete security awareness and training.

System administrators who are familiar with college systems are responsible for reporting computer incidents. They may also be called upon to determine and implement a solution during an incident.

Employees, contractors and third party users must not to attempt to prove suspected security weaknesses. Testing weaknesses might be interpreted as a potential misuse of the system and could

also cause damage to the information system or service and result in legal liability for the individual performing the testing.

Computer Incident Response Team (CIRT)

The Germanna Community College CIRT is established to provide the expertise and judgment for the discovery, response, and reporting of computer incidents. Various members may be needed based on the type of incident including:

- The College's Information Security Officer (ISO).
- The College President and Vice-Presidents who will make administrative decisions.
- Information Technology employees with technical expertise.
- The Crisis Communication Team who is authorized to communicate with the media if required depending on the nature and impact of the incident.
- Human Resources personnel who are authorized to assist in disciplinary or employee relations.
- College Police that may need to make reports internally or externally in physical breach or law breaking situations. These officers may also be needed in situations that require law enforcement intervention (i.e., removal of a disgruntled employee).
- Facilities Management personnel who may be needed to access physical office locations during an incident (i.e., to obtain a workstation from a locked office).
- Business Continuity Planning or Continuity of Operations Planning personnel who may need to be aware of incidents that may require a review of risk assessments and continuity of operations plans.

This is not an all-inclusive list and different incidents may require different personnel. The CIRT will remain active until the incident is closed.

Resource Prioritization

A summary of critical systems, in order of criticality was obtained during the Business Impact Analysis and Risk Assessment process completed on <date>. The information is housed at <drive location of information> and hard copies housed at <location>. This information will allow the College to handle incidents based on the critical nature of the affected resource and on the current and potential effects of the incident.

Specialized Incident Response Training

Reference the Germanna Community College *Security Awareness and Training Plan*.

Confidentiality of IT Security Incident Reports

All information technology employees and CIRT members will maintain the confidentiality of all IT security incidents. Compromised communication channels will not be used to communicate incident information.

Incident Reporting Forms

Germanna Community College will use the appropriate forms when documenting and reporting incidents.

Controls

The College completed a Business Impact Analysis and Risk Assessment in <Date> to identify and rank all IT systems. Those processes along with various questionnaires identified vulnerabilities in the infrastructure that would require mitigating controls. The information from these processes is housed at <file location> and in hard copy format at <location>.

Controls may include patch management, security configurations based on least privilege, secure network configurations, malicious code prevention, security awareness and training and technical training of information technology staff as needed.

CIRT Services

The objectives of Germanna Community College CIRT is to:

- Limit immediate incident impact,
- Recover from the incident,
- Determine how the incident occurred,
- Find out how to avoid further exploitation of the same vulnerability,
- Avoid escalation and further incidents,
- Assess the impact and damage in terms of financial impact, loss of image etc.
- Update policies and procedures as needed,
- Determine who initiated the incident.

Responding to an Incident

Planning and Preparation

- Implementing information security policies and procedures.
- Providing technical support.
- Security awareness and training.
- Incident management testing.

Detection and Reporting

- Information security event detection and reporting.

Assessment and Decision

- An assessment of an event and decision on if it is an information security incident.

Response

- Responding to an incident, including forensic analysis. The CIRT may be called up to 24 hours per day, 7 days a week, and up to 365 days a year during a critical incident.
- Recovering from an incident.
- Restoring a system back to its normal business status.

Follow-up/Lessons Learned

- Providing further forensic analysis if required.
- Identifying lessons learned.
- Identifying and making improvements to information security.
- Identifying and making improvements to security risk assessments.

Incident Categorization

In order to clearly communicate incidents and events (any observable occurrence in a network or system) it is necessary for the CIRT to adopt a common set of categories and actions that should be used when handling an incident.

Incident Level	Description	Example Incidents	Reporting Timeframe	Action
Low	Not classified as attacks and have no effect on system operations.	Isolated activities by a potential attacker; password policy violations by an employee; detection and removal of viruses prior to it entering the College's network.	As time allows but at least monthly.	Noted in open College Help Desk ticket and available for review and audit by CISO and ISO as desired.
Medium	Attempted intrusion; no impact on business activities. Small impact on operations.	Repeated activity by potential attackers; an attack that is blocked by the College's security infrastructure; successive attempts to gain unauthorized access to a system.	As time allows but at least weekly unless the incident is escalated.	Take defensive measures. Alert the Vice President of Finance and Administration (this may be a different authority depending on the college), the CISO and the ISO. Escalate to the next level if required.
High	Successful breaches of the College's security policies.	Unauthorized access to sensitive systems; financial frauds using the College's IT systems; improper use of high level accounts, denial of service against a server; unauthorized modification of hardware, software or configuration information; theft of computer systems containing sensitive information.	Within one hour of discovery.	Alert the Vice President of Finance and Administration (this may be a different authority depending on the college), the CISO and the ISO. Form the CIRT. Start an event log.
Critical	Major attack against the College's IT infrastructure. Impact on the ability to meet the College's mission. Major impact on operational activities.	<i>Successful</i> installation of malicious software (e.g., virus, worm, Trojan horse, or other code-based malicious entity) that infects an operating system or application. The College is NOT required to report malicious logic that has been <i>successfully quarantined</i> by antivirus (AV) software.	Within one hour of discovery.	Notify the College President and Vice-Presidents, CISO and the ISO. Notify the CIRT. Start an event log. Form the CIRT. Implement other plans as needed (COOP, Crisis Communication Plan, etc.)

Incident Level	Description	Example Incidents	Reporting Timeframe	Action
Mission Driven	These incidents can cause financial or reputation damage to the College.	Unusual transactions such as those exceeding pre-defined limits; fraudulent transactions detected by functional areas; unusual system activities reported by faculty or staff.	Within one hour of discovery.	Notify the College President and Vice-Presidents, CISO and the ISO. Form the CIRT. Start an event log. Implement other plans as needed (COOP, Crisis Communication Plan, etc.)

NOTE: An incident that involves Personally Identifiable Information (PII) should be reported within 1 hour regardless of the category.

Dual Enrollment Contract
Between
Germanna Community College
and
Orange County Public Schools

The purpose of this Agreement is to set out the terms and conditions upon which courses will be offered under the VCCS Dual Enrollment Program as outlined in the Concurrent Enrollment Quality Standards in the VCCS *Policy Manual* (6.7). The purpose of this offering is to allow high school students to take college-level courses and receive both college credit and high school credit towards graduation.

Each party does hereby agree to the following:

1. Under this Agreement, Germanna Community College, (herein after “the College”), will make available college-level courses to students of Orange County Public Schools for the 2022 - 2023 academic year.

All courses offered under this agreement shall meet the Concurrent Enrollment Quality Standards as defined in VCCS *Policy Manual* (Attachment 1). College courses offered in the high school must be the same quality and rigor as courses offered on campus at the sponsoring college. Students enrolled are held to the same standards of achievement as students in on-campus courses. Instructors teaching college courses for the program meet the same academic requirements for faculty teaching in the college.

The courses to be offered will be established by mutual agreement of both parties for the fall and spring semesters. A list of courses can be found as Attachment 2, and are hereby incorporated into this Agreement. No remedial or developmental courses will be offered.

The responsibilities of the parties pursuant to this Agreement are conditional upon student registration for the course(s) being completed and subject to adequate student enrollment as determined by the College. The College reserves the right to cancel any class sections no later than the census date for the class as determined by the College. Upon agreement of both parties, the parties may add sections no later than the census date for the class as determined by the College.

The College and the School/System may agree to enter into this Agreement electronically. Facsimile or scanned signatures shall have the same legal effect and enforceability of an original signature.

2. Tuition & Fees

Pursuant to this agreement, schools and colleges should provide high school students the opportunity for dual enrollment at little or no direct cost to them or their families. Virginia Community College System policy requires that full tuition and fees must be paid to the College for each student enrolled in dual enrollment courses.

When the School pays the tuition and fees on behalf of the student, the College will bill the School on a semester basis. However, the College may reimburse the School a portion of the

tuition charged directly to the School in recognition of the School's contribution of resources toward student participation in the dual enrollment program when dual enrollment courses are held at the School.

When dual enrollment courses are held at the School and are taught by a qualified high school teacher, in accordance with the Virginia Community College Dual Enrollment Financial Model, the College will reimburse the School. The minimum amount of tuition that will be reimbursed is 60% of tuition charged. The reimbursement rate can be increased up to 100% of the tuition charged based on specific options negotiated by the College and School. Total reimbursement may not exceed 100% of tuition charged. The School will not charge dual enrollment students or their families more than the actual cost of tuition and fees charged.

When dual enrollment courses are held at the School and are taught by College faculty, the College may decrease the amount of reimbursement to the School by the costs associated with College faculty teaching those courses. The VCCS Dual Enrollment Financial Model applies only when dual enrollment courses are taught at the high school.

The Parties agree that only the courses listed in Attachment 2 shall be governed by the terms of this Agreement. Any student who enrolls in a college course not governed by the terms of this Agreement shall pay the mandatory tuition and fees established by the State Board for Community Colleges at the rate then in effect at the time the classes begin. The College shall bill the students directly.

3. Textbooks

The College reserves the right to determine the textbooks used in dual enrollment courses. [The provision of all dual enrollment course textbooks is the responsibility of the Orange County Public Schools.] [Required textbooks will (be available for purchase from the College's bookstore/may be rented from the high school).]

4. Payment for Other Services

Fees and reimbursement for other costs and services will be determined by mutual consent of the Orange County Public Schools and the College per Attachment 3, which is hereby incorporated herein and made a part of this Agreement.

5. Faculty

a. Selection

(1) Authority

The selection of high school faculty members of the Orange County Public Schools to teach all dual enrollment courses governed by the terms of this Agreement will be pursuant to the requirements set by the College. Orange County Public Schools may recommend qualified teachers who are interested in teaching dual enrollment course(s) to the College for consideration. The College shall select all

other faculty members teaching dual enrollment course(s) from its full-time faculty or hire part-time faculty.

- (2) College and high school faculty teaching dual enrollment courses must meet the minimum credential requirements set forth by Form VCCS-29 in the *VCCS Policy Manual (Attachment 4)* and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).
 - a. Faculty Members teaching associate degree courses designed for transfer to a baccalaureate degree have earned a doctorate or master's degree in the teaching discipline or master's degree with a minimum of 18 graduate semester hours in the teaching field.
 - b. Faculty Members teaching associate degree courses not designed for transfer to the baccalaureate degree have earned a bachelor's degree in teaching discipline or associate's degree in the teaching field with demonstrated competencies in the teaching field and two years of occupational experience.
 - c. Faculty members teaching non-associate's degree occupational programs have earned a high school diploma or equivalent, associate's degree or equivalent in the teaching field preferred, and five years of current occupational experience as defined by the State Board for Community Colleges.
- (3) Only the instructor approved by the College and assigned to the college course shall teach the college course.
- (4) Parties agree that nothing in this Agreement is intended to, or shall create, an employer/employee relationship between the College and high school faculty members of the Orange County Public Schools.

b. Payment

If the faculty member for the dual enrollment course(s) is employed full time by Orange County Public Schools and the course(s) are part of the assigned teaching workload, the College shall reimburse the Orange County Public Schools for the services of its employee. The College shall not enter into a separate employment agreement with high school faculty members of the Orange County Public Schools to teach dual enrollment courses at the high school. The College may, however, employ high school teachers as adjunct faculty of the College. If the College employs a faculty member that is not affiliated with the Orange County Public Schools, the College will compensate the faculty member directly. Direct reimbursement and/or payment of faculty salaries will be in accordance with the Virginia Community College System approved lecturer rates depending on qualifications of the instructor and will occur no later than the end of the semester of the course. The College and Orange County Public Schools may agree in writing to other reimbursement procedures.

c. Faculty Responsibilities

- (1) The parties agree that Orange County Public Schools will inform dual enrollment faculty members that they must comply with policies and procedures related to the dual enrollment courses they teach including but not limited to the following:
 - i. Adhere to all college and departmental responsibilities.
 - ii. Prepare and disseminate a college-approved course syllabus.
 - iii. Adhere to the required instructional contact hours.
 - iv. Adhere to established college academic calendars for enrollment and grading submission.
 - v. Use college-approved instructional materials.
 - vi. Incorporate all student learning outcomes and assessment of student learning outcomes into instruction.
 - vii. Participate in student evaluation of instructional effectiveness.
 - viii. Submit final course grades.
 - ix. Participate in required meetings and professional development opportunities.
 - x. Participate in required site visits and administrative evaluation of instruction.

It is the responsibility of the College to ensure that dual enrollment faculty members comply with the policies and procedures referenced above.

(2) Evaluation

- i. Faculty Evaluation - The College will enforce criteria to evaluate the effectiveness of each high school dual enrollment faculty member from the college guidelines and procedures established for adjunct faculty. The College will evaluate adjunct college faculty teaching a dual enrollment course in accordance with the College's adjunct faculty evaluation process and the Concurrent Enrollment Quality Standards. College faculty or academic deans will conduct site visits to observe course content, delivery, and student engagement to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus. Evaluations will be provided to the principal. The College will evaluate full-time community college faculty teaching a dual enrollment course in accordance with the College's full-time faculty evaluation process.
- ii. Student Evaluation – The College will require student evaluations of faculty effectiveness each semester for each course offered in the dual enrollment program and will use the same instruments used for all adjunct or full-time faculty members. The College will compile the results of the student evaluations of teaching effectiveness and share them with the academic dean or designee, the faculty member, and the designated public school representative.

d. Professional Development

Under the terms of this contract and in accordance with the Concurrent Enrollment Quality Standards, the College will provide all new dual enrollment faculty with course-specific training in course philosophy, curriculum, pedagogy, and assessment

prior to the instructor teaching the course. In addition, dual enrollment faculty will participate in college-provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline. Dual enrollment faculty may take advantage of other professional development opportunities offered by the College, as approved by Orange County Public Schools and the College and in accordance with applicable policy.

6. Students

a. Selection and Eligibility to Participate in Dual Enrollment Program

- (1) In order to enroll in a dual enrollment course, high school students must have written permission of their parent or guardian to participate, written approval by their high school principal or designee to cross register the dual enrollment course with the high school course and meet all course prerequisites. The written permission of the parent or guardian and the written approval by the high school principal or designee may be documented electronically by the College. Facsimile or scanned signature shall have the same legal effect and enforceability of an original signature.
 - (2) Students must meet the College's eligibility criteria to participate in dual enrollment as specified in 6.6.3 of the *VCCS Policy Manual*.
 - (3) Private, Public, and Homeschool juniors and seniors who meet each of the following criteria may register in college-level credit-bearing courses: (a) the student submits an Application for Admission; (b) the student is a rising public or private high school junior or senior, or homeschool student studying at the high school junior or senior level; (c) the student demonstrates readiness for each college-level credit-bearing course per criteria in the eligibility table featured in 6.6.3 of the *VCCS Policy Manual*; and (d) the student must meet all course pre/corequisites as listed in the VCCS Master course File and established by the College.
 - (4) The College may make exceptions to the policies established in 6.0.1. (*VCCS Policy Manual*) regarding student eligibility on a case-by-case basis, if the public school principal and community college president or designee approve and if such exceptions are in accordance with the *VCCS Policy Manual*. Admitting high school or home school students below the junior or senior level is considered exceptional.
- b. The College shall inform all dual enrollment students that they must adhere to policies within the *VCCS Policy Manual*, unless specifically noted in this Agreement.

7. College Administrative Responsibilities

- a. Dual enrollment students must be registered by the end of the add/drop period (no later than the last day to drop) established for each course, which corresponds to 15% of the calendar days in a session, which includes all instructional and exam days; exceptions

must be approved by the Senior Vice Chancellor, Academic and Workforce Programs, Virginia Community College System.

- b. Dual enrolled courses taught at the School shall not include non-dual enrolled students without the written approval of the community college president.
- c. The College, through its faculty, will provide the appropriate Orange County Public Schools officials with progress reports on each student from time to time as agreed upon by the Parties. At the conclusion of each college academic term, the student will receive a college grade for each course in which he/she was registered and such grades will become part of the student's permanent college record.
- d. A record will be maintained by the College for each dual enrollment student as a part of the permanent college record maintained by the College's Admissions and Records office. The College will send transcripts to colleges/universities upon a student's request.
- e. The College will provide a minimum of 750 minutes of instruction (to include testing and evaluation) for each lecture credit or lab contact hour per semester to Orange County Public Schools students enrolled in college courses under this Agreement.

8. High School Administrative Responsibilities

- a. Orange County Public Schools agrees to provide to the College testing scores for students who take the PSAT, SAT, or ACT within a prescribed period of time prior to enrollment, according to established college procedures.
- b. Orange County Public Schools agrees to provide to the College high school transcripts for prospective dual enrollment students within a prescribed period of time prior to enrollment, according to established college procedures.
- c. Orange County Public Schools will provide a list of courses to be offered and verify enrollments in each class section, and instructors will report grades to the College within a prescribed period of time, according to established college procedures.

9. Award of Credit

College and high school credit shall be awarded to the participating high school student upon successful completion of the dual enrollment course. No remedial or developmental course or direct placement co-requisite English and Math course credit will be offered.

10. Passport and UCGS

The College is required to offer courses as specified in the Passport Course Roster and the Uniform Certificate of General Studies (UCGS) Course Roster. For the rosters, see the following:

Passport: <https://www.schev.edu/docs/default-source/institution-section/guidancepolicy/policies-and-guidelines/approved-passport-course-roster.pdf>
UCGS: <https://www.schev.edu/docs/default-source/students-section/transfer/approved-ucgs-course-roster.pdf>

11. Award of Credential

The Orange County Public Schools and College shall provide a pathway for participating students to complete a career studies certificate, certificate, including the Uniform Certificate of General Studies (UCGS), or an associate degree concurrent with their high school diploma. Credit awarded for applicable dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher may be applied toward attainment of the aforementioned credentials. The pathways are outlined in Attachment 5, which is hereby incorporated herein and made a part of this Agreement.

12. Course Standards

a. Course Equivalency, Evaluation, and Assessment

The College shall offer dual enrollment courses for course credit with the same departmental designations, course descriptions, numbers, titles, and credits as those listed in the VCCS Master Course File. All dual enrollment courses shall be equivalent to the pedagogical, theoretical, and philosophical orientation of the College's department and contain the same student learning outcomes, components of the syllabi, level and rigor of content, assessment and evaluation of student learning outcomes and instructional effectiveness. An effective dual enrollment program requires collaboration between the School and the College to evaluate student learning outcomes, program learning outcomes, instructional effectiveness and longitudinal outcomes. This evaluative process shall be coordinated by the College with support from the School to implement and collect information and data in a timely manner.

In order to ensure that dual enrollment courses taught at the School meet the curricular depth and breadth of courses taught at the College, all dual enrollment courses shall have the same student learning outcomes as those courses taught at the College. In addition, student learning outcomes in all dual enrollment courses shall be assessed using common assessment measures identified and approved by the College and utilized in courses taught on campus. All course learning outcomes shall be communicated to students by dual enrollment faculty. Where applicable, the College's assessment of program learning outcomes shall include dual enrollment students.

The College and the School shall work together to provide tracking data on the performance of dual enrollment students, including credits completed, college courses attempted and completed, cumulative GPA, high school graduation data, and other data agreed upon. The specific data elements will be reported by the College on a regular basis. In order to ensure the quality and effectiveness of the dual enrollment program, the College will specify and evaluate dual enrollment programmatic outcomes and identify changes intended to result in continuous improvement.

b. Modifications of Policies

Modifications of on-campus policies, procedures, and rules appropriate to the high school setting may be agreed to by the Parties in writing before each term begins.

c. Student Performance

The College reserves the right to advise the student, parents, and School System that the student does not have sufficient skills or abilities to continue in the courses selected after the first semester, and that additional enrollments in dual enrolled courses will not be approved.

13. Agreement Contacts

Contact persons for this Agreement are:

- the School System: Director of Secondary Education, or designee
- the School: Director of Counseling, or designee
- the College: Coordinator of Dual Enrollment

14. Transferability

Normally, academic courses intended for transfer with a grade of "C" or above will transfer to four-year institutions of higher education. However, the College does not guarantee to students that course credit for dual enrollment courses will transfer to any other college or university except for those courses featured in the Passport Course Roster and the UCGS Course Roster. Community college occupational/technical course credits earned are applicable to specific curricula and are intended to prepare students for employment in those areas. While some of these courses may be accepted for transfer, no unified policy on the transfer of VCCS occupational/technical courses exists. The School shall advise students to consult with transfer institutions in order to determine if their dual enrollment courses will be accepted for transfer.

15. The College reserves the right to enroll other qualified students in the courses subject to this contract when those courses are offered on the College's campus or sites not at the high school.


16. Each party will be responsible for liability coverage of its employees and agents in fulfilling its responsibilities under this Agreement, to the extent authorized by law.

17. If either party wishes to terminate this Agreement, a written notice must be provided to the other party within [30]* days of the requested termination date. Termination will not take place until dual enrollment courses in progress are completed.

*The number of days should be negotiated between the School/System and the Community College.


18. The College or the Orange County Public Schools shall not unlawfully discriminate on the basis of race, national origin, ethnicity, religion, gender, age, disability, or any other factor prohibited by Federal or state law in any undertaking pursuant to this Agreement. Students with disabilities will receive academic adjustments and reasonable accommodations through the School pursuant to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, as amended, respectively. Academic adjustments and reasonable accommodations for dual enrollment courses that students take for college-level credit shall not be pursuant to the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C § 1400. At no time shall the College approve academic adjustments and reasonable accommodations for dual enrollment courses that will fundamentally alter the nature of the course. The Orange County Public Schools shall notify all students interested in taking a dual enrollment course of these conditions prior to approving their enrollment in a dual enrollment course. The School shall work cooperatively with the College to implement accommodations or services in a manner which does not fundamentally alter the nature of the dual enrollment course in which the student is enrolled.
19. Nothing herein shall be construed as a waiver of the sovereign immunity of the Commonwealth of Virginia or the assumption of any liability contrary to Virginia law.

Signatures:

By: 

Dr. Janet Gullickson, President
Germanna Community College

08/02/22
Date



Dr. Daniel Hornick, Superintendent
Orange County Public Schools

08/04/2022
Date

Dual Enrollment Contract

Between
Germanna Community College
and
Madison County Public Schools

The purpose of this Agreement is to set out the terms and conditions upon which courses will be offered under the VCCS Dual Enrollment Program as outlined in the Concurrent Enrollment Quality Standards in the VCCS *Policy Manual* (6.7). The purpose of this offering is to allow high school students to take college-level courses and receive both college credit and high school credit towards graduation.

Each party does hereby agree to the following:

1. Under this Agreement, Germanna Community College, (herein after “the College”), will make available college-level courses to students of Madison County Public Schools for the 2022 - 2023 academic year.

All courses offered under this agreement shall meet the Concurrent Enrollment Quality Standards as defined in VCCS *Policy Manual* (Attachment 1). College courses offered in the high school must be the same quality and rigor as courses offered on campus at the sponsoring college. Students enrolled are held to the same standards of achievement as students in on-campus courses. Instructors teaching college courses for the program meet the same academic requirements for faculty teaching in the college.

The courses to be offered will be established by mutual agreement of both parties for the fall and spring semesters. A list of courses can be found as Attachment 2, and are hereby incorporated into this Agreement. No remedial or developmental courses will be offered.

The responsibilities of the parties pursuant to this Agreement are conditional upon student registration for the course(s) being completed and subject to adequate student enrollment as determined by the College. The College reserves the right to cancel any class sections no later than the census date for the class as determined by the College. Upon agreement of both parties, the parties may add sections no later than the census date for the class as determined by the College.

The College and the School/System may agree to enter into this Agreement electronically. Facsimile or scanned signatures shall have the same legal effect and enforceability of an original signature.

2. Tuition & Fees

Pursuant to this agreement, schools and colleges should provide high school students the opportunity for dual enrollment at little or no direct cost to them or their families. Virginia Community College System policy requires that full tuition and fees must be paid to the College for each student enrolled in dual enrollment courses.

When the School pays the tuition and fees on behalf of the student, the College will bill the School on a semester basis. However, the College may reimburse the School a portion of the

tuition charged directly to the School in recognition of the School's contribution of resources toward student participation in the dual enrollment program when dual enrollment courses are held at the School.

When dual enrollment courses are held at the School and are taught by a qualified high school teacher, in accordance with the Virginia Community College Dual Enrollment Financial Model, the College will reimburse the School. The minimum amount of tuition that will be reimbursed is 60% of tuition charged. The reimbursement rate can be increased up to 100% of the tuition charged based on specific options negotiated by the College and School. Total reimbursement may not exceed 100% of tuition charged. The School will not charge dual enrollment students or their families more than the actual cost of tuition and fees charged.

When dual enrollment courses are held at the School and are taught by College faculty, the College may decrease the amount of reimbursement to the School by the costs associated with College faculty teaching those courses. The VCCS Dual Enrollment Financial Model applies only when dual enrollment courses are taught at the high school.

The Parties agree that only the courses listed in Attachment 2 shall be governed by the terms of this Agreement. Any student who enrolls in a college course not governed by the terms of this Agreement shall pay the mandatory tuition and fees established by the State Board for Community Colleges at the rate then in effect at the time the classes begin. The College shall bill the students directly.

3. Textbooks

The College reserves the right to determine the textbooks used in dual enrollment courses. [The provision of all dual enrollment course textbooks is the responsibility of the Madison County Public Schools.] [Required textbooks will (be available for purchase from the College's bookstore/may be rented from the high school).]

4. Payment for Other Services

Fees and reimbursement for other costs and services will be determined by mutual consent of the Madison County Public Schools and the College per Attachment 3, which is hereby incorporated herein and made a part of this Agreement.

5. Faculty

a. Selection

(1) Authority

The selection of high school faculty members of the Madison County Public Schools to teach all dual enrollment courses governed by the terms of this Agreement will be pursuant to the requirements set by the College. Madison County Public Schools may recommend qualified teachers who are interested in teaching dual enrollment course(s) to the College for consideration. The

College shall select all other faculty members teaching dual enrollment course(s) from its full-time faculty or hire part-time faculty.

- (2) College and high school faculty teaching dual enrollment courses must meet the minimum credential requirements set forth by Form VCCS-29 in the *VCCS Policy Manual* (Attachment 4) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).
 - a. Faculty Members teaching associate degree courses designed for transfer to a baccalaureate degree have earned a doctorate or master's degree in the teaching discipline or master's degree with a minimum of 18 graduate semester hours in the teaching field.
 - b. Faculty Members teaching associate degree courses not designed for transfer to the baccalaureate degree have earned a bachelor's degree in teaching discipline or associate's degree in the teaching field with demonstrated competencies in the teaching field and two years of occupational experience.
 - c. Faculty members teaching non-associate's degree occupational programs have earned a high school diploma or equivalent, associate's degree or equivalent in the teaching field preferred, and five years of current occupational experience as defined by the State Board for Community Colleges.
- (3) Only the instructor approved by the College and assigned to the college course shall teach the college course.
- (4) Parties agree that nothing in this Agreement is intended to, or shall create, an employer/employee relationship between the College and high school faculty members of the Madison County Public Schools.

b. Payment

If the faculty member for the dual enrollment course(s) is employed full time by Madison County Public Schools and the course(s) are part of the assigned teaching workload, the College shall reimburse the Madison County Public Schools for the services of its employee. The College shall not enter into a separate employment agreement with high school faculty members of the Madison County Public Schools to teach dual enrollment courses at the high school. The College may, however, employ high school teachers as adjunct faculty of the College. If the College employs a faculty member that is not affiliated with the Madison County Public Schools, the College will compensate the faculty member directly. Direct reimbursement and/or payment of faculty salaries will be in accordance with the Virginia Community College System approved lecturer rates depending on qualifications of the instructor and will occur no later than the end of the semester of the course. The College and Madison County Public Schools may agree in writing to other reimbursement procedures.

c. Faculty Responsibilities

- (1) The parties agree that Madison County Public Schools will inform dual enrollment faculty members that they must comply with policies and procedures related to the dual enrollment courses they teach including but not limited to the following:
 - i. Adhere to all college and departmental responsibilities.
 - ii. Prepare and disseminate a college-approved course syllabus.
 - iii. Adhere to the required instructional contact hours.
 - iv. Adhere to established college academic calendars for enrollment and grading submission.
 - v. Use college-approved instructional materials.
 - vi. Incorporate all student learning outcomes and assessment of student learning outcomes into instruction.
 - vii. Participate in student evaluation of instructional effectiveness.
 - viii. Submit final course grades.
 - ix. Participate in required meetings and professional development opportunities.
 - x. Participate in required site visits and administrative evaluation of instruction.

It is the responsibility of the College to ensure that dual enrollment faculty members comply with the policies and procedures referenced above.

(2) Evaluation

- i. Faculty Evaluation - The College will enforce criteria to evaluate the effectiveness of each high school dual enrollment faculty member from the college guidelines and procedures established for adjunct faculty. The College will evaluate adjunct college faculty teaching a dual enrollment course in accordance with the College's adjunct faculty evaluation process and the Concurrent Enrollment Quality Standards. College faculty or academic deans will conduct site visits to observe course content, delivery, and student engagement to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus. Evaluations will be provided to the principal. The College will evaluate full-time community college faculty teaching a dual enrollment course in accordance with the College's full-time faculty evaluation process.
- ii. Student Evaluation – The College will require student evaluations of faculty effectiveness each semester for each course offered in the dual enrollment program and will use the same instruments used for all adjunct or full-time faculty members. The College will compile the results of the student evaluations of teaching effectiveness and share them with the academic dean or designee, the faculty member, and the designated public school representative.

d. Professional Development

Under the terms of this contract and in accordance with the Concurrent Enrollment Quality Standards, the College will provide all new dual enrollment faculty with course-specific training in course philosophy, curriculum, pedagogy, and assessment

prior to the instructor teaching the course. In addition, dual enrollment faculty will participate in college-provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline. Dual enrollment faculty may take advantage of other professional development opportunities offered by the College, as approved by Madison County Public Schools and the College and in accordance with applicable policy.

6. Students

a. Selection and Eligibility to Participate in Dual Enrollment Program

- (1) In order to enroll in a dual enrollment course, high school students must have written permission of their parent or guardian to participate, written approval by their high school principal or designee to cross register the dual enrollment course with the high school course and meet all course prerequisites. The written permission of the parent or guardian and the written approval by the high school principal or designee may be documented electronically by the College. Facsimile or scanned signature shall have the same legal effect and enforceability of an original signature.
 - (2) Students must meet the College's eligibility criteria to participate in dual enrollment as specified in 6.6.3 of the *VCCS Policy Manual*.
 - (3) Private, Public, and Homeschool juniors and seniors who meet each of the following criteria may register in college-level credit-bearing courses: (a) the student submits an Application for Admission; (b) the student is a rising public or private high school junior or senior, or homeschool student studying at the high school junior or senior level; (c) the student demonstrates readiness for each college-level credit-bearing course per criteria in the eligibility table featured in 6.6.3 of the *VCCS Policy Manual*; and (d) the student must meet all course pre/corequisites as listed in the VCCS Master course File and established by the College.
 - (4) The College may make exceptions to the policies established in 6.0.1. (*VCCS Policy Manual*) regarding student eligibility on a case-by-case basis, if the public school principal and community college president or designee approve and if such exceptions are in accordance with the *VCCS Policy Manual*. Admitting high school or home school students below the junior or senior level is considered exceptional.
- b. The College shall inform all dual enrollment students that they must adhere to policies within the *VCCS Policy Manual*, unless specifically noted in this Agreement.

7. College Administrative Responsibilities

- a. Dual enrollment students must be registered by the end of the add/drop period (no later than the last day to drop) established for each course, which corresponds to 15% of the calendar days in a session, which includes all instructional and exam days; exceptions

must be approved by the Senior Vice Chancellor, Academic and Workforce Programs, Virginia Community College System.

- b. Dual enrolled courses taught at the School shall not include non-dual enrolled students without the written approval of the community college president.
- c. The College, through its faculty, will provide the appropriate Madison County Public Schools officials with progress reports on each student from time to time as agreed upon by the Parties. At the conclusion of each college academic term, the student will receive a college grade for each course in which he/she was registered and such grades will become part of the student's permanent college record.
- d. A record will be maintained by the College for each dual enrollment student as a part of the permanent college record maintained by the College's Admissions and Records office. The College will send transcripts to colleges/universities upon a student's request.
- e. The College will provide a minimum of 750 minutes of instruction (to include testing and evaluation) for each lecture credit or lab contact hour per semester to Madison County Public Schools students enrolled in college courses under this Agreement.

8. High School Administrative Responsibilities

- a. Madison County Public Schools agrees to provide to the College testing scores for students who take the PSAT, SAT, or ACT within a prescribed period of time prior to enrollment, according to established college procedures.
- b. Madison County Public Schools agrees to provide to the College high school transcripts for prospective dual enrollment students within a prescribed period of time prior to enrollment, according to established college procedures.
- c. Madison County Public Schools will provide a list of courses to be offered and verify enrollments in each class section, and instructors will report grades to the College within a prescribed period of time, according to established college procedures.

9. Award of Credit

College and high school credit shall be awarded to the participating high school student upon successful completion of the dual enrollment course. No remedial or developmental course or direct placement co-requisite English and Math course credit will be offered.

10. Passport and UCGS

The College is required to offer courses as specified in the Passport Course Roster and the Uniform Certificate of General Studies (UCGS) Course Roster. For the rosters, see the following:

Passport: <https://www.schev.edu/docs/default-source/institution-section/guidancepolicy/policies-and-guidelines/approved-passport-course-roster.pdf>
UCGS: <https://www.schev.edu/docs/default-source/students-section/transfer/approved-ucgs-course-roster.pdf>

11. Award of Credential

The Madison County Public Schools and College shall provide a pathway for participating students to complete a career studies certificate, certificate, including the Uniform Certificate of General Studies (UCGS), or an associate degree concurrent with their high school diploma. Credit awarded for applicable dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher may be applied toward attainment of the aforementioned credentials. The pathways are outlined in Attachment 5, which is hereby incorporated herein and made a part of this Agreement.

12. Course Standards

a. Course Equivalency, Evaluation, and Assessment

The College shall offer dual enrollment courses for course credit with the same departmental designations, course descriptions, numbers, titles, and credits as those listed in the VCCS Master Course File. All dual enrollment courses shall be equivalent to the pedagogical, theoretical, and philosophical orientation of the College's department and contain the same student learning outcomes, components of the syllabi, level and rigor of content, assessment and evaluation of student learning outcomes and instructional effectiveness. An effective dual enrollment program requires collaboration between the School and the College to evaluate student learning outcomes, program learning outcomes, instructional effectiveness and longitudinal outcomes. This evaluative process shall be coordinated by the College with support from the School to implement and collect information and data in a timely manner.

In order to ensure that dual enrollment courses taught at the School meet the curricular depth and breadth of courses taught at the College, all dual enrollment courses shall have the same student learning outcomes as those courses taught at the College. In addition, student learning outcomes in all dual enrollment courses shall be assessed using common assessment measures identified and approved by the College and utilized in courses taught on campus. All course learning outcomes shall be communicated to students by dual enrollment faculty. Where applicable, the College's assessment of program learning outcomes shall include dual enrollment students.

The College and the School shall work together to provide tracking data on the performance of dual enrollment students, including credits completed, college courses attempted and completed, cumulative GPA, high school graduation data, and other data agreed upon. The specific data elements will be reported by the College on a regular basis. In order to ensure the quality and effectiveness of the dual enrollment program, the College will specify and evaluate dual enrollment programmatic outcomes and identify changes intended to result in continuous improvement.

b. Modifications of Policies

Modifications of on-campus policies, procedures, and rules appropriate to the high school setting may be agreed to by the Parties in writing before each term begins.

c. Student Performance

The College reserves the right to advise the student, parents, and School System that the student does not have sufficient skills or abilities to continue in the courses selected after the first semester, and that additional enrollments in dual enrolled courses will not be approved.

13. Agreement Contacts

Contact persons for this Agreement are:

- the School System: Director of Secondary Education, or designee
- the School: Director of Counseling, or designee
- the College: Coordinator of Dual Enrollment

14. Transferability

Normally, academic courses intended for transfer with a grade of "C" or above will transfer to four-year institutions of higher education. However, the College does not guarantee to students that course credit for dual enrollment courses will transfer to any other college or university except for those courses featured in the Passport Course Roster and the UCGS Course Roster. Community college occupational/technical course credits earned are applicable to specific curricula and are intended to prepare students for employment in those areas. While some of these courses may be accepted for transfer, no unified policy on the transfer of VCCS occupational/technical courses exists. The School shall advise students to consult with transfer institutions in order to determine if their dual enrollment courses will be accepted for transfer.

15. The College reserves the right to enroll other qualified students in the courses subject to this contract when those courses are offered on the College's campus or sites not at the high school.

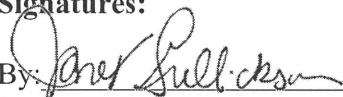
16. Each party will be responsible for liability coverage of its employees and agents in fulfilling its responsibilities under this Agreement, to the extent authorized by law.

17. If either party wishes to terminate this Agreement, a written notice must be provided to the other party within [30]* days of the requested termination date. Termination will not take place until dual enrollment courses in progress are completed.

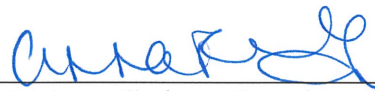
*The number of days should be negotiated between the School/System and the Community College.

18. The College or the Madison County Public Schools shall not unlawfully discriminate on the basis of race, national origin, ethnicity, religion, gender, age, disability, or any other factor prohibited by Federal or state law in any undertaking pursuant to this Agreement. Students with disabilities will receive academic adjustments and reasonable accommodations through the School pursuant to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, as amended, respectively. Academic adjustments and reasonable accommodations for dual enrollment courses that students take for college-level credit shall not be pursuant to the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C § 1400. At no time shall the College approve academic adjustments and reasonable accommodations for dual enrollment courses that will fundamentally alter the nature of the course. The Madison County Public Schools shall notify all students interested in taking a dual enrollment course of these conditions prior to approving their enrollment in a dual enrollment course. The School shall work cooperatively with the College to implement accommodations or services in a manner which does not fundamentally alter the nature of the dual enrollment course in which the student is enrolled.
19. Nothing herein shall be construed as a waiver of the sovereign immunity of the Commonwealth of Virginia or the assumption of any liability contrary to Virginia law.

Signatures:

By: 
Dr. Janet Gullickson, President
Germanna Community College

08/02/22
Date


Ms. Anna Graham, Superintendent
Madison County Public Schools

8/8/22
Date

Dual Enrollment Contract

Between
Germanna Community College
and
Culpeper County Public Schools

The purpose of this Agreement is to set out the terms and conditions upon which courses will be offered under the VCCS Dual Enrollment Program as outlined in the Concurrent Enrollment Quality Standards in the VCCS *Policy Manual* (6.7). The purpose of this offering is to allow high school students to take college-level courses and receive both college credit and high school credit towards graduation.

Each party does hereby agree to the following:

1. Under this Agreement, Germanna Community College, (herein after “the College”), will make available college-level courses to students of Culpeper County Public Schools for the 2022 - 2023 academic year.

All courses offered under this agreement shall meet the Concurrent Enrollment Quality Standards as defined in VCCS *Policy Manual* (Attachment 1). College courses offered in the high school must be the same quality and rigor as courses offered on campus at the sponsoring college. Students enrolled are held to the same standards of achievement as students in on-campus courses. Instructors teaching college courses for the program meet the same academic requirements for faculty teaching in the college.

The courses to be offered will be established by mutual agreement of both parties for the fall and spring semesters. A list of courses can be found as Attachment 2, and are hereby incorporated into this Agreement. No remedial or developmental courses will be offered.

The responsibilities of the parties pursuant to this Agreement are conditional upon student registration for the course(s) being completed and subject to adequate student enrollment as determined by the College. The College reserves the right to cancel any class sections no later than the census date for the class as determined by the College. Upon agreement of both parties, the parties may add sections no later than the census date for the class as determined by the College.

The College and the School/System may agree to enter into this Agreement electronically. Facsimile or scanned signatures shall have the same legal effect and enforceability of an original signature.

2. Tuition & Fees

Pursuant to this agreement, schools and colleges should provide high school students the opportunity for dual enrollment at little or no direct cost to them or their families. Virginia Community College System policy requires that full tuition and fees must be paid to the College for each student enrolled in dual enrollment courses.

When the School pays the tuition and fees on behalf of the student, the College will bill the School on a semester basis. However, the College may reimburse the School a portion of the

April 14, 2022

tuition charged directly to the School in recognition of the School's contribution of resources toward student participation in the dual enrollment program when dual enrollment courses are held at the School.

When dual enrollment courses are held at the School and are taught by a qualified high school teacher, in accordance with the Virginia Community College Dual Enrollment Financial Model, the College will reimburse the School. The minimum amount of tuition that will be reimbursed is 60% of tuition charged. The reimbursement rate can be increased up to 100% of the tuition charged based on specific options negotiated by the College and School. Total reimbursement may not exceed 100% of tuition charged. The School will not charge dual enrollment students or their families more than the actual cost of tuition and fees charged.

When dual enrollment courses are held at the School and are taught by College faculty, the College may decrease the amount of reimbursement to the School by the costs associated with College faculty teaching those courses. The VCCS Dual Enrollment Financial Model applies only when dual enrollment courses are taught at the high school.

The Parties agree that only the courses listed in Attachment 2 shall be governed by the terms of this Agreement. Any student who enrolls in a college course not governed by the terms of this Agreement shall pay the mandatory tuition and fees established by the State Board for Community Colleges at the rate then in effect at the time the classes begin. The College shall bill the students directly.

3. Textbooks

The College reserves the right to determine the textbooks used in dual enrollment courses. [The provision of all dual enrollment course textbooks is the responsibility of the Culpeper County Public Schools.] [Required textbooks will (be available for purchase from the College's bookstore/may be rented from the high school).]

4. Payment for Other Services

Fees and reimbursement for other costs and services will be determined by mutual consent of the Culpeper County Public Schools and the College per Attachment 3, which is hereby incorporated herein and made a part of this Agreement.

5. Faculty

a. Selection

(1) Authority

The selection of high school faculty members of the Culpeper County Public Schools to teach all dual enrollment courses governed by the terms of this Agreement will be pursuant to the requirements set by the College. Culpeper County Public Schools may recommend qualified teachers who are interested in teaching dual enrollment course(s) to the College for consideration. The

College shall select all other faculty members teaching dual enrollment course(s) from its full-time faculty or hire part-time faculty.

- (2) College and high school faculty teaching dual enrollment courses must meet the minimum credential requirements set forth by Form VCCS-29 in the *VCCS Policy Manual (Attachment 4)* and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).
 - a. Faculty Members teaching associate degree courses designed for transfer to a baccalaureate degree have earned a doctorate or master's degree in the teaching discipline or master's degree with a minimum of 18 graduate semester hours in the teaching field.
 - b. Faculty Members teaching associate degree courses not designed for transfer to the baccalaureate degree have earned a bachelor's degree in teaching discipline or associate's degree in the teaching field with demonstrated competencies in the teaching field and two years of occupational experience.
 - c. Faculty members teaching non-associate's degree occupational programs have earned a high school diploma or equivalent, associate's degree or equivalent in the teaching field preferred, and five years of current occupational experience as defined by the State Board for Community Colleges.
- (3) Only the instructor approved by the College and assigned to the college course shall teach the college course.
- (4) Parties agree that nothing in this Agreement is intended to, or shall create, an employer/employee relationship between the College and high school faculty members of the Culpeper County Public Schools.

b. Payment

If the faculty member for the dual enrollment course(s) is employed full time by Culpeper County Public Schools and the course(s) are part of the assigned teaching workload, the College shall reimburse the Culpeper County Public Schools for the services of its employee. The College shall not enter into a separate employment agreement with high school faculty members of the Culpeper County Public Schools to teach dual enrollment courses at the high school. The College may, however, employ high school teachers as adjunct faculty of the College. If the College employs a faculty member that is not affiliated with the Culpeper County Public Schools, the College will compensate the faculty member directly. Direct reimbursement and/or payment of faculty salaries will be in accordance with the Virginia Community College System approved lecturer rates depending on qualifications of the instructor and will occur no later than the end of the semester of the course. The College and Culpeper County Public Schools may agree in writing to other reimbursement procedures.

c. Faculty Responsibilities

- (1) The parties agree that Culpeper County Public Schools will inform dual enrollment faculty members that they must comply with policies and procedures related to the dual enrollment courses they teach including but not limited to the following:
 - i. Adhere to all college and departmental responsibilities.
 - ii. Prepare and disseminate a college-approved course syllabus.
 - iii. Adhere to the required instructional contact hours.
 - iv. Adhere to established college academic calendars for enrollment and grading submission.
 - v. Use college-approved instructional materials.
 - vi. Incorporate all student learning outcomes and assessment of student learning outcomes into instruction.
 - vii. Participate in student evaluation of instructional effectiveness.
 - viii. Submit final course grades.
 - ix. Participate in required meetings and professional development opportunities.
 - x. Participate in required site visits and administrative evaluation of instruction.

It is the responsibility of the College to ensure that dual enrollment faculty members comply with the policies and procedures referenced above.

(2) Evaluation

- i. Faculty Evaluation - The College will enforce criteria to evaluate the effectiveness of each high school dual enrollment faculty member from the college guidelines and procedures established for adjunct faculty. The College will evaluate adjunct college faculty teaching a dual enrollment course in accordance with the College's adjunct faculty evaluation process and the Concurrent Enrollment Quality Standards. College faculty or academic deans will conduct site visits to observe course content, delivery, and student engagement to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus. Evaluations will be provided to the principal. The College will evaluate full-time community college faculty teaching a dual enrollment course in accordance with the College's full-time faculty evaluation process.
- ii. Student Evaluation – The College will require student evaluations of faculty effectiveness each semester for each course offered in the dual enrollment program and will use the same instruments used for all adjunct or full-time faculty members. The College will compile the results of the student evaluations of teaching effectiveness and share them with the academic dean or designee, the faculty member, and the designated public school representative.

d. Professional Development

Under the terms of this contract and in accordance with the Concurrent Enrollment Quality Standards, the College will provide all new dual enrollment faculty with course-specific training in course philosophy, curriculum, pedagogy, and assessment

prior to the instructor teaching the course. In addition, dual enrollment faculty will participate in college-provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline. Dual enrollment faculty may take advantage of other professional development opportunities offered by the College, as approved by Culpeper County Public Schools and the College and in accordance with applicable policy.

6. Students

a. Selection and Eligibility to Participate in Dual Enrollment Program

- (1) In order to enroll in a dual enrollment course, high school students must have written permission of their parent or guardian to participate, written approval by their high school principal or designee to cross register the dual enrollment course with the high school course and meet all course prerequisites. The written permission of the parent or guardian and the written approval by the high school principal or designee may be documented electronically by the College. Facsimile or scanned signature shall have the same legal effect and enforceability of an original signature.
 - (2) Students must meet the College's eligibility criteria to participate in dual enrollment as specified in 6.6.3 of the *VCCS Policy Manual*.
 - (3) Private, Public, and Homeschool juniors and seniors who meet each of the following criteria may register in college-level credit-bearing courses: (a) the student submits an Application for Admission; (b) the student is a rising public or private high school junior or senior, or homeschool student studying at the high school junior or senior level; (c) the student demonstrates readiness for each college-level credit-bearing course per criteria in the eligibility table featured in 6.6.3 of the *VCCS Policy Manual*; and (d) the student must meet all course pre/corequisites as listed in the VCCS Master course File and established by the College.
 - (4) The College may make exceptions to the policies established in 6.0.1. (*VCCS Policy Manual*) regarding student eligibility on a case-by-case basis, if the public school principal and community college president or designee approve and if such exceptions are in accordance with the *VCCS Policy Manual*. Admitting high school or home school students below the junior or senior level is considered exceptional.
- b. The College shall inform all dual enrollment students that they must adhere to policies within the *VCCS Policy Manual*, unless specifically noted in this Agreement.

7. College Administrative Responsibilities

- a. Dual enrollment students must be registered by the end of the add/drop period (no later than the last day to drop) established for each course, which corresponds to 15% of the calendar days in a session, which includes all instructional and exam days; exceptions

must be approved by the Senior Vice Chancellor, Academic and Workforce Programs, Virginia Community College System.

- b. Dual enrolled courses taught at the School shall not include non-dual enrolled students without the written approval of the community college president.
- c. The College, through its faculty, will provide the appropriate Culpeper County Public Schools officials with progress reports on each student from time to time as agreed upon by the Parties. At the conclusion of each college academic term, the student will receive a college grade for each course in which he/she was registered and such grades will become part of the student's permanent college record.
- d. A record will be maintained by the College for each dual enrollment student as a part of the permanent college record maintained by the College's Admissions and Records office. The College will send transcripts to colleges/universities upon a student's request.
- e. The College will provide a minimum of 750 minutes of instruction (to include testing and evaluation) for each lecture credit or lab contact hour per semester to Culpeper County Public Schools students enrolled in college courses under this Agreement.

8. High School Administrative Responsibilities

- a. Culpeper County Public Schools agrees to provide to the College testing scores for students who take the PSAT, SAT, or ACT within a prescribed period of time prior to enrollment, according to established college procedures.
- b. Culpeper County Public Schools agrees to provide to the College high school transcripts for prospective dual enrollment students within a prescribed period of time prior to enrollment, according to established college procedures.
- c. Culpeper County Public Schools will provide a list of courses to be offered and verify enrollments in each class section, and instructors will report grades to the College within a prescribed period of time, according to established college procedures.

9. Award of Credit

College and high school credit shall be awarded to the participating high school student upon successful completion of the dual enrollment course. No remedial or developmental course or direct placement co-requisite English and Math course credit will be offered.

10. Passport and UCGS

The College is required to offer courses as specified in the Passport Course Roster and the Uniform Certificate of General Studies (UCGS) Course Roster. For the rosters, see the following:

Passport: <https://www.schev.edu/docs/default-source/institution-section/guidancepolicy/policies-and-guidelines/approved-passport-course-roster.pdf>
UCGS: <https://www.schev.edu/docs/default-source/students-section/transfer/approved-ucgs-course-roster.pdf>

11. Award of Credential

The _____ Culpeper County Public Schools _____ and College shall provide a pathway for participating students to complete a career studies certificate, certificate, including the Uniform Certificate of General Studies (UCGS), or an associate degree concurrent with their high school diploma. Credit awarded for applicable dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher may be applied toward attainment of the aforementioned credentials. The pathways are outlined in Attachment 5, which is hereby incorporated herein and made a part of this Agreement.

12. Course Standards

a. Course Equivalency, Evaluation, and Assessment

The College shall offer dual enrollment courses for course credit with the same departmental designations, course descriptions, numbers, titles, and credits as those listed in the VCCS Master Course File. All dual enrollment courses shall be equivalent to the pedagogical, theoretical, and philosophical orientation of the College's department and contain the same student learning outcomes, components of the syllabi, level and rigor of content, assessment and evaluation of student learning outcomes and instructional effectiveness. An effective dual enrollment program requires collaboration between the School and the College to evaluate student learning outcomes, program learning outcomes, instructional effectiveness and longitudinal outcomes. This evaluative process shall be coordinated by the College with support from the School to implement and collect information and data in a timely manner.

In order to ensure that dual enrollment courses taught at the School meet the curricular depth and breadth of courses taught at the College, all dual enrollment courses shall have the same student learning outcomes as those courses taught at the College. In addition, student learning outcomes in all dual enrollment courses shall be assessed using common assessment measures identified and approved by the College and utilized in courses taught on campus. All course learning outcomes shall be communicated to students by dual enrollment faculty. Where applicable, the College's assessment of program learning outcomes shall include dual enrollment students.

The College and the School shall work together to provide tracking data on the performance of dual enrollment students, including credits completed, college courses attempted and completed, cumulative GPA, high school graduation data, and other data agreed upon. The specific data elements will be reported by the College on a regular basis. In order to ensure the quality and effectiveness of the dual enrollment program, the College will specify and evaluate dual enrollment programmatic outcomes and identify changes intended to result in continuous improvement.

b. Modifications of Policies

Modifications of on-campus policies, procedures, and rules appropriate to the high school setting may be agreed to by the Parties in writing before each term begins.

c. Student Performance

The College reserves the right to advise the student, parents, and School System that the student does not have sufficient skills or abilities to continue in the courses selected after the first semester, and that additional enrollments in dual enrolled courses will not be approved.

13. Agreement Contacts

Contact persons for this Agreement are:

- the School System: Director of Secondary Education, or designee
- the School: Director of Counseling, or designee
- the College: Coordinator of Dual Enrollment

14. Transferability

Normally, academic courses intended for transfer with a grade of "C" or above will transfer to four-year institutions of higher education. However, the College does not guarantee to students that course credit for dual enrollment courses will transfer to any other college or university except for those courses featured in the Passport Course Roster and the UCGS Course Roster. Community college occupational/technical course credits earned are applicable to specific curricula and are intended to prepare students for employment in those areas. While some of these courses may be accepted for transfer, no unified policy on the transfer of VCCS occupational/technical courses exists. The School shall advise students to consult with transfer institutions in order to determine if their dual enrollment courses will be accepted for transfer.

15. The College reserves the right to enroll other qualified students in the courses subject to this contract when those courses are offered on the College's campus or sites not at the high school.

16. Each party will be responsible for liability coverage of its employees and agents in fulfilling its responsibilities under this Agreement, to the extent authorized by law.


17. If either party wishes to terminate this Agreement, a written notice must be provided to the other party within [30]* days of the requested termination date. Termination will not take place until dual enrollment courses in progress are completed.

*The number of days should be negotiated between the School/System and the Community College.

18. The College or the Culpeper County Public Schools shall not unlawfully discriminate on the basis of race, national origin, ethnicity, religion, gender, age, disability, or any other factor prohibited by Federal or state law in any undertaking pursuant to this Agreement. Students with disabilities will receive academic adjustments and reasonable accommodations through the School pursuant to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, as amended, respectively. Academic adjustments and reasonable accommodations for dual enrollment courses that students take for college-level credit shall not be pursuant to the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C § 1400. At no time shall the College approve academic adjustments and reasonable accommodations for dual enrollment courses that will fundamentally alter the nature of the course. The Culpeper County Public Schools shall notify all students interested in taking a dual enrollment course of these conditions prior to approving their enrollment in a dual enrollment course. The School shall work cooperatively with the College to implement accommodations or services in a manner which does not fundamentally alter the nature of the dual enrollment course in which the student is enrolled.

19. Nothing herein shall be construed as a waiver of the sovereign immunity of the Commonwealth of Virginia or the assumption of any liability contrary to Virginia law.

Signatures:

By: 
Dr. Janet Gullickson, President
Germanna Community College

08/02/22
Date


Dr. Anthony Brads, Superintendent
Culpeper County Public Schools

8/4/2022
Date

Reimbursement Rate for VCCS Dual Enrollment Financial Model Attachment 3

In exchange for the School/System promoting dual enrollment opportunities to its students, courses taught at the high school by a credentialed high school instructor, will be reimbursed 60% of the mandatory tuition. In an effort to develop and enhance collaborative dual enrollment opportunities, the College and the School/System, agree that the reimbursement rates will be increased to 70 % based upon the following criteria (check all that apply):

- School division provides financial support to add (personnel or hours) .5 FTE career coach
- School division offers and enrolls students in a senior capstone course in an effort to reduce developmental education needs
- School division offers summer programs for college readiness preparation (i.e.: English, mathematics, or STEM camps)
- School division provides financial support and offers the Virginia Placement Test (VPT) to all high school juniors and seniors in the school division
- School division offer professional development opportunities to mathematics and English teachers in collaboration with the community college in an effort to strengthen college readiness
- School division brings K-12 teachers and college faculty together at least once a semester to focus on student outcomes assessment
- School division participates in a collaborative curriculum review and alignment in math and English
- School division provides financial support to K-12 teachers seeking continuing education (i.e.: graduate education or certification) necessary to instruct dual enrollment courses
- School division provides paid dual enrollment teachers to teach college courses over summer months
- School division designates a school division staff member to collect all required documents on behalf of the college and deliver complete sets of documents to the college for one or more of the following areas:
 - Assessment and Program Evaluation
 - Faculty Evaluation
 - Testing and Admissions Materials
- School division provides college textbooks for students enrolled in dual enrollment courses
- In order to receive 10% for this option, at least four of the following best practices must be implemented (please indicate which four will be utilized):
 - School division provides transportation for students requiring travel among high schools or to the college in order to attend dual enrollment courses
 - School division provides access to the school division's information technology support and server to enhance support of dual enrollment courses, career coaches, etc.
 - School division partners with the college to secure grant funds

- School division develops publications/website to support dual enrollment or college recruitment
 - School division provides financial support or human resources for community college recruitment activities
- Local Option: The community college may specify a locally developed option that enhances the collaborative relationship between the community colleges and secondary school division. As with other specified options, this option may be reimbursed up to 10% of tuition.

Briefly describe local option: Germanne Scholars

Additional information: Future Educators Academy

Section 7.2: This process would follow existing Germanna Community College and Laurel Ridge Community College procedures and guidelines in accordance with the Virginia Community College System, SCHEV, and SACSCOC policy. More information is available in the [Virginia Community College System policies manual](#). This process involves a discontinuation request and teach out plan designed by the Dean of Arts and Sciences. Specific information about discontinuance of programs is in section 5.2.1.

Section 8.1: FEA will follow the Family Educational Rights and Privacy Act (FERPA) policies of [Germanna Community College](#) and [Laurel Ridge Community College](#). Germanna Community College and Laurel Ridge Community College fall under continuing authority and provisions of the Library of Virginia Public Records Act for records retention and disposition schedule.

Section 8.2: FEA will be fully compliant with the Virginia Freedom of Information Act (FIOA). More information on FIOA policies and compliance is available at Germanna's FIOA webpage and Laurel Ridge's FIOA webpage.

FEA will also be fully compliant with FERPA policies, ADA guidelines, freedom of expression, and all other applicable federal and state laws and regulations. FEA will follow the procedures of [Germanna Community College](#) and [Laurel Ridge Community College](#) to ensure compliance. Additional information to FEA students and their families is available in the [Germanna](#) and [Laurel Ridge](#) catalogs, which will be presented to all FEA students during orientation.