



# COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

P.O. BOX 2120  
RICHMOND, VA 23218-2120

College Partnership Laboratory School Standing Committee Members:

The Virginia Department of Education (VDOE) review committee, consisting of subject matter experts have reviewed the application and affirm that all required elements of the application, including the school's educational program, governance, management structure, financial plan (including sustainability plan), placement plan, and other assurances have been provided. Additional, specific review has been conducted by the agency's curriculum and policy teams.

More specifically, this application meets all needed requirements associated with the school's proposed curriculum and graduation requirements.

This application is complete and compliant.

Andrew Armstrong, Ph.D., Assistant Superintendent of Strategic Innovation

A handwritten signature in black ink, appearing to read "Andrew Armstrong".

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Jason Ellis, Director of Assessment

*Jason A. Ellis*

Jason A. Ellis (Apr 29, 2024, 07:57 EDT)

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Melissa Velazquez, Assistant Superintendent of Policy and Government Relations

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Samantha Hollins, Ph.D., Assistant Superintendent, Department of Special Populations

*Samantha Marsh Hollins*

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## ***COMMONWEALTH of VIRGINIA***

***Office of the Attorney General  
Richmond 23219***

Jason S. Miyares

202 North Ninth Street  
Richmond, Virginia 23219  
804-786-2071  
804-371-8947 TDD

### **MEMORANDUM**

**TO:** Joan Wodiska, Chair  
Standing Committee on College Laboratory Partnership Schools  
Board of Education

**FROM:** Deborah A. Love *DAL*  
Senior Assistant Attorney General

**DATE:** April 29, 2024

**SUBJECT:** Review of College Partnership Laboratory School Application:  
Richard Bland College

The Office of the Attorney General (OAG) has completed its review of the revised application to establish a college partnership laboratory school, received from Richard Bland College (version named "RBCLabSchoolApplication.Globe-Academy.pdf"). Earlier versions of this application were reviewed by the Office, with feedback to the Department on January 23, and April 24.

In my view, all comments made by OAG have been satisfactorily addressed. In my view, there are no legal impediments to the Standing Committee's consideration of this application. I note that my review does not embrace curricular considerations, the financial plan, or budgeting aspects of the proposal, nor do I offer any opinion as to the merits of the application. This assessment applies to the application reviewed, and not to any subsequent changes.

If you have any questions, please contact me at the address above, by telephone at (804)786-3807, or by electronic mail at [dlove@oag.state.va.us](mailto:dlove@oag.state.va.us).



# Virginia College Partnership Laboratory School Application

Approved by the Virginia Board of Education  
July 26, 2012  
Updated December 12, 2023

<b>School Name:</b>	<b>The RBC Globe Academy</b>	
<b>Date of Submission to Virginia Board of Education:</b>	<b>June 1, 2023</b> <i>revised Feb 2024</i>	
<b>Name of Authorized Official:</b>	<b>Dr. Kimberly Boyd</b>	
<b>Signature of Authorized Official:</b>	<b>Date:</b> <i>April 2024</i>	<b>Feb. 2024</b>

## 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](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](mailto: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: **The RBC Globe 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): Petersburg, VA 23805

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 checked="" type="checkbox"/>
Third Grade	<input type="checkbox"/>	Tenth Grade	<input checked="" type="checkbox"/>
Fourth Grade	<input type="checkbox"/>	Eleventh Grade	<input checked="" type="checkbox"/>
Fifth Grade	<input type="checkbox"/>	Twelfth Grade	<input checked="" type="checkbox"/>



*April 2024*

**WATCH THE *Updated* RBC LAB SCHOOL PROPOSAL [CLICK HERE](#)**

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:

The RBC Globe Academy (Globe) will engineer pathways to excellence in STEAM<sup>h</sup> education for 720 9<sup>th</sup> through 12<sup>th</sup> grade urban and rural underserved students who 1) have an interest and ability in Science, Technology, Engineering, Mathematics, Art, and Health (STEAM<sup>h</sup>) and 2) would gain confidence and efficacy in preparation for STEAM<sup>h</sup> careers through participation in structured, supplemental programming that research has shown to be effective toward this end. Students who are enrolled in Globe will ***remain enrolled in their home school division*** (open to all students in the commonwealth) and will engage in unique STEAM<sup>h</sup> experiences and hands-on research at Richard Bland College under the guidance and supervision of Globe STEAM<sup>h</sup> Educators and RBC faculty mentors in 3 areas: **1) STEM** - Physics, Chemistry, Biology, Psychology, Advanced Manufacturing; **2) Art** – vision planning, creativity and innovation; and **3) Health** – health promotion and disease prevention and healthcare. Specifically, the Globe Academy will provide supplemental instructional programs and optional Advanced Dual Enrollment STEM programs as follows:

- Supplemental
  - Summer STEAM<sup>h</sup> *residential* academy – 3- 6 weeks
  - Weekend college - 2 weekends a month.
  - After school weekly tutoring and instruction
  - 3-tiered mentoring through enhanced work study, labs (on and off campus with industry partners through service learning, internships, externships)
  - Summer programs include drones (Drone-Up), aviation (Richmond International Airport), virtual reality, and health (nursing, premed with Bon Secours Southside Regional Medical Center)
- Optional
  - Advanced STEAM<sup>h</sup> research teams
  - Dual Enrollment courses
  - Associate degree
  - Enhanced experiential learning opportunities

Through the supplemental program, 375 students will engage in STEAM<sup>h</sup> activities on campus with an intensive focus on building student efficacy and creating different pathways to STEAM<sup>h</sup> careers. The optional, supplemental component is designed to reach 200 high school juniors and seniors who will be enrolled in college-level courses in fulfillment of the requirements for an associate degree in a STEAM<sup>h</sup> pathway and will attend classes on campus at RBC; at least 20% will complete graduation requirements for a Standard or Advanced Studies Diploma. Freshmen and sophomores may may participate in level-appropriate dual enrollment college courses at their high schools and may attend Saturday and Summer STEAM<sup>h</sup> programs at RBC in preparation for transition to advanced dual enrollment STEAM<sup>h</sup> opportunities as Juniors and Seniors. Students in grades 6 through 8 ***may*** participate in summer experiences designed to prepare them for optional, supplemental advanced STEAM<sup>h</sup> courses at Globe Academy. Further, Globe Academy will create opportunities for students in grades 6 through 12 to develop greater awareness and understanding of STEAM<sup>h</sup> careers through active engagement in hands-on/minds-on experiences.

Globe Academy will be open to all students in the Commonwealth and will target **underrepresented and underserved** students in central Virginia. It will develop cohorts of student leaders who will act as STEAM<sup>h</sup> Ambassadors (STEAMBassadors). STEAMBassadors will serve as catalysts in their schools and communities to increase awareness of and interest in STEAM<sup>h</sup> career pathways. Each school year will culminate with a STEAM<sup>h</sup> Community Fair, a student-driven Project Based Learning experience that is open to the entire community, facilitated by student leaders, and supported through participation by STEAM<sup>h</sup> STEAM businesses, organizations, and institutions of higher education in the region, and across the Commonwealth of Virginia.

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

The Laboratory School will partner with local and regional urban and rural school divisions including:

- Petersburg City Public Schools (*Primary Partner – Start Year 1*)
- Dinwiddie County Public Schools (*May enter year 3/4*)
- Prince George County Public Schools (*May enter year 3/4*)
- Sussex County Public Schools (*May enter Year 3/4*)

In addition to the school division partners, Globe Academy will partner with:

- The College of William & Mary School of Education (MOU included)
- Longwood University (MOU included)
- The Virginia Spaceport Authority (Proposed)
- Bon Secours Southside Regional Medical Center (MOU included)
- The Virginia NBCT Network
- Richmond International Airport (MOU included)
- FIRST Robotics Virginia (Proposed)
- Virginia Virtual Academy, A Stride, Inc. Company
- CodeVA (Proposed)
- GoTech (Pending)
- NASA Langley (Proposed)
- FAME Virginia (FAME partner letters included)
- MAXX Potential Career Labs (Proposed)
- Drone-Up (Included)

## Contact Information

Name of Individual/Organization Submitting Application:

**Richard Bland College of William & Mary**

Name of Contact Person for Application:

**Dr. Kimberly Boyd**

Title/Affiliation with Individual/Organization Submitting Application:

**Vice President**

Office Telephone:

**804-863-1606**

Mobile Telephone:

**804-901-7785**

Fax Number:

E-mail Address:

[kboyd@rbc.edu](mailto:kboyd@rbc.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:

n/a

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

Per [22.1-349.1](#), the RBC “governing board” will be responsible for creating, managing, and operating the college partnership laboratory school and all members **will be selected by RBC as the institution of higher education** that establishes the college partnership laboratory school. The governing board shall be **under the control of RBC as the institution of higher education** that establishes the college partnership laboratory school. RBC will appoint a minimum of 7 board members. This *may* include 3-4 RBC members and may appoint 1-2 school district members. Appointments will be on a 3-year term basis; however, the first appointments will be staggered 1-year, 2-year, and 3-year appointments for the sake of continuity. The current participating school districts may nominate up to 2 current PCPS board members who are also elected/appointed school board members in their school division. 1-2 RBC faculty members who have previously served on school boards and/or been a part of past lab school operations will be invited as board members and given appropriate released time for this service. The board committee *may* consist of parents, teachers/staff, and/or administrators from the school district(s), as well as community stakeholders. In addition, Dr. Knoepfel, Dean of the William and Mary School of Education; Dr. Smith, Provost and Vice President for Academic Affairs, Longwood University; and Dr. Kimberly Boyd, Vice President and Chief Research & Innovation Officer, Richard Bland

College **may** serve and/or appoint a designee to the Globe Academy Board. All Board Members will be serving as individuals based on their own accord, not as representatives of their respective universities.

### Contact Information – Institution of Higher Education Partner

Name of Contact Person for Application:	Dr. Kimberly Boyd		
Title/Affiliation with the Institution of Higher Education:	Vice President and Chief Research & Innovation Officer,		
Office Telephone:	804-862-1606	Cell Telephone:	804-901-7785
Fax Number:		E-mail Address:	<a href="mailto:kboyd@rbc.edu">kboyd@rbc.edu</a>

### 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.)

#### **Globe Academy Laboratory School at Richard Bland College**

To help meet the growing industry need for graduates who are prepared for careers in STEAM<sup>h</sup> fields and to increase student access—particularly minority and underserved students—to well-paying careers, Richard Bland College of William & Mary proposes to launch the Globe Academy Laboratory School in August of 2024. **The RBC Globe Academy is an innovative Lab School pathway to a STEAM<sup>h</sup> career.** According to the US Department of Labor’s Bureau of Labor Statistics, STEM occupations (computer and mathematical, architecture and engineering, and life and physical science occupations) are projected to increase by almost 11% by 2031. This increase is more than two times faster than the total for all occupations. Furthermore, these professions pay significantly more than many others. “Median annual wages as of May 2021 were \$95,420 for STEM occupations, compared to \$40,120 for non-STEM occupations.”<sup>1</sup> Additionally, according to data from Virginia Trailblazers (a joint project of the VDOE’s Office of Career, Technical, and Adult Education and the Weldon Cooper Center for Public Service at the University of Virginia), careers in Health Science in the Crater Region of Virginia, in which Richard Bland College is located, are projected to increase by 12% by the year 2028. Many of the residents of Petersburg, VA would benefit from access to higher wage, in-demand STEAM<sup>h</sup> careers. According to US Census data made available in July 2022, the median household income in Petersburg is \$44,890—approximately 56% of Virginia’s median income of \$80,615. Furthermore, Petersburg’s per capita income in 2021 was \$26,091—compared to Virginia’s per capita income of \$43,267. Additionally, Petersburg has more than twice the poverty rate of the Commonwealth of Virginia. Virginia’s overall poverty rate is 10.2% and Petersburg’s poverty rate is 21.3%. The RBC Globe Academy can significantly transform the socioeconomic foundation of the Petersburg community.

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<sup>1</sup> <https://blog.dol.gov/2022/11/04/stem-day-explore-growing-careers#:~:text=In%202021%2C%20there%20were%20nearly,the%20total%20for%20all%20occupations.>

The lab school, opening in 2024-2025, will start in 9<sup>th</sup> grade with the delivery of supplemental programs. 9<sup>th</sup> and 10<sup>th</sup> grade students will participate in a Diversity in Leadership Academy. In the summer of 2024, students will participate in leadership experiences at RBC that are modeled after the Leadership Institute offered at William & Mary (describe more under the STEAM<sup>h</sup> Leadership section). In addition, seventy-five 9-12<sup>th</sup> graders will participate in the Globe Academy supplemental programs:

- Summer STEAM<sup>h</sup> *residential* academy – 3- 6 weeks
- Weekend college - 2 weekends a month.
- After school weekly tutoring and instruction
- 3-tiered mentoring – through enhanced work study, labs (on and off campus with industry partners through service learning, internships, externships)
- Summer programs to include drones (Drone-Up), aviation (Richmond International Airport), virtual reality and health (nursing, premed with Bon Secour Southside Regional Medical Center)

While this lab school is focused on 9-12<sup>th</sup> graders, through a partnership with Petersburg City Public Schools, RBC Globe Academy will also offer a 6-8<sup>th</sup> grade art workshop focused on building STEAM Visions. This 2-3 day summer program is designed to assist with STEAM<sup>h</sup> connectivity, cognition and community engagement. 11<sup>th</sup> and 12<sup>th</sup> graders will participate in the supplemental programs above, and they will also have the opportunity to complete the optional advanced STEAM<sup>h</sup> research team, dual enrollment courses that may fulfil associate degree requirements, and enhanced experiential learning opportunities such as internships.

The Lab Schools' *approved partnership AIMS* are:

- **AIM 1:** Provide a collaborative STEAM<sup>h</sup> training program designed to promote diverse learning environments and enhance STEM performance among underrepresented high school students.
- **AIM 2:** Establish an intensive and immersive 9<sup>th</sup>-12<sup>th</sup> grade STEM focused lab school.
- **AIM 3:** Provide guided pathways to STEM careers by developing new, and earlier, options to pursue robotics and automation training through the Federation for Advanced Manufacturing Education (FAME), Unmanned Aircraft Systems (UAS), aviation and *potentially* Cyber Security or Computer Systems Engineering.
- **AIM 4:** Create summer enrichment and preparation experiences for younger students from partner districts who may be interested in attending The RBC Globe Academy as juniors and seniors.
- **AIM 5:** Develop the leadership capacity of high school students and create opportunities for them to learn and lead as they are immersed in the world of STEAM<sup>h</sup> education.

These **AIMS** will be accomplished by providing multiple options to advance the Lab School mission and to meet the needs of participating students and families, including:

1. In-Person On-Campus College Level STEM Coursework (11<sup>th</sup> & 12<sup>th</sup> Grade)
2. STEM Advancement Courses through dual enrollment, plus Saturday and Summer STEAM<sup>h</sup> Experiences on Campus at Richard Bland College (9<sup>th</sup>-12<sup>th</sup> Grade)
3. Ongoing STEAM<sup>h</sup> Educational Research as the Laboratory School designs, implements, monitors, and reports on innovative methods and techniques for teaching STEAM<sup>h</sup> content to target populations.
4. Community engagement in hands-on/minds-on STEAM<sup>h</sup> experiences that highlight the power of STEAM<sup>h</sup> majors and STEAM<sup>h</sup> careers as vehicles to academic and financial advancement.

The Globe Academy will expand access to high quality STEAM<sup>h</sup> education and careers for traditionally underrepresented and underserved students from both urban and rural communities across the Crater Region of Virginia. The Lab School will work to develop, implement, and share best practices in accelerated STEAM<sup>h</sup> education for student populations that are traditionally underrepresented in STEAM<sup>h</sup> Careers. The lab school will:

- Employ research-based methods that have been proven to increase the academic performance of underrepresented and underserved students to engage and advance students' achievement in enriched learning environments.
- Use virtual reality tools and environments to increase STEAM<sup>h</sup> interest and performance.
- Build computer science and cybersecurity learning environments.
- Engage future Federation of Advanced Manufacturing Education (FAME) students a year early to help reduce their RBC coursework and accelerate their program completion.
- Engage 9<sup>th</sup> and 10<sup>th</sup> grade students in summer STEAM<sup>h</sup> enrichment experiences to create onramps for students to enter RBC's Lab School.
- Offer supplemental and optional intensive STEAM<sup>h</sup> instruction for 11<sup>th</sup> and 12<sup>th</sup> grade students throughout the year to offer enrichment experiences *to develop pathways to STEAM<sup>h</sup> career*.
- Provide Saturday enrichment experiences, facilitated by lab school students
- Promote a Diversity in Leadership component focused on STEAM<sup>h</sup> -efficacy, belongingness, and networking

**Sustainability Plan:** Lab School students will remain at their home school systems and will complete supplemental and/or optional advanced and/or accelerated coursework to prepare them for success in the Lab School's college program. Thus, Students who participate in the optional, supplemental dual enrollment component will be treated as *traditional dual enrollment students*. In 11<sup>th</sup> and 12<sup>th</sup> grade, students from a partner school system *may* be on campus at RBC half a day and/or attend full time as college students. To sustain this program, 30% of the per-pupil funding allocation will remain at Globe (based on the Globe per pupil funded rate). In addition, RBC has received National Science Foundation funding, Department of Labor, and Department of Justice funding that may assist with continued **Globe** efforts. Students at **Globe Academy** will engage in rigorous STEAM<sup>h</sup> courses, weekly career connections with local businesses and organizations, as well as college and career tours and visits that connect them to strong STEAM<sup>h</sup> baccalaureate degree programs and/or careers after graduation.

This project will align with the new Richard Bland College of William & Mary Innovation Center, currently under construction, with a completion date of fall 2024. The *sustainability plan* for the lab school will build from this new Center linked to complementary federally funded 3-5 year grants awarded to RBC that advance several lab school aims and objectives to include: the National Science Foundation, EPIIC 4-year \$400,000 award; the Department of Justice, Office of Violence Against Women, Campus Safety and Awareness - 3 year \$300,000 grant award; and the Department of Labor Student Preparedness and Workforce Readiness – 3-year \$700,000 grant award. The sustainability plan will include cost per pupil reimbursement plan agreement, a connection to current and future grants, current dual enrollment reimbursement strategies, and other innovative funding components.



II. **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:

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 **RBC's Globe Academy Laboratory School mission** is to create pathways to STEAM<sup>h</sup> careers and to prepare students for a lifetime of endless potential. The Globe Academy will also address data that acknowledges the striking reality that 50% of minority students in Virginia universities change their degree or dropout from STEAM<sup>h</sup> degrees by their junior year. While a few may be unprepared, the striking truth is that many are performing well with 3.2-4.0 grade point averages, but they still do not feel as though they belong, and/or they do not have supportive learning environments and/or connections to guide and support them to completion of their undergraduate degree, or to encourage their pursuit of a graduate degree. Through supportive, dynamic STEAM<sup>h</sup> learning environments, the Globe Academy will address this issue by developing guided pathways from high school to college, and into STEAM<sup>h</sup> careers.

The RBC Globe Academy will give all prospective students equal opportunity to reach this potential. This will be consummated through a **lottery process** on a space-available basis to any student who is deemed to reside within the Commonwealth. For Globe to achieve this seamless educational opportunity, we have developed partnerships with local school districts ([§ 22.1-349.3. Establishment and operation of college partnership laboratory schools; requirements \(virginia.gov\)](#)).

Globe will execute this mission by preparing students to become STEAM<sup>h</sup>-cultured citizens who are ready for success in a high-demand 21<sup>st</sup> century STEAM<sup>h</sup> profession. Virginia Department of Education deems STEM literacy as having the ability to identify and acknowledge sciences, technology, engineering and mathematics ideas and processes in daily life. We will attain this goal in accordance with Virginia Standards of Learning:

- [Standards of Learning for Mathematics | Virginia Department of Education](#)
- [Standards of Learning | Virginia Department of Education](#)
- [Science | Virginia Department of Education](#)
- [www.doe.virginia.gov.docx \(live.com\)](#)
- [Microsoft Word - stds\\_all\\_english.doc \(virginia.gov\)](#)

Globe experiences will be rich with opportunities for students to engage in the 5 C's:

- Critical thinking
- Creative thinking
- Collaboration
- Communication
- Citizenship



The vision of Globe includes:

- Preparing students for university transfer through academically rigorous and innovative STEM programs
- Expanding access to college credentials through strategic partnerships, specialized programming, and scalable innovation

Additionally, Globe has embraced characteristics of the Profile of a Virginia Graduate and will ensure that Lab School students are able to:

- Achieve and apply appropriate academic and technical knowledge (content knowledge);
- Demonstrate productive workplace skills, qualities, and behaviors (workplace skills);
- Build connections and value interactions with others as a responsible and responsive citizen (community engagement and civic responsibility); and
- Align knowledge, skills and personal interests with career opportunities (career exploration).

Please note: Per [22.1-349.9](#), lab school personnel WILL be employees of RBC. *All personnel working in or as a part of the lab school will be part-time or full-time RBC employees.*

Standard of Quality	How They Are Addressed	Parties Responsible
Standard 1: Instructional Programs	All instructional programs offered by the Lab School support the Standards of Learning.	RBC Lab School Staff
	RBC Lab School personnel will be supported by the Lab School Executive Director to ensure high quality instruction and appropriate salaries/benefits to promote a learning environment conducive to learning. Executive Director, Assistant Director, and the Career Coach will receive training on appropriate leadership principles/practices.	RBC Lab School Staff
	Standards of Learning objectives in the Lab School curriculum will be designed and delivered as equivalent to and often exceeding Board requirements.	RBC Lab School Staff
	Standards of Learning will meet or exceed Board requirements and emphasize reading, writing, speaking, mathematical concepts and computational proficiency, scientific processes, essential skills and concepts of citizenship, health and physical education, environmental issues, and geography.	RBC Lab School Staff
	Standards of Learning will meet or exceed Board requirements for computer coding, foreign languages, economics, government,	RBC Lab School Staff

	international cultures, fine and performing arts, career exploration, and economic self-sufficiency	
Standard 2: Instructional, Administrative, and Support Personnel	RBC Lab School staff will be licensed instructional personnel qualified in relevant subject areas. Additional supports provided through RBC/PCPS professors, industry experts, and paraprofessionals will be considered value added to the instruction.	RBC Lab School Staff
	Support for students with disabilities and English Language Learners will be met as contracted services by PCPS.	PCPS Staff
	All RBC Lab School ratios will be met according to Board approved ratios in grades 11-12.	RBC Lab School Staff
	Basic, special education, gifted, and career and technical education will be implemented based on Board approved ratios.	RBC Lab School Staff
	Prevention, intervention, and remediation will be provided for at-risk students by support at-risk students.	RBC Lab School Staff
	Flexibility in instruction of English language learners will be provided by contracted services by PCPS.	RBC Lab School Staff
	The Executive Director and Assistant Director will be employed based on-Board approved ratios.	RBC Lab School Staff
Standard 3: Accreditation, Assessments, Other Standards	RBC is currently accredited through SACSCOC. The RBC Lab School will meet Virginia Standards of quality and accreditation, <i>as applicable</i> , in accordance with Board regulations and standards.	RBC Lab School Staff
	Assessment methods will be met by evaluation of knowledge, application of knowledge, critical thinking, and skills related to Standards of Learning either through administered testing aligned by Board policies and/or through alternative methods as approved by Board.	RBC Lab School Staff
Standard 4: Student Achievement and Graduation Requirements	Diplomas will be awarded by PCPS high schools. Lab School and PCPS will partner to ensure all graduation standards are met	RBC Lab School Staff
	Students who enroll in RBC Lab School grades 11-12 will be assured fulfillment of all	RBC Lab School Staff

	graduation requirements, including advanced diplomas.	
	Internships, externships, and credentialing will be incorporated through the career exploration pathways identified in instructional programming of RBC Lab School.	RBC Lab School Staff
	All RBC Lab School students will fulfill fine/performing arts or career and technical course, as well as two electives, as outlined in Board regulations.	RBC Lab School Staff
	RBC Lab School students (under optional advanced) may complete dual enrollment: work-based learning experience or career and technical education	RBC Lab School Staff

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

Globe will offer Associate Degree programs in four [Career Clusters](#) (Health Science, Information Technology, STEM, and Manufacturing), and ten Career Pathways, as delineated in the chart below.

Career Cluster	Career Pathway	GLOBE's Meta-Majors
Health Science	<ul style="list-style-type: none"> <li>Therapeutic Services</li> <li>Diagnostic Services</li> </ul>	Health & Biosciences
Information Technology	<ul style="list-style-type: none"> <li>Programming and Software Development</li> <li>Web and Digital Communications</li> <li>Network Systems</li> <li>Information Support Services</li> </ul>	Science & Technology
Manufacturing	<ul style="list-style-type: none"> <li>Production</li> <li>Manufacturing Production Process Development</li> </ul>	Advanced Manufacturing & Logistics
Science, Technology, Engineering, and Mathematics (STEM)	<ul style="list-style-type: none"> <li>Science &amp; Mathematics</li> <li>Behavioral Sciences</li> <li>Engineering &amp; Technology</li> </ul>	Science, Behavioral Science & Technology

- Health Science:** There is a tremendous shortage of Health Care Professionals across the Crater Region, across the Commonwealth of Virginia, and across the United States. Students in the Globe Academy Laboratory School's Health & Biosciences Meta-Major will be preparing for careers in a wide range of medical fields, including but not limited

to: Medical Doctors, Nurses, Veterinarians, Veterinary Technicians<sup>2</sup>, Radiologic Technicians, Medical Diagnostic Sonographers, Physical and Occupational Therapists.

- *Information Technology*: The study of Information Technology requires a solid foundation in mathematics and science as well as highly technical skills. RBC Lab School Students in the Science & Technology Meta-Major will learn to design, develop, and manage software programs and hardware as they prepare for careers in Cybersecurity, Computer Programming, Computer Networking, Computer Engineering and Design, Computer Systems Analyst, among others.
- *STEM*: The Science & Technology Meta-Major prepares students to apply science, engineering, and technical concepts to develop solutions to existing and future challenges.
- *Manufacturing*: Participation in the Advanced Manufacturing & Logistics Meta-Major will help seniors planning to join RBC's FAME Program after high school graduation prepare for success in careers such as Mechatronics Technician, Electrical Maintenance Technician, Mechanical Maintenance Technician. They will be able to take courses in their senior year of high school that will apply to the completion of their associate degree.

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

The RBC Globe Academy will be an environment in which all students, regardless of background, are offered access to, and are challenged and empowered by the highest levels of learning possible. Existing resources at RBC include a dedicated advisor / learner mentor, counseling services, disability services, and academic placement and support, all in support of the "Guided Pathways to Success."

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

Year 1 of the lab school operations is anticipated to include 100 students. Globe Academy is open to all students in the commonwealth, but the target population does include students in the geographic serve area of RBC, including Petersburg, Sussex, Dinwiddie, Prince George, and nearby central Virginia school divisions. If demand exceeds available seats, the lab school standing committee best practice for student lottery guidelines will be utilized to conduct a lottery.

This plan targets students of Petersburg City Public School (PCPS), due to a longstanding relationship with RBC. Petersburg High School (PHS) is part of Petersburg City Public Schools (PCPS), which is less than 3 miles from RBC and serves approximately 1,047 students in grades

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<sup>2</sup> Access to programs in Veterinary Medicine is severely limited in the Crater Region of Virginia. The closest in-state option for Vet Techs in Virginia is Blue Ridge Community College, approximately 150 miles away. Many students in Vet Tech programs in the Crater Region are enrolled in virtual programs offered by colleges outside of Virginia, for which they pay out-of-state tuition.

9-12, with nearly all students (98%) being minority status.<sup>3</sup> 80.3% of students enrolled at PCPS are considered economically disadvantaged.<sup>4</sup> RBC's partnership with PCPS provides enhanced academic resources directly to those most in need. Additional illuminating performance baselines of PHS include:

- 86.6% of all students graduated from secondary school with a regular secondary school diploma, less than the state rate of 93%.<sup>5</sup>
- Only 43% of all students enroll in postsecondary education.<sup>6</sup>
- The child poverty rate for the target area is 22.3%.<sup>7</sup>
- PHS is ranked 266th of 323 high schools in Virginia.

As the lab school phases in operations, it is anticipated that it will also serve students from nearby **rural** areas (with an additional focus of reaching more rural students). Prince George has a population of 43,010 and is a rural area where only 23.4% of its residents hold a college degree and the poverty level is 7.1%. The RBC student population consist of 22% African American, 44% white, 15% Hispanic, 13% Asian and Native American and 6% other. 33% Identify as first generation. When examining the lens of poverty, rural rates have been and continue to be higher than other areas. It is well documented that the employment rates have not rebounded following the 2007-2009 Great Recession in rural areas as they have in urban centers. With one in five Americans living in rural regions and farming only employing 5-7% of the workforce, rural employment opportunities have lagged behind the rest of the country (USDAERS, May 2022). This additional focus is based on the State Council of Higher Education in Virginias' Pathways to Opportunity plan focusing on Equitable, Affordable and Transformative practices.

The proposed lab school program is a focused initiative, informed by research, which will effectively place STEAM<sup>h</sup> in the forefront of local community awareness, and produce a continuing cadre of students qualified to enter RBC's summer residential campus, and compete and succeed in the STEAM<sup>h</sup> arena. The Globe Academy Laboratory School understands that students from socioeconomically disadvantaged backgrounds, or racial minority groups, or who are first generation college students, are significantly underrepresented in STEAM<sup>h</sup> postsecondary programs and STEAM<sup>h</sup> professions.

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<sup>1</sup>Public School Review. *PCPS High School*. <https://www.publicschoolreview.com/petersburg-high-school-profile/23805>

<sup>2</sup> Virginia Department of Education. *School Quality Profiles*.  
<https://schoolquality.virginia.gov/schools/PHS-high#fndtn-desktopTabs-enrollment>

<sup>3</sup> Virginia Department of Education School Quality Profiles.  
<https://schoolquality.virginia.gov/schools/PHS-high#fndtn-desktopTabs-college>

<sup>4</sup> Virginia Department of Education School Quality Profiles,  
<https://schoolquality.virginia.gov/schools/PHS-high#fndtn-desktopTabs-college>

<sup>7</sup> Food Research and Action Center. *Poverty Rates by Congressional Districts*. <https://frac.org/maps/acs-poverty/acs-poverty.html>

The primary aims of the Lab School partnerships are:

The Lab Schools' approved partnership AIMS are:

- **AIM 1:** Provide a collaborative STEAM<sup>h</sup> training program designed to promote diverse learning environments and enhance STEAM<sup>h</sup> performance among underrepresented high school students.
- **AIM 2:** Establish an intensive and immersive 9-12th grade STEM focused lab school.
- **AIM 3:** Provide guided pathways to STEAM<sup>h</sup> careers by developing new, and earlier, options to pursue robotics and automation training through the Federation for Advanced Manufacturing Education (FAME), Unmanned Aircraft Systems (UAS), aviation and *potentially* Cyber Security or Computer Systems Engineering.
- **AIM 4:** Create summer enrichment and preparation experiences for younger students from partner districts who may be interested in attending The RBC Globe Academy as juniors and seniors.
- **AIM 5:** Develop the leadership capacity of high school students and create opportunities for them to learn and lead as they are immersed in the world of STEAM<sup>h</sup> education.

**III. *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 academic programs for the lab school will align with the Virginia Standards of Learning and will comply with all graduation requirements of the Virginia Department of Education. Students will complete the requirements for the Advanced Studies Diploma, which includes at least 26 standard credits and 5 verified credits. Standard credits are earned by successfully completing required and elective courses; verified credits are earned by successfully completing required courses and passing associated end-of-course SOL tests or other assessments approved by the state Board of Education (LINK: VDOE, 2023).

The RBC Lab School acknowledges and will continue to follow the state standard requirements for the diploma, the advance diploma and the related SOL requirements. This RBC Lab School application aligns with current dual enrollment courses, which have already been approved through SCHEV and meet all required standards. Please see the breakdown that is included under "Element 3 - Educational programs, question 9" below which includes a detailed overview of the program's alignment with state standards.

Table 1: PHS Student Performance on Standardized Achievement and Assessment Tests 2020-21 school year <sup>8</sup>		
Course/Test	School Average	State Average
Geometry	46%	73%
Algebra 1	39%	63%
Algebra 2*	0%	78%
Biology	28%	66%
Chemistry*	0%	52%
Earth Science*	0%	67%

\* Due to the various negative academic impacts of the COVID-19 pandemic, enrollment in these courses at PHS was zero.

When examined through the lens of gender differences in mathematics and science participation, female students at PHS participate less in both mathematics and science, at a rate approximately 30% less than the state rate. A gender difference in participation in STEM fields has been noted by other scholars, including UNESCO who has reported only 35% of STEM students in higher education globally are women, and that by 12th grade 49% of female students take advanced mathematics (compared to 52% of male students) and 39% of female students take advanced physics (compared to 61% of male students).<sup>9</sup>

Globe Academy will continue to work with partner divisions to enhance offerings in AP courses and STEM extracurriculars to address evolving needs in each unique community. Advanced Placement (AP) courses, for example, are designed to provide high school students with the analytic skills and factual knowledge necessary to deal critically with topics taught in postsecondary institutions. Furthermore, nearly all colleges and universities in the U.S. grant credit and placement for qualifying AP test scores,<sup>10</sup> which gives students the opportunity to spend less on tuition through college credit earned before entering college. In 2021/22, PHS was offering AP courses, but only AP English Literature, AP United States History, and AP United States Government<sup>11</sup>; none were offered in math or science fields. (Notably, of the AP courses offered at PCPS, the participation rate is 5%; the pass rate is 1%.<sup>12</sup>)

As a school committed to serving its students within its budgetary constraints, PCPS works to enrich the lives of students through extracurricular activities. However, only a few STEM related

<sup>8</sup> Virginia Department of Education School Quality Profiles, *PHS High*.

<https://schoolquality.virginia.gov/schools/PHS-high#fndtn-desktopTabs-college>.

<sup>9</sup> United Nations Educational, Scientific and Cultural Organization. *Cracking the Code: Girls' and womens' education in science, technology, engineering, and mathematics (STEM)*. 2017. Accessible at <https://unesdoc.unesco.org/ark:/48223/pf0000253479>

<sup>10</sup> College Board AP. *What Is AP?* <https://apstudents.collegeboard.org/what-is-ap>

<sup>11</sup> Petersburg City Public Schools. *2022-23 Course Registration Guide*. <https://www.petersburg.k12.va.us/Page/2666>

<sup>12</sup> U.S. News & World Report Education. *PHS High School*. <https://www.usnews.com/education/best-high-schools/virginia/districts/PHS-city-public-schools/PHS-high-school-20567>



extracurriculars are offered. Regarding the City’s combined longevity score (133), Petersburg ranks the lowest in resources, funding, SES range (low-income range), average with college degrees, single family household, food desert, pregnancy rates, HIV rates, and substance use rates. The lab school will integrate existing extracurriculars currently underway at PCPS and RBC as well as expand those offered through lab school partnerships.

<b>Table 4: Rate of Postsecondary Diploma Holders by Social Demographics</b>			
	Standard Diploma	Advanced Diploma	College Dropout Rate
<b>Female</b>			
PHS Graduates	54.3%	34.3%	3.8%
State Average	35.5%	59.5%	2.8%
<b>Male</b>			
PHS Graduates	61.4%	23.6%	3.1%
State Average	44.7%	46.3%	5.7%
<b>Caucasian</b>			
PHS Graduates	54.3%	34.3%	3.8%
State Average	35.5%	44.7%	2.8%
<b>African American</b>			
PHS Graduates	61.4%	23.6%	3.1%
State Average	59.5%	46.3%	5.7%

- Before this lab school and the Petersburg Partnership funding, PCPS had already entered into a Memorandum of Understanding (MOU) with RBC to boost student confidence in STEM through summer STEM programs geared toward high school juniors. The program, Guided Pathways to Success (GPS), maximizes partnerships with industry partners to reinforce, enhance, and extend the current STEM activities available to students. GPS develops new pathways to pursue robotics and automation training through advanced manufacturing and unmanned aircraft systems, provides enhanced educational programs to promote STEM performance, and evaluates the effectiveness of teaching techniques and curriculum to improve performance. All students who are in the optional program will be signed up for the GPS program. (Please see the attached GPS program information.)
- PHS participates in the “Girls for A Change” program, a nonprofit youth development organization that empowers Black girls and other girls of color to visualize their bright future and potential and that has served more than 30,000 girls nationally. Of those served nationally, 46% of girls as young as 10-years-old have attended science,



technology, engineering, art, and math (STEAM) workshops that prepare them for a future in education and, eventually, the workforce.<sup>13</sup>

- With increased program activity, PHS has hired a new STEM Director, Dr. Decardra Jackson, to navigate and encourage students' STEM interest and engagement. Dr. Decardra Jackson serves as an Adjunct Professor at the University of Richmond for the School of Professional and Continuing Studies (Education). She instructs a graduate course for aspiring school leaders *Data for Decision Making*. Decardra also serves as the Coordinator of Science, Technology, Engineering and Mathematics for Petersburg City Public Schools in Virginia. Her previous roles include Director of Assessment Literacy and Research for Richmond Public Schools (RPS) in Virginia, Director of Science Education for Virginia Initiative for Science Teaching and Achievement (VISTA) program at George Mason University, serving as a Coordinator of Assessment and Remediation and a middle school science teacher.
- ✎ Decardra received a Doctorate in Education (Leadership) from Virginia Commonwealth University (VCU), master's in educational leadership (School Counseling) from Virginia State University and holds a Bachelor of Science in Chemical Science from Virginia Commonwealth University. She received a post-Master's certification in Administration and Supervision from Virginia Commonwealth University. Decardra areas of special interest include Equity and access to higher education, STEM and gifted programs; Out-of-School Time and mentoring programs; Education policy; Identify intersectionality: race, class, gender, gender identity, sexual orientation and religion.

Additional indicators of need include:

- Low FAFSA application rates in the target area indicate program need. Completion of the Free Application for Federal Student Aid (FAFSA) is a strong predictor of whether a high school senior will go on to college, and nationally in 2021, 57% of high school graduates completed a FAFSA.<sup>14</sup> FAFSA completions in Virginia are declining faster than the national average with high minority schools like PHS having 8.7% fewer applications.<sup>15</sup>
- **Across the Commonwealth**, academic data indicates extreme learning regression due to COVID. Standardized testing was canceled during the COVID-19 crisis in the 2019-20 school year, and when PHS students returned for the 2020-21 school year, they showed a significant drop in test performance on standardized tests: 17% lower on mathematics assessments and 19% lower on science assessments. Male students tended to perform slightly worse than their female counterparts (1-4%).

Reference for this section include the following:

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<sup>13</sup> Girls for A Change. *Informational Flier*.

<https://drive.google.com/file/d/1NE3xeoS6cKVOevSgWPdROA462jGtHTsF/view>

<sup>14</sup> National College Attainment Network. *National FAFSA Completion Rates for High School Seniors and Graduates*. Accessed at <https://www.ncan.org/page/NationalFAFSACompletionRatesforHighSchoolSeniorsandGraduates>

<sup>15</sup> Saving For College. *FAFSA Application Statistics*. <https://www.savingforcollege.com/article/fafsa-application-statistics>

Virginia Department of Education School Quality Profiles, *PHS High*.  
<https://schoolquality.virginia.gov/schools/PHS-high#fndtn-desktopTabs-college>

<sup>1</sup> U.S. News & World Report Education. *PHS High School*. <https://www.usnews.com/education/best-high-schools/virginia/districts/PHS-city-public-schools/PHS-high-school-20567>

National Association for College Admission Counseling. *State-By-State Student-to-Counselor Ratio Maps*.  
<https://www.nacacnet.org/globalassets/documents/publications/research/researchstateratiosreport.pdf>

<sup>1</sup> National Association for College Admission Counseling. *Virginia*.  
[https://public.tableau.com/app/profile/nacac.research/viz/Virginia\\_4/Sheet1](https://public.tableau.com/app/profile/nacac.research/viz/Virginia_4/Sheet1)

<sup>1</sup> United Nations Educational, Scientific and Cultural Organization. *Cracking the Code: Girls' and women's education in science, technology, engineering, and mathematics (STEM)*. 2017. Accessible at  
<https://unesdoc.unesco.org/ark:/48223/pf0000253479>

<sup>1</sup> College Board AP. *What Is AP?* <https://apstudents.collegeboard.org/what-is-ap>

<sup>1</sup> Petersburg City Public Schools. *2022-23 Course Registration Guide*. <https://www.petersburg.k12.va.us/Page/2666>

<sup>1</sup> U.S. News & World Report Education. *PHS High School*. <https://www.usnews.com/education/best-high-schools/virginia/districts/PHS-city-public-schools/PHS-high-school-20567>

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

Students at the Lab School will be fully engaged in the standard RBC science, mathematics, and humanities courses and curriculum. The RBC learning environment provides students with small class sizes, personal and student-focused pedagogy, and ample opportunities for hands-on and inquiry-based learning in state-of-the-art classrooms and science laboratories. Additionally, students will be invited to participate in summer enrichment programs that are built around hands-on, problem-based, inquiry-based STEM learning experiences. These summer programs will serve to build excitement, passion, and engagement around science and math, and to develop important college-readiness skills that are applicable to their future mathematics and laboratory science courses. Finally, students will participate in diversity in STEM leadership training, applied authentic experiential learning, effective mentorship models and career relevant STEM pathways to the workforce.

Petersburg Public School Curriculum:

- English 11 & 12
  - [Grade 11 2022 - 2023 English Scope \\_ Sequence \(Revised 9\\_6\\_22\) \(petersburg.k12.va.us\)](#)
  - [Grade 12 2022 - 2023 English Scope \\_ Sequence \(Revised 9\\_6\\_22\) \(petersburg.k12.va.us\)](#)
- Math
  - [22-23 ALGEBRA II SCOPE & SEQUENCE \(petersburg.k12.va.us\)](#)
  - [22-23 AFDA SCOPE & SEQUENCE \(petersburg.k12.va.us\)](#)
  - [22-23 GEOMETRY SCOPE & SEQUENCE - 4x4 \(petersburg.k12.va.us\)](#)
  - [Copy of PRECALCULUS SCOPE & SEQUENCE \(petersburg.k12.va.us\)](#)
  - [22-23 CALCULUS SCOPE & SEQUENCE \(petersburg.k12.va.us\)](#)

- Science
  - [Biology S \\_ S\(1\).pdf \(petersburg.k12.va.us\)](#)
  - [Chemistry S \\_ S\(1\).pdf \(petersburg.k12.va.us\)](#)
  - [Environmental Science S \\_ S\(1\).pdf \(petersburg.k12.va.us\)](#)
  - [Physics 1 S \\_ S\(1\).pdf \(petersburg.k12.va.us\)](#)
- Social Studies
  - [22\\_23\\_Semester1\\_WHL.docx - Google Docs\(1\).pdf \(petersburg.k12.va.us\)](#)
  - [22\\_23\\_Semester1\\_WHLI.docx - Google Docs\(1\).pdf \(petersburg.k12.va.us\)](#)
  - [22\\_23\\_Semester1\\_Government.docx - Google Docs\(1\).pdf \(petersburg.k12.va.us\)](#)

Below is a sample of **Optional Advanced Curriculum** with a solid pathway to the associate's degree. As the lab school will be working with "high need" students (underrepresented and rural), we have several supplemental and optional scenarios available with a goal of remaining flexible and able to address the needs of our students. The daily, weekly and monthly schedules of lab schools students engaged in supplemental and optional programming are **included to provide the range of possible participation scenarios available through Globe:**



# Richard Bland College of WILLIAM & MARY

## Pathway to Associate of Science Degree

The Associate of Science Degree is designed primarily for those students who plan to complete their baccalaureate degrees in areas of education, business, health professions, social work, engineering, or one of the natural sciences.

### Sample Schedule

#### Prerequisites for Entrance to be completed during grades 8-10:

*(student should work with high school counselor to ensure all graduation requirements are being met)*

Overall GPA of 3.0

Grade of B or higher in English 10

Grade of B or higher in Algebra II

High School Chemistry (highly recommended)

1 <sup>st</sup> Semester – Fall (Junior Year)	2 <sup>nd</sup> Semester – Spring (Junior Year)
1. ENGL 101 – Rhetoric & Research I	1. ENGL 102 – Rhetoric & Research II
2. BIO 101 – General Biology I	2. BIO 102 – General Biology II
3. BIO 101L – General Biology I Lab	3. BIO 102L – General Biology II Lab
4. HIST 201 – American History to 1865	4. HIST 202 – American History since 1865
5. MATH 121 – Pre-Calculus I <u>OR</u> MATH 110 – Contemporary Math	5. MATH 121 – Pre-Calculus II <u>OR</u> MATH 217 – Introductory Statistics
6. Self-Selected Elective	6. *PSY 201 – Introduction to Psychology as a Natural Science (Elective)
Total Credits: 16	Total Credits: 16-17

3 <sup>rd</sup> Semester – Fall (Senior Year)	4 <sup>th</sup> Semester – Spring (Senior)
1. ENGL 203 – English Literature through the Eighteenth Century	1. ENGL 204 – English Literature: Romanticism to the Present
2. GOVT 201 – American Government and Politics	2. GOVT 202 – The U.S. in World Affairs
3. CSCI 121 – Introduction to Computer Science	3. Fine Arts Course Selection (ART 201, 202, 231, MUS 103, 123, or THEA 201)
4. *PHIL 203 – Introduction to Ethics (Human Experience Choice Course Selection)	4. *SOC 201 – General Sociology (Human Experience Choice Course Selection)
5. Self-Selected Elective	5. Self-Selected Elective (if needed)
Total Credits: 15	Total Credits: 12-15

*\*Alternative course options/electives available*

Complete course descriptions can be found:

<http://rbc.catalog.acalog.com/content.php?catoid=5&navoid=170>

## **Globe Academy students:**

### *Student Research:*

To generate interest in undergraduate research and prepare students to participate in research after they graduate, students enrolled in the Globe Academy will be introduced to inquiry-based, mentor-supervised laboratory research in Physics, Chemistry, Biology, Psychology and/or Environmental Science. There will be a virtual reality-based component to all research areas. The anticipated outcome will be for students to continue to pursue research opportunities when they graduate high school with their associate degree from RBC and transfer to a four-year college or university.

### *Advanced Manufacturing Pathway:*

- Globe Academy Laboratory School students will be eligible to join the Advanced Manufacturing Pathway through FAME in their senior year.
- Students would be on campus at RBC, taking classes that a typical FAME student would take, although they would not yet be working with a Manufacturer. However, FAME Manufacturing partners would still have a significant role in this program.
- FAME Program - RBC Federation for Advanced Manufacturing Education program (18 letters of support attached): Richard Bland College has proven to be an effective higher education innovator in the realm of talent pathways through bold initiatives like the new Federation for Advanced Manufacturing Education (FAME) program that launched in fall 2021. Not only did the College establish an industry-aligned program; it established the first FAME chapter in Virginia, originally linking 9 (today 17) regional manufacturing companies with student apprentices who “earn and learn.” Students benefit from the integration of the technical core, professional behaviors, and a manufacturing culture. The FAME program is just one example of RBC’s innovative approach to higher education, demonstrating its capacity to be flexible, nimble, and innovative in addressing current workforce needs by meaningfully linking work and school. The total number of trainees committed by industry partners to date is 15. Trainees will earning approximately \$21,600 a year while in the program. The total industry financial commitment from these industry partners is \$648,000 over the last two years.
  - *RBC FAME Information:*
    - 5 semester multidisciplinary, multi-skilled education programs
    - Courses in electricity, fluid power, mechanics, fabrication, troubleshooting, problem- solving, etc.
    - Associate of Science degree
    - AMT Certification
  - Through a collaboration between industry leaders, government and education stakeholders, the AMA (<http://am-academy.org/>) will enable Virginia to fill a crucial gap in the workforce skills development continuum as well as upskill

incumbent workers who seek further credentialing and career advancement. **FAME** Chapters are active in 14 states, with emerging chapters in three others; active or emerging chapters currently exceed 34 nationally. These chapters are comprised of nearly 400 manufacturing companies that have addressed their skilled maintenance issues with the FAME Advanced Manufacturing Technician (AMT) program.

- The FAME program offers multi-skilled, advanced manufacturing technicians, specific target areas and job types are Production Operator (MT1), Industrial Welder, Production Supervision, Residential and Commercial Tradesperson (HVAC, Elec., Construction), CNC Machinist and Machine Operator but may include:
  - Advanced Manufacturing Management, CSC
  - Advanced Manufacturing Technology, AAS
  - Basic Precision Machining Technology, CSC
  - Building Construction Certificate
  - Computer Numerical Control, CSC
  - Computer-Aided Drafting and Modeling, CSC
  - Electrical Engineering Technology, AAS
  - Electricity, CSC
  - Energy Technology, CSC
  - Heating and Air Conditioning, CSC
  - Industrial Electricity, CSC
  - Mechanical Engineering Technology, AAS
  - Mechanical Engineering Technology
  - Mechatronics Specialization, AAS
  - Mechanical Maintenance, CSC
  - Precision Machining Technology Certificate
  - Residential Electricity, CSC
  - Surveying and Geographic Information Systems, CSC
  - Technical Studies, AAS
  - Welding Certificate
  - Welding CS

### *Drone-Up:*

RBC's new partnership with Virginia Beach headquartered **Drone-Up** started in March 2022. Drone-Up launched a drone training facility on the campus of Richard Bland College. This new partnership opened multiple opportunities for RBC students linked to Unmanned Aircraft Systems (UAS) and Aeronautics. The past year represented successful growth of Drone Up's delivery operations. Drone Up is currently making deliveries of medicines and other items around the world. In 2022, Drone Up began its drone delivery pilot with Walmart. The goal is to train new drone pilots to fly from Walmart Supercenters. Their most recent client is Chik-Fil-A. The RBC UAS Certificate is designed to stand alone as an academic pathway or could be included as a stackable credential within several different A.S. degree programs. The Certificate is based on the prior work and research by the GeoTEd-UAS project team and mirrors successful

implementation of comparable Certificates at several of Virginia's community colleges. These pathways were also based on research into similar national programs and are now becoming national models for other two-year institutions. The UAS pathway plan was significantly informed by the UAS Workforce Needs Survey Report that was conducted as part of this project.

*\*A typical fall schedule would look similar to the courses below and would follow a similar format in the spring.*

Time	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Electricity Fundamentals	ENGL 101	Electricity Fundamentals	ENGL 101	Manufacturing Work Based Learning (WBL)
AM	Safety Culture	COMM 101	Safety Culture	COMM 101	
PM	H.S. Requirements either at RBC or H.S	H.S. Requirements either at RBC or H.S.	H.S. Requirements either at RBC or H.S.	H.S. Requirements either at RBC or H.S.	

- The Manufacturing or UAS Work Based Learning (WBL) would start off with a weekly tour of one of RBC's Manufacturing Industry Partners. By mid-fall, each would be placed at a particular Manufacturing Industry partner for job-shadowing. Students could split time for job-shadowing, and shadow at 2-3 different employers over the course of the year.
- Benefits for Manufacturers:
  - Students are able to work full-time sooner after graduating high school; the student would only require 1 year post high school to complete the program, thus allowing manufacturers to fill technician roles more quickly.
  - Allows manufacturers to interact with potential future hires as a FAME trainee by allowing them to tour and shadow during the duration of their senior year.
- Benefits for Students:
  - Early track into a full-time career: many of the students choosing FAME are choosing it for the job itself, and many wish they could work.
  - Allows them to complete at a minimum 24 credits their senior year, potentially more based on what they do for their H.S. requirement courses.
  - Schools could aid in the tuition for the student utilizing Perkins funds.
- Benefits for Globe Academy
  - Development of a needed pathway for Globe students with measurable outcomes and benefits for the entire community
  - Deeper relationships with local manufacturers
  - Broadening the reach of FAME/Drone-Up into the High Schools and creating shorter pathways for students from high school graduation to AA degree.

### *Health Science:*

A triangular partnership with Bon Secours Southside Medical Center, Virginia (hereinafter referred to as “BSMC”) and Bon Secours Richmond Higher Education Institutions (hereinafter referred to as “BSRHEI”) and Richard Bland College for the purpose of promoting educational excellence. BSMC/BSRHEI and RBC have key indicators of success centered on “Efficacy” toward health careers, academic tracks, and driving opportunity for increased belief and confidence in careers in STEM. It will promote Equity, Diversity and Inclusion for BSMC/BSRHEI and RBC with the goal of creating a hybrid work development program at RBC that can be on and/or off campus (MOU included). This program will link directly with the Globe Academy and with RBC Global study abroad programs to provide related opportunities for faculty, staff and students to study abroad, which links this program to primary and behavioral healthcare needs locally, nationally and internationally.

The Globe Academy will provide career pathways for students interested in pursuing careers in a wide range of medical fields. Career experiences will be woven into the partnership through engagement with employees through job shadowing, internships, work experience opportunities that lead to tuition grants for programs in nursing, radiologic tech, and diagnostic medical sonography. Students in the Globe Academy will benefit from RBC’s existing guaranteed admission agreements with transfer institutions, including exceptional medical science degree programs.

### *STEM Leadership Academy:*

In preparation for the in-person, on campus phase of the lab school experience, 9th and 10th grade students will be part of a Globe Diversity in Leadership Academy. In the summer of 2024, students will participate in leadership experiences at RBC that are modeled after leadership institutes offered at William & Mary. The William & Mary institutes present:

... high school students with an opportunity to learn about their leadership skills and how they can use those skills in a team setting to make a positive impact or change on a social issue they care about in their own community. This is achieved through exploring their own leadership, the social change model, and understanding that all individuals, regardless of their profession, have the commitment to make their community, neighborhood, town, city, and country a better place.

Through their shared experiences as members of the Lab School’s STEM Leadership Academy, students will begin to form their identity as future Globe scholars. There will be additional opportunities for college exploration—including when they graduate RBC with an AS degree—as well as STEM career exploration with local and regional STEM focused employers.



The Globe will be committed to developing young leaders while promoting Science, Technology, Engineering, and Mathematics (STEM) education. The STEM focused experiences will provide opportunities for students to explore STEM majors and careers during visits to colleges and businesses. Students will also participate in experiential labs that give them an understanding of the knowledge, skills, and habits of mind essential for success in STEM.

Throughout their middle and early high school years, Globe, students will engage in experiences that blend an understanding of career opportunities and programs offered at transfer universities with hands-on/minds-on activities for students. The lab school scholars will create and maintain digital portfolios that capture, organize, and showcase the work they have been engaged in, and prepare them for their future applications to four-year institutions.

Globe scholars will meet monthly throughout the school year and work toward the planning and implementation of a capstone project—the annual STEM Community Fair. This project-based experience will provide myriad opportunities for students to transform the knowledge they acquired throughout the year into action. Students will assume leadership roles in the planning and implementation of the STEM Community Day in addition to identifying STEM modules (from their STEM Saturday experiences) to showcase at the event. The Community STEM Day will integrate all of the components of the Leadership Academy experience in a culminating experience that will be open to and include community members, parents, school and city officials, and students other than those involved with the program. Students will be reaching out to STEM businesses and organizations to participate in the event, and students will also plan STEM based lessons to teach younger students and families who attend the fair.

Students will teach what they have learned about STEM, hone their leadership skills, and further develop their financial literacy skills as they work with a budget to implement this event. STEM partners from across the region and the commonwealth will be invited to participate. The event will be held in and around the new Academic Innovation Center at RBC, and hands-on science workshops will be conducted for students of all ages in classrooms in the nearby science building.

Following the STEM Community Day, summer programming will continue. Rising juniors will attend classes at RBC for three weeks in the summer before their 11th grade year, where they will complete College English 100 and College Math 100. Both of these one-credit courses will be offered on campus and will be taught by an RBC professor. The students will be assigned to cohorts in which they will be supported in smaller groups by a Globe teacher. These teachers *may* be National Board Candidate Cohort teachers who are pursuing NB Certification and/or future teachers earning practicum hours.

In addition to the STEM activities listed above, Art and Health components will be built: 1) Art – will focus on creativity, innovation and vision planning. This 2-3 day summer program is designed to assist with STEAM<sup>b</sup> connectivity, cognition and community engagement. The health component will work directly with Bon Secours and the VSU Public Health Institute.

### *Information Technology:*

RBC Faculty are currently working to create a standalone Computer Science associate's degree. RBC's existing degree is coupled with Mathematics. Students will follow the existing computer science degree path until the course maps are approved and the programs are officially uncoupled.

### **Establishing a Student Pipeline**

The success of Globe for 11th and 12 graders depends on fostering a “pipeline” of interested and qualified students in the lower grades. To help cultivate a robust and diverse population of qualified high schoolers, RBC will create programs for grades 6-10 that help to nurture creativity, develop skills, and enhance STEAM<sup>h</sup> knowledge. In addition to working with local teachers to help them improve their classroom practices and offer more hands-on and project-based activities in their STEAM<sup>h</sup> classrooms, we will develop a number of summer programs\* or “boot camps”\* for local students in grades 6 through 10. These summer courses will explore topics such as robotics, programming, mathematics, environmental science, and college readiness. Programs for younger students will be based on an enrichment model to foster passion and creativity within STEAM<sup>h</sup> fields, and programs for high school students will begin to prepare them for the more rigorous coursework that awaits them at GLOBE. Summer program courses will be taught by teams that consist of RBC faculty, local teachers, and teachers in training.

Potential Opportunities:

Name	Description	Grades
Lego SPIKE Prime <a href="#">Competition Ready</a>	In <b>this unit</b> , students will be introduced to the world of robotics competitions as they gradually learn the basics of building and programming autonomous robots using sensors. Working together to build an effective competition robot, they will systematically test and refine programs, using the design process to develop a solution in order to complete missions, all the while developing skills related to collaboration and teamwork, and life skills for their future careers.	6-8
Lego STEM Prime <a href="https://education.lego.com/en-us/products/lego-education-spike-prime-set/45678#lesson-plans">https://education.lego.com/en-us/products/lego-education-spike-prime-set/45678#lesson-plans</a>	The LEGO® Education SPIKE™ Prime Set, part of the LEGO® Learning System, is the go-to STEAM learning tool for grade 6-8 students. Combining colorful LEGO building elements, easy-to-use hardware, and an intuitive drag-and-drop coding language based on Scratch, SPIKE Prime continuously engages students through playful learning activities to think critically and solve complex problems, regardless of their learning level. From easy-entry projects to limitless creative design possibilities, including the option to explore text-based coding with Python, SPIKE Prime helps students learn the essential STEAM and 21st century skills needed to become the innovative minds of tomorrow... while having fun! SPIKE™ Prime lessons are aligned to NGSS, ISTE and CSTA standards with the extensions aligned to CCSS literacy and CCSS math.	6-8
FIRST Tech Challenge <a href="https://www.firstinspires.org/robotics/ftc">https://www.firstinspires.org/robotics/ftc</a>	<i>FIRST</i> Tech Challenge students learn to think like engineers. Teams design, build, and code robots to compete in an alliance format against other teams. Robots are built from a reusable platform, powered by Android technology, and can be coded using a variety of levels of Java-based programming.	7-12
SeaPerch <a href="https://seaperch.org/">https://seaperch.org/</a>	SeaPerch is an innovative underwater robotics program that equips students, educators, and parents with the resources they need to build an underwater remotely operated vehicle (ROV) in an in- or out-of-school setting. As an integrated STEM education program, SeaPerch is a great place to start on your journey to build a bot and learn how to use that bot for good.	5-12
FIRST Robotics Competition <a href="https://www.firstinspires.org/robotics/frc">https://www.firstinspires.org/robotics/frc</a>	Under strict rules and limited time and resources, teams of high school students are challenged to build industrial-size robots to play a difficult field game in alliance with other teams, while also fundraising to meet their goals, designing a team “brand,” and advancing respect and appreciation for STEM within the local community.	9-12
FIRST Lego League <a href="https://www.firstinspires.org/robotics/fll">https://www.firstinspires.org/robotics/fll</a>	<i>FIRST</i> LEGO League introduces science, technology, engineering, and math (STEM) to children ages 4-16* through fun, exciting hands-on learning. Participants gain real-world problem-solving experiences through a guided, global robotics program, helping today’s students and teachers build a better future together.	PreK - 8

Students in Globe will have opportunities to engage in robotics exploration and experience long before they officially enroll in the school. Globe student STEAMBassadors will reach out into the community to lead STEAMB education experiences with elementary and middle school students. Students of all ages will explore the beauty of experimentation and making progress through failure, as they work through robotics problems and engineer their own solutions.

- *Boot Camps and Lab Prep*

Students in Globe will have opportunities to engage in robotics exploration and experience long before they officially enroll in the school. Globe student STEAMBassadors will reach out into the community to lead STEM education experiences with elementary and middle school students. Students of all ages will explore the beauty of experimentation and making progress through failure, as they work through robotics problems and engineer their own solutions.

#### *Student Professional Development:*

- Career Exploration: Career Lab

MAXX Potential helps people break into high-paying tech careers through a unique work-based learning experience built upon our apprenticeship program. Educators aim to help students prepare for their transition to full-time work (apprenticeship or not) while still in school. The MAXX Potential Career Lab provides a customized, high-quality, work-based learning experience to all middle and high school students. Career Lab is the first step in the MAXX Potential learning-to-earning pathway.

- *What is Career Lab?:* Career Lab is a safe space where students can explore, test, and develop their career interests, and focuses student activities on the Information Technology (IT) career cluster. IT is a vast and growing domain with high-paying salaries, many open job opportunities, high levels of job satisfaction, stimulating problem solving, and increasingly flexible working arrangements. During Career Lab, our industry professionals interact with students in live sessions to help them understand the opportunities available in areas like software development, cybersecurity, data analytics, hardware, and networking.

- Guided Pathways at RBC

Considering a recent report focused on increasing Learner Success across its campus, Richard Bland College has made a commitment to implementing the following Guided Pathways Reform recommendations:

- Implement the Ask, Connect, Inspire, Plan (ACIP) model of onboarding.
- Organize advising conducted by Student Success staff and by faculty according to “study/transfer plans” that accord with the following six meta-majors and an “exploration/undecided” track:
  - Liberal Arts & Humanities
  - Science & Technology
  - Health & Biosciences
  - Business & Entrepreneurship
  - Education, Counseling, & Public Service
  - Advanced Manufacturing & Logistics
- Create academic and career communities around these broad areas of interest (meta-majors) to include designated faculty, college partners, and guests to foster networking, internship opportunities, and a sense of belonging, momentum, and professional identity.

- Cease automatic admission of students as Associate of Science degree-seekers and base degree track on initial onboarding, advising/career counseling, and meta-major selection.
  - Develop a standardized curriculum for First-Year Experience Courses (GPS 101) that supports the ACIP model of onboarding and advising within meta-major communities.
- College of William & Mary

The College of William & Mary believes that this partnership with the Laboratory School at Richard Bland College is authentic to its mission and will support the lab school through collaboration in several ways.

William & Mary will provide instructional and research support for student research teams. The support will be in the form of William & Mary faculty who will assist with instructional design and provide direct instruction to RBC Lab School students. In addition, William & Mary will place its student teachers in the lab schools where they will provide instructional assistance and research mentorship to the lab school students. Cultivating partnerships is one of the three high level priorities in the William & Mary School of Education strategic plan.

RBC's Lab School students will also have access to William & Mary's Pre-College Online Program, which is designed for motivated high school students to experience STEM-related subjects like medicine and psychology. Students will study with renowned faculty at a preeminent teaching, learning and research university, and gain insights from experts in students' field of interest. The flexible format will allow students to access the material anywhere, anytime and at their own pace. Students considering STEM careers will be well prepared for success in STEM by the Pre-College program at William & Mary.

- Longwood University

Longwood University will partner with the GLOBE program through the University's Institute for Teaching Through Technology and Innovative Practice (ITTIP), which already works with Petersburg City Public Schools and nearby school districts, such as Dinwiddie and Prince George, in the Southern Virginia Regional Technology Consortium (SVRTC).

The ITTIP will explore the possibilities of providing enrichment activities for RBC Lab School students. For example, Longwood University can connect RBC Lab School students with the Southern Virginia Robotics Alliance (SOVAR) and the First Robotics competition. Additionally, Longwood University can engage RBC Lab School students in biomechanics activities as part of National Biomechanics Day, planned in partnership with Longwood Associate Professor of Kinesiology, Tim Coffey.

Finally, Longwood University has strong four-year STEM degree programs that offer small class sizes, powerful undergraduate research experiences, and extensive faculty mentoring. Longwood's supportive learning environment would be a place where graduates with their associate degree from the RBC Lab School could succeed. Longwood also offers teacher preparation programs in math and science in secondary schools (6th-12th grades) and could also

send its teacher candidates and graduates into the school systems that are partners in the RBC Lab School.

- Virtual Experience (primarily available for rural and hard to reach students)

Schools offering online secondary education have grown significantly in recent years, and even more materially since the COVID-19 pandemic. Approximately 20% of U.S. school districts have already or plan to offer virtual schooling even following the pandemic. RBC recognizes that virtual high schools in Virginia may prove to be pivotal in developing STEM-Ready scholars who are prepared for high-skill, high-wage careers in STEM careers across the Commonwealth. There are many families who value the unique features of an online program and may not send their students to a lab school if it does not offer a virtual option.

As Globe moves forward the plan it to eventually offer options for students who reside anywhere in the Commonwealth of Virginia to access virtual classes at the Globe Academy Laboratory School. The goal is to leverage the infrastructure of a Multi-District Online Provider (MOP), to support the goals of the Globe and expand RBC's reach to students outside of the Crater Region and across the Commonwealth of Virginia. This model will help support the sustainability of the school after initial funding is no longer available.

RBC's existing high touch student support model will assist virtual students in determining a preferred pathway to STEM programs at partner institutions, facilitating students' successful completion of an associate degree concurrent with their high school diplomas, and a subsequent baccalaureate degree in a STEM field. The College has several existing partnerships with institutions that specialize in online completion of a bachelor's degree that could be leveraged for this particularly virtual student pathway.

<i>Example</i> of Essential Understandings Alignment for HPE 9 & Environmental Science		
	Health & Physical Education	Environmental Science
Year Long Assignments		
	<u>Physical Health</u>	<u>Science Investigation</u>
Tracking Health Behaviors & Data Collection/ Graphing	<ul style="list-style-type: none"> <li>• Tracking Health Behaviors</li> <li>• ProtoCall Services</li> <li>• Personal Wellness Plan               <ul style="list-style-type: none"> <li>○ End of Year Project</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Inquiry based designs.</li> <li>• Qualtrics Data Collection &amp; Graphing               <ul style="list-style-type: none"> <li>○ Collect Data and Graph Improvement Results</li> </ul> </li> </ul>
Outcome mapping To include attitudinal and behavioral factors, neighborhood structural and social environmental outcomes	PE SOLs <ul style="list-style-type: none"> <li>• 9.3a</li> <li>• 9.3f</li> <li>• 9.5b</li> <li>• 9.5d</li> </ul> Health SOLs <ul style="list-style-type: none"> <li>• 9.1d: Consequences of bad health behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Creating Claims</li> <li>• Gathering and Analyzing Evidence</li> </ul>

	<ul style="list-style-type: none"> <li>• 9.2d: Physical, Mental, Academic benefits of proper health behaviors</li> <li>• 9.3d: Design a wellness plan for physical activity, sleep, and nutrition</li> </ul>	
First Aid, Life skills, and lab safety Unit	<u>Safety &amp; Injury Prevention/First Aid Skills</u> <ul style="list-style-type: none"> <li>• 9.1k: Behaviors leading to injuries</li> <li>• 9.2k: Long-term injury consequences</li> <li>• 9.3k: Demonstrate CPR/AED, first aid skills for choking, bleeding, contusions, fractures, and anaphylactic shock</li> </ul>	<u>Lab Safety</u> <ul style="list-style-type: none"> <li>• Safety Expectations/Procedures</li> <li>• Emergency Procedures &amp; First Aid</li> <li>• Lab Equipment</li> <li>• Bunsen Burners</li> <li>• Safety Data Sheet</li> </ul>
Food Science Unit	<u>Nutrition</u> <ul style="list-style-type: none"> <li>• Health SOLs <ul style="list-style-type: none"> <li>○ 9.1b: Fat-Soluble vs Water Soluble Vitamins, Food/Non-Food sources of vitamins, role of vitamin/mineral supplements, and DRIs</li> <li>○ 9.2b: Analyze daily intake for vitamins and minerals</li> <li>○ 9.3b: SMART Goals for Vitamins and Minerals</li> <li>○ 9.1c: Organic, fresh, farmraised, “lite”, low-fat, and fat-free foods</li> <li>○ 9.2c: Explore community resources for locally grown food</li> <li>○ 9.3c: Explore careers associated with food (*Environmental Science Career)</li> </ul> </li> <li>• PE SOLs <ul style="list-style-type: none"> <li>○ Energy Balance</li> </ul> </li> </ul>	<u>Periodic Table - Mineral Identification</u> <ul style="list-style-type: none"> <li>• Periodic Table Basics</li> <li>• Protons, Neutrons, Electrons</li> <li>• Elements vs Compounds</li> <li>• Homogeneous vs Heterogeneous Mixtures <ul style="list-style-type: none"> <li>○ Chemicals vs food/drink items</li> </ul> </li> <li>• Minerals and Vitamins <ul style="list-style-type: none"> <li>○ Which ones are in our food?</li> <li>○ Which ones are on the periodic table?</li> </ul> </li> </ul> <u>Food Sources</u> <ul style="list-style-type: none"> <li>• Where is food found in the environment?</li> <li>• Plants in ecosystems where food items are found.</li> <li>• Biomes</li> <li>• Factors that affect personal growth/decline rates</li> <li>• Factors that affect population growth/decline rates.</li> </ul> <u>Energy Balance</u> <ul style="list-style-type: none"> <li>• Calories to Joules of Energy</li> </ul>

		<ul style="list-style-type: none"> <li>• Kinetic Energy</li> <li>• Gravitational Potential Energy</li> <li>• Work</li> <li>• Law of Conservation of Energy</li> <li>• Renewable vs Nonrenewable energy sources</li> </ul> <p style="text-align: center;"><u>Careers</u></p> <ul style="list-style-type: none"> <li>• Careers in Environmental Science</li> <li>• Careers Renewable Energy Technologies</li> <li>• Careers in Conservation</li> <li>• Careers Endangered Species Repopulation</li> <li>• Careers in Water Quality</li> </ul>
Mental Health 1 <sup>st</sup> Aid, Wellbeing & Intro to Science inquiry, investigation, and conclusions	<p style="text-align: center;"><u>Mental Wellness/Social &amp; Emotional Skills</u></p> <ul style="list-style-type: none"> <li>• Time Management <ul style="list-style-type: none"> <li>○ 9.2o: Time Management &amp; Stress Reduction</li> <li>○ 9.3o: Managing Deadlines</li> </ul> </li> <li>• Social Media <ul style="list-style-type: none"> <li>○ 9.1o: Positive and Negative of Social Media</li> <li>○ 9.2p: Limitations to effective communication online</li> <li>○ 9.3p: Strategies to manage personal information and communicate effectively online and balance technology use</li> <li>○ *Officer Wharwood - Internet Safety Presentation</li> </ul> </li> <li>• Mental Illnesses</li> </ul>	<p style="text-align: center;"><u>Introduction to Science in 9th Grade</u></p> <ul style="list-style-type: none"> <li>• Time Management</li> <li>• How to Study</li> <li>• Study Skills <ul style="list-style-type: none"> <li>○ Claim, Evidence, Justification - Best Study Skills</li> </ul> </li> <li>• Working with a Group/Team &amp; Conflict Resolution</li> <li>• Basic google sheet graphing and table making (Pie Graphs, Bar Graphs, Line Graphs)</li> <li>• Growth Mindset learning through reassessments on assessments</li> </ul> <p style="text-align: center;"><u>Science Investigation</u></p> <ul style="list-style-type: none"> <li>• Social Media Connection - Claim, Evidence, Justification for Social Media and Screen Time OR survey and present data for class screen time averages</li> <li>• Mental Illnesses Connection - Present data on an</li> </ul>



	<ul style="list-style-type: none"> <li>○ 9.1p: Signs and Symptoms of Mental Illnesses</li> <li>○ 9.2q: Resources Available</li> <li>○ 9.3q: Promote Resources</li> <li>● Conflict Resolution <ul style="list-style-type: none"> <li>○ 9.1q: Conflict &amp; Emotions</li> <li>○ 9.2r: Resolution of Conflict</li> <li>○ 9.3r: Apply conflict resolution skills</li> </ul> </li> </ul>	<p>infographic for a mental illness</p> <ul style="list-style-type: none"> <li>● Physical and Mental health sustainability</li> <li>● How does sustainability apply to ecosystems on Earth?</li> </ul>
Violence Prevention & Risky Behaviors for Environment	<p><u>Violence Prevention</u></p> <ul style="list-style-type: none"> <li>● 9.1s: Identify risky behaviors</li> <li>● 9.1r: Identify types of gangs, behaviors &amp; consequences</li> <li>● 9.2s: Explain consequences</li> <li>● 9.3s: Create a message</li> </ul> <p>*Guest presentation -</p>	<p><u>Science Investigation</u></p> <ul style="list-style-type: none"> <li>● Violence Prevention Connection - Survey students on most risky behaviors for teens and present data on graph/infographic</li> <li>● Analyze Data from Youth Risk Behavior Survey</li> <li>● How students can adapt their behaviors vs how animals in ecosystems adapt their behaviors to survive.</li> <li>● Risky behaviors that contribute to climate change</li> <li>● Risky behaviors that contribute to pollution in the ecosystem they live in.</li> </ul>
Substance Abuse Prevention & Science of Addiction/Human Actions	<p><u>Substance Abuse Prevention</u></p> <ul style="list-style-type: none"> <li>● 9.1h: Explain how substances increase injury</li> <li>● 9.2h: Effects of substances on human body</li> <li>● 9.3h: Reporting substance abuse to adults</li> <li>● 9.1i: Analyze consequences of binge drinking</li> <li>● 9.2i: Personal standards to resist substances</li> <li>● 9.3i: Personal plan to prevent substance use</li> </ul>	<p><u>Science of Addiction</u></p> <ul style="list-style-type: none"> <li>● How do people get addicted?</li> <li>● What effect does it have on the body?</li> <li>● Effects of Substance Abuse on Body</li> <li>● Mixing Substances Together</li> <li>● Substance Abuse &amp; Mental Health Effects</li> <li>● The Worst Drug</li> <li>● Claim, Evidence, Justification</li> </ul>

	<ul style="list-style-type: none"> <li>9.1j: Explain opioids and why teens are vulnerable</li> <li>9.2j: Addiction and Mental Health</li> <li>9.3j: Research consequences of drug abuse</li> </ul>	<ul style="list-style-type: none"> <li>How do these human actions of addiction affect wildlife in our home towns?</li> </ul>
Community/Environmental Health & Human Impact Unit	<u>Community/Environmental Health</u> <ul style="list-style-type: none"> <li>9.1u: Identify global environmental health issues</li> <li>9.2u: Examine impact of global environmental health issues on local communities</li> <li>9.3u: Promote global environmental health projects</li> </ul>	<u>Human Impact</u> Environmental Science Final Project (MEWE): <ul style="list-style-type: none"> <li>How do humans impact the Chesapeake Bay Environment?</li> <li>Emphasis on improving the health of the bay</li> <li>Includes Eutrophication, Urbanization, Over-Harvesting, Pollution, Land Use Decision, and Policy</li> <li>Outdoor water experience</li> </ul>
Disease Prevention/Health Promotion & Science Investigation Unit	<u>Disease Prevention/Health Promotion</u> <ul style="list-style-type: none"> <li>9.1e: Identify Chronic Diseases</li> <li>9.2e: Behaviors that contribute to Chronic Disease</li> <li>9.3e: Personal Risk Factors</li> <li>9.1f: Herd immunity</li> <li>9.2f: Difference between an epidemic and a pandemic</li> <li>9.3f: Analyze data on spread of disease and develop personal prevention plan</li> <li>9.1g: Health habits to promote vision, hearing, and dental health</li> <li>9.2g: Strategies to protect vision, hearing, and dental health</li> <li>9.3g: Promote vision, hearing, and dental health</li> </ul>	<u>Science Investigation</u> <ul style="list-style-type: none"> <li>Data collection and graphing on diseases/health promotion</li> <li>Create visuals to post around the school with data</li> <li>How do diseases transfer among wildlife?</li> <li>How diseases contribute to population decline.</li> <li>Origins of disease in animals that transferred to humans.</li> </ul>
Body Systems & Living World Unit	<u>Body Systems</u> <ul style="list-style-type: none"> <li>9.2a: Identify &amp; describe major structures and functions of endocrine system</li> </ul>	<u>The Living World</u> <ul style="list-style-type: none"> <li>Movement of energy</li> </ul>

	<ul style="list-style-type: none"> <li>9.2b: Identify health risks and other factors that affect endocrine system</li> <li>9.3b: Promote behaviors that protect endocrine system health</li> </ul>	<ul style="list-style-type: none"> <li>Succession factors that influence succession and biodiversity</li> <li>Adaptations of organisms to the environment</li> <li>Limiting Factors</li> </ul>
Fitness & Science Measurement Unit	<u>Fitness Measurement &amp; Activities</u> <ul style="list-style-type: none"> <li>Anatomical Basis of Movement SOLs</li> <li>Fitness Planning/Calculations               <ul style="list-style-type: none"> <li>Heart Rate</li> <li>Blood Pressure</li> <li>Training Zones</li> <li>Available Tech for these calculations</li> </ul> </li> </ul>	<u>Science Measurement</u> <ul style="list-style-type: none"> <li>Track Activity</li> <li>Distance vs Displacement</li> <li>Mass vs Weight</li> <li>Exploring Gravity</li> </ul> <u>Science Motion</u> <ul style="list-style-type: none"> <li>Velocity, Speed, Acceleration, Position, Time</li> <li>Kinematics</li> <li>Motion in one-dimension</li> <li>Motion in two-dimensions</li> <li>Scalar vs Vector</li> </ul> <u>Mechanical Energy</u> <ul style="list-style-type: none"> <li>Calculating work</li> <li>Kinetic and Potential Energy</li> <li>Positive &amp; Negative Work</li> </ul>
Life Skills Esports/Games & Forces Unit	<u>Spikeball/Pickleball - Lifetime Net Games</u> <ul style="list-style-type: none"> <li>9.1 Motor Skill Development</li> <li>Create a Practice Plan</li> <li>How to Give Feedback</li> <li>9.2 Anatomical Basis of Movement               <ul style="list-style-type: none"> <li>Movement Directions</li> </ul> </li> <li>9.4 Social Development</li> </ul>	<u>Forces</u> <ul style="list-style-type: none"> <li>What are common forces?</li> <li>Connection between Motion, Forces, and Energy</li> <li>Newton's Laws of Motion</li> <li>Strong Person Challenge Lab</li> </ul>
Fitness/Other Units	<u>Fitness/Movement Games</u> <ul style="list-style-type: none"> <li>*Any science content that is not fused easily we will create movement games/activities to incorporate these with movement</li> </ul>	<u>Classification of Matter</u> <ul style="list-style-type: none"> <li>Introduction to What is Matter</li> <li>Mass, Volume, and Density</li> <li>Physical and Chemical Properties</li> <li>Physical and Chemical Changes</li> <li>Law of Conservation of Mass</li> </ul>

		<ul style="list-style-type: none"> <li>• Monopoly Movement Game with Periodic Table</li> </ul> <p><u>Thermal Energy</u></p> <ul style="list-style-type: none"> <li>• Introduction to Thermal Energy</li> <li>• Temperature and Specific Heat</li> <li>• States of Matter and Phase Changes</li> <li>• Reading Heating and Cooling Curves</li> <li>• Conduction, Convection, and Radiation</li> <li>• Thermal Energy Bar Charts and Calculations</li> </ul>
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3. A plan for using internal and external assessments to measure and report student progress in accordance with the SOL.

All students will remain linked to their home school systems and will be subject to the same assessment and reporting policies and practices as all other students in their home schools. All grades from RBC college coursework will be converted to a compatible grading scale (e.g. letter grade to 10 point scale) and sent to the Head Counselor of their school each semester. Assessments will include classwork, exams, pre and posttest and group assignments, presentations and other standard grading mechanisms.

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.

All students in Globe will retain their home/assigned high school status and will be subject to the rules and regulations, programs and assistance available at their home school, which includes plans for identifying, evaluating, and successfully serving students with disabilities, English Language learning programs and enhanced programs for students who are academically behind and gifted students. In accordance with VA Code 8VAC20-131-51, the board shall establish through guidelines credit accommodations to the standard and verified credit requirements for a standard diploma. Such credit accommodations for students with disabilities may include: 1) Approval of alternative courses to meet the standard credit requirements; 2) Modifications to the requirements for local school divisions to award locally awarded verified credits; 3) Approval of additional test to earn a verified credit; 4) Adjusted cut scores required to earn verified credits;

and 5) Allowance of work-based learning experiences. The students' IEP or 504 Plan shall specify any credit accommodations applicable for the student. Globe will work in partnership and consultation with school division officials to ensure that students with disabilities, students who are English Language Learners, students who are academically behind, and gifted students receive the services as outlined in Individual Education Plans, Language Instruction Educational Programs, 504 plans, and any academic improvement plans to meet their unique learning needs. These staff (that match specific state/DOE mandated requirements) will be employees of Richard Bland College. Also, the lab school may employ staff and/or assist with additional training for the local school division and/or the lab school employees.

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.](#))

All students in Globe will be part of a carefully designed program of monitoring, support, and intervention called Guided Pathways to Success (GPS). Through GPS, each student is assigned a Learner Mentor, who serves as a specialist and guide along students' pathways. At myriad points along the way, these professionals proactively prepare students with effective strategies and habits of mind, use technology tools to monitor attendance and grades, connect students to resources and supports, and provide additional interventions and scaffolding when required.

Since the students at Globe will remain students of the partner/home school system, their performance will be reported to that school division. Globe leadership and personnel are willing to participate in any improvement programs or corrective action deemed necessary to increase performance in the Lab School and/or partner districts. To assist with this cross-over, Globe staff will include the following dedicated staff: 1 Globe STEM Director, 1-2 Globe Counselors, 2-3 Globe specific Learner Mentors and 1 Administrative Assistant. All staff will coordinate any corrective action reports with the home school. This team will meet monthly at the school district sites to ensure compliance with the agreed upon corrective action plan.

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.)

**Supplemental – Total 375**

- Summer STEAM<sup>h</sup> residential academy – 3- 6 weeks
- Weekend college - 2 weekends a month.
- After school weekly tutoring and instruction
- 3-tiered mentoring – through enhanced work study, labs (on and off campus with industry partners through service learning, internships, externships)
- Summer programs include Drones (Drone-Up), Aviation (Richmond International Airport), Virtual Reality and Health (nursing, premed with Bon Secour Southside Regional Medical Center)

STEAM <sup>h</sup>	Year 1-5 – 75 students minimum each year = 375 total	Total
<u>Summer Academy</u>	Example include: 25 STEM camp, 25 Health	<u>75</u>
<u>3-6 week residential</u>	25 ART visions. Areas: drones, VR, aviation advanced manufacturing	
<u>Weekend College</u>	<u>Open to 75 11<sup>th</sup> and 12<sup>th</sup> graders, 2 weekends a month</u>	<u>75</u>
<u>3 tiered mentoring</u>	<u>3 groups of 25 = 75 total over the year (academy students)</u>	
<u>After school tutoring</u>	<u>All 9-12<sup>th</sup> graders – continuous (this will be open to entire student population – on campus and at school district</u>	<u>75</u>

**Optional – Advanced – Total 345**

- Advanced STEAM research teams
- Dual Enrollment courses
- Associate degree
- Enhanced Experiential learning opportunities

School Division	YR 1		YR 2		YR 3		YR 4		YR 5	
Primary School PCPS	Target 25	Grades 11 <sup>th</sup>	Target 25	Grades 11 <sup>th</sup>	Target 25	Grades 11 <sup>th</sup>	Target 25	Grades 11 <sup>th</sup>	Target 25	Grades 11 <sup>th</sup>
			Target 25	Grades 12 <sup>th</sup>	Target 25	Grades 12 <sup>th</sup>	Target 25	Grades 12 <sup>th</sup>	Target 25	Grades 12 <sup>th</sup>
					Target 15	Grades 11 <sup>th</sup>	Target 15	Grades 11 <sup>th</sup>	Target 15	Grades 11 <sup>th</sup>
Rural School #1							Target 15	Grades 12 <sup>th</sup>	Target 15	Grades 12 <sup>th</sup>
							Target 15	Grades 11 <sup>th</sup>	Target 15	Grades 11 <sup>th</sup>
							Target 15	Grades 12 <sup>th</sup>	Target 15	Grades 12 <sup>th</sup>
Rural School #2							Target 15	Grades 11 <sup>th</sup>	Target 15	Grades 11 <sup>th</sup>
									15	12 <sup>th</sup>
New Students	25		25		40		55		55	
Total Students	25		50		65		95		110	

Total **Optional** New – Unduplicated = 200 students

Total **Optional** w/ 11<sup>th</sup> & 12<sup>th</sup> Grade Summary = 345 students

**Overall Total = 720 Students**

375 Supplemental students

345 Optional students

7. The proposed calendar and sample daily schedule.

Wherever plausible, the lab school calendar will consider the RBC academic calendar for the Fall and Spring semesters. However, the first consideration will be alignment with the Petersburg K12 calendar for ease of operation. During the college's "winter intersession," students will take intensive 3 to 4 week mini courses that combine inquiry-based science enrichment activities with college readiness programs and other skill-building coursework.

### **A DAY AND WEEK AT-AT-GLANCE – OPTIONAL/ADVANCED STUDENTS (ONLY)**

*\*A typical fall schedule would look similar to the courses below and would follow a similar format in the spring. 4 Globe Academy teachers in daily rotation with “potential” specialty areas that include: STEM – biology/chemistry, 2) Computer Science – VR experience, 3) Health (public health, psychology, etc. and 4) Math (working with Art faculty)*

Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1- Day Block</b>	<b><u>2 Lab school</u> teachers engage with students at high school</b>	<b><u>2 Lab school</u> teachers engage with students at high school</b>	<b><u>2 Lab school</u> teachers engage with students at high school</b>	<b><u>2 Lab school</u> teachers engage with students at high school</b>	
<b>2-Day Block</b>	<b>Fundamental course based on focus area</b>	<b>ENGL 101 Sample week at -a glance</b>	<b>Fundamentals</b>	<b>ENGL 101 Sample week at -a glance</b>	<b>Work Based Learning (WBL)</b>
<b>3-Day Block</b>	<b>Per year insert Biology Chemistry Physics Algebra II Statistics</b>				
<b>4-Day Block</b>	<b>Safety Culture</b>	<b>COMM 101</b>	<b>Safety Culture</b>	<b>COMM 101</b>	
<b>Note locations</b>	<b>H.S. Requirements either at RBC or H.S or virtual</b>	<b>H.S. Requirements either at RBC or H.S. or virtual</b>	<b>H.S. Requirements either at RBC or H.S. or virtual</b>	<b>H.S. Requirements either at RBC or H.S. or virtual</b>	

**Note:** for the 75 Supplemental students their day would primarily be at their school district. Thus, below is their Month and Year at-a-glance for reference.



## MONTH AND YEAR AT-A-GLANCE – SUPPLEMENTAL STUDENTS (ALL)

- Summer STEAMh residential academy – 3- 6 weeks
- Weekend college - 2 weekends a month.
- After school weekly tutoring and instruction
- 3-tiered mentoring – through enhanced work study, labs (on and off campus with industry partners through service learning, internships, externships)
- Summer programs include Drones (Drone-Up), Aviation (Richmond International Airport), Virtual Reality and Health (nursing, premed with Bon Secour Southside Regional Medical Center)

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.)

**AIM 1: Provide a collaborative STEAM<sup>h</sup> training program designed to promote diverse learning environments and enhance STEM performance among underrepresented high school students. *Measures Include:***

1. Ensure that 100 percent of students participate in work-based learning experiences, through strong partnerships with businesses and organizations.
2. Within the first four years of operation, achieve a Lab School high school graduation rate of 100% and an associate degree graduation rate of 100%
3. Globe graduation rates will contribute to a decline in the partner high schools' annual high school dropout rate of at least 1% by the third year of the program.

**AIM 2: Establish an intensive and immersive 11 & 12th grade STEM focused lab school. *Measures include:***

1. Increase the number of Globe students who earn a grade of B or higher in advanced mathematics courses beyond Algebra II by a total of 10 percent, year over year, during its first four years of operation.
2. Increase the number of Globe students meeting the requirements of the Advanced Studies Diploma by a total of 10 percent, year over year, during its first four years of operation.
3. Increase the number of postsecondary credits earned by Globe students by a total of 10 percent, year over year, during its first four years of operation.
4. Increase enrollment and retention in postsecondary education by 5 percent over the next four years by giving students the opportunity to complete an associate degree in tandem with their high school diploma. After graduation from high school, Globe graduates will complete annual follow up surveys to verify successful enrollment and retention in postsecondary institutions.

**AIM 3: Provide guided pathways to STEM careers by developing new, and earlier, options to pursue robotics and automation training through the Federation for Advanced Manufacturing Education (FAME), Unmanned Aircraft Systems (UAS), aviation and potentially Cyber Security or Computer Systems Engineering. *Measures include:***

1. Increase the number of Globe students earning industry certifications by a total of 10 percent, year over year, during its first four years of operation.

2. Increase the number of Globe graduates employed in high-wage, high-demand, and high-skill careers as identified by the Virginia Employment Commission, over the next six years after high school, by 5% annually, year over year.

**AIM 4: Create summer enrichment and preparation experiences for younger students from partner districts who may be interested in attending the Globe as juniors and seniors.**

Measures Include:

1. Beginning in 9th grade, 100% of Globe students will create digital portfolios on LinkedIn accounts, which will facilitate postsecondary networking, persistence tracking, and alumni connections.
2. Promote evidence-based Learner Success Labs with tiered mentoring and efficacy towards STEM
3. Develop stimulating learning environments both on campus, on-line and virtual designed to: Enhanced student STEM cohorts, workshops, and training; and Bridge programs with MS and HS students, training, workshops, and outreach

**AIM 5: Develop the leadership capacity of high school students and create opportunities for them to learn and lead as they are immersed in the world of STEM education.** Measures Include:

1. Increase number and diversity of students in the field prepared for increased STEM performance (curriculum, Stackable certifications), associate degrees and 4-year stem degree.
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.)

Globe Academy will comply with all graduation requirements of the Virginia Department of Education. To graduate with an Advanced Studies Diploma, a student must earn at least 26 standard credits and 5 verified credits. Standard credits are earned by successfully completing required and elective courses; verified credits are earned by successfully completing required courses and passing associated end-of-course SOL tests or other assessments approved by the state Board of Education. ([VDOE, 2023](#))

**SOL Mathematics Requirement (Advanced Studies Diploma)** Courses completed to satisfy this requirement shall include at least three different course selections from among: algebra I, geometry, algebra II, or other mathematics courses above the level of algebra II.

Grade	SOL Implementation	Curricular Goals & Objectives
8 <sup>th</sup>	<i>Algebra I or Algebra I Honors</i>	<a href="https://www.doe.virginia.gov/home/showpublisheddocument/3062/637982465243800000">https://www.doe.virginia.gov/home/showpublisheddocument/3062/637982465243800000</a>
9 <sup>th</sup>	<i>Geometry or Geometry Honors</i>	<a href="https://www.doe.virginia.gov/home/showpublisheddocument/3082/637982466011170000">https://www.doe.virginia.gov/home/showpublisheddocument/3082/637982466011170000</a>
10 <sup>th</sup>	<i>Algebra II or Algebra II Honors</i>	<a href="https://www.doe.virginia.gov/home/showpublisheddocument/3066/637982465254400000">https://www.doe.virginia.gov/home/showpublisheddocument/3066/637982465254400000</a>
11 <sup>th</sup>	<i>College Precalculus: Math 151 College Calculus: I Math 251 Elementary Linear Algebra: Math 254</i>	<a href="https://www.doe.virginia.gov/home/showpublisheddocument/3070/637982465266900000">https://www.doe.virginia.gov/home/showpublisheddocument/3070/637982465266900000</a>
12 <sup>th</sup>	<i>College Statistics: Math 217 College Calculus: II Math 252 Multivariable Calculus: Math 261 Differential Equations: Math 271</i>	<a href="https://www.doe.virginia.gov/home/showpublisheddocument/3128/637982466271370000">https://www.doe.virginia.gov/home/showpublisheddocument/3128/637982466271370000</a>

**SOL Science Requirement (Advanced Studies Diploma)** Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma and shall include interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas. The board shall approve additional courses to satisfy this requirement. An approved computer science course credit earned by students may be considered a science course credit.

Grade	SOL Implementation	Curricular Goals & Objectives
9 <sup>th</sup>	<b>Biology I or Honors Biology</b>	<a href="http://www.doe.virginia.gov.docx(live.com)">www.doe.virginia.gov.docx(live.com)</a>
10 <sup>th</sup>	<b>Chemistry I or Honors Chemistry</b>	<a href="http://www.doe.virginia.gov.docx(live.com)">www.doe.virginia.gov.docx(live.com)</a>
11 <sup>th</sup>	<b>College Biology College Chemistry</b>	

12 <sup>th</sup>	<b>College Physics Advanced College Science Course</b>	<a href="http://www.doe.virginia.gov.docx">www.doe.virginia.gov.docx</a> (live.com)
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Advanced Studies Diploma Course Requirements (8VAC20-131-51)

Discipline Area	Standard Units of Credit Required	Verified Credits Required
English (reading and writing)	4	2
Mathematics	4	1
Laboratory Science	4	1
History and Social Science	4	1
World Language	3	
Health and Physical Education	2	
Fine Arts or Career and Technical Education	1	
Economics and Personal Finance	1	
Electives	3	
<b>Total</b>	<b>26</b>	<b>5</b>

Discipline Area	Specifications
Mathematics	Courses completed to satisfy this requirement shall include at least three different course selections from among: algebra I, geometry, algebra II, or other mathematics courses above the level of algebra II. The board shall approve courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit.
Laboratory Science	Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma and shall include interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas. The board shall approve additional courses to satisfy this requirement. Per the Standards of Quality, a computer

	science course credit earned by students may be considered a science course credit.
History and Social Science	Courses completed to satisfy this requirement shall include Virginia and U.S. history, Virginia and U.S. government, and two courses in either world history or geography or both. The board shall approve additional courses to satisfy this requirement.
World Language	Courses completed to satisfy this requirement shall include three years of one language or two years of two languages. A student who is pursuing an advanced diploma and whose individualized education program specifies a credit accommodation for world language may substitute two standard units of credit in computer science for two standard units of credit in a world language. For any student who elects to substitute a credit in computer science for a credit in world language, the student's school counselor must provide notice to the student and parent or guardian of possible impacts related to college entrance requirements.
Fine Arts or Career and Technical Education	Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical credit.
Electives	Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

#### Additional requirements for Globe Graduation

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

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 in each year.

Institutional Assessment Context:

Richard Bland College is particularly unique, as it is the only two-year, selective, *residential* public college in Virginia. It is often referenced as a “hidden gem.” This is a result of its reputation for high-quality instruction and geographic reach, which has been underutilized. Since Richard Bland College’s 2016 pilot project to test capacity for data-driven approaches to student retention and success, the College has experienced a fundamental cultural shift resulting in a commitment to comprehensive guided pathways reform. These pathways support access and enrollment, retention, completion, and time to degree attainment guided by workforce alignment.

The assessment and evaluation will include:

1. process and outcome objectives focused on each aim;
2. process and outcome objectives for capacity building for STEM programs;
3. outcome objectives for behavioral change;
4. outcome objectives for attitudinal change; and
5. outcome objectives for community change.

A time series design will be used to collect data at various points to detect historical changes in processes and outcomes will include the following qualitative and quantitative data:

1. Pre- and post-test assessments on STEM outcomes. Repeated-measures t-tests will be performed to assess the significance of changes in participant response, structures, or processes.
2. Meeting Effectiveness Inventories (MEI) will be used on a quarterly basis to assess the productivity and effectiveness of workshops, training, bootcamps and meetings. Results will be reviewed by staff and leaders to determine barriers to effective STEM outcomes and suggest remedies for future meetings. The project will develop an assessment and evaluation matrix linked to the Aims, Objectives and Measurable outcomes.
3. Student and teacher research and program related project outcomes (portfolios, articles, writing samples, etc.)
4. Community measures – To be determined.

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

The lab school will follow standard assessment for K12 courses and will follow the same requirements based on SCHEV requirements for college level courses. In addition, in-depth assessments will be done with project participants on cognitive skills, mathematics and science ability, personality factors, and social and cultural attitudes regarding math and science. The project will employ sound psychometric procedures in developing, where necessary, the instruments that will be utilized. Demographic information will be collected including age, gender, race, parental social economic status, overall academic achievement, and neighborhood and school characteristics. Participants' beliefs and attitudes regarding STEM subject matter will be examined, including participants' biases against STEM-related school achievement. The relationship of these social/cultural, personality, attitudinal and cognitive factors to STEM performance will be tested. Please see the attached "draft" model on page 37. The model identifies constructs, each of which is defined by several measured variables. The final of these latent constructs, STEM Performance Outcome, constitutes the primary target of interest, and is related directly to Student Internal Resources, and indirectly to the other latent constructs such as Student Attitudes, Family Environment, and Community Context. In the model, the direction of effects are illustrated by solid arrows. In addition to these causal pathways, the present model specifies what might be called feedback effects. That is, while changes to Student Attitudes may result in changes to Student Internal Resources and STEM Performance Outcome, rising student STEM performance can also alter attitudes, and then provide reinforcement which will support the continuance of training strategies. These feedback effects will be relevant each year of the program and will include the summer workshops. Examples that link to the model include:

### Student Attitudes

The latent variable Student Attitudes is defined by three measured variables: academic disengagement, efficacy towards STEM/attitudes, and critical thinking disposition. Academic disengagement will be assessed using the *Intellectual Engagement Inventor*. This instrument consists of three subscales: *Discounting*, which is a measure of student skepticism regarding the validity of methods for diagnosing intellectual ability; *Devaluing*, which indicates the extent to which students feel it is important to them to do well in academics; and *Disengagement*, the extent to which students' feelings about themselves are independent of intellectual performance.

Critical thinking disposition will be assessed with the *California Critical Thinking Disposition Inventory*. The underlying assumption is that critical thinkers are not only skilled at analysis, inference, and evaluation but also disposed to use those skills to make reasoned judgments. The disposition can manifest itself in three possible forms: positive, ambivalent, or negative. A person may be positively and strongly disposed towards seeking solutions to problems and address questions using reflective judgment, *i.e.* a predisposition for engaging in critical thinking; or ambivalent towards that, or even negatively disposed and hostile towards that approach. The presence or absence of the three dispositions is assessed based on the following seven markers: truth seeking, open-mindedness, analyticity, systematicity, self-confidence in one's own reasoning, inquisitiveness, and cognitive maturity. Mathematical attitudes will be measured with the *Revised Mathematics Attitudes Scale*.

Family Environment - Family Environment is defined by two measured variable: family socioeconomic status and parental characteristics. Parental characteristics will be measured with the *Child's Report of Parental Behavior Inventory (CRPBI)*<sup>49</sup> which consists of two subscales. The warmth-rejection subscale contains 10 items that assess parental positive involvement with the child. The acceptance-control subscale consists of 10 items that assess the degree to which the parent uses democratic methods of control versus covert methods based on inducing anxiety and guilt. Family socioeconomic status will be assessed with a demographic questionnaire.

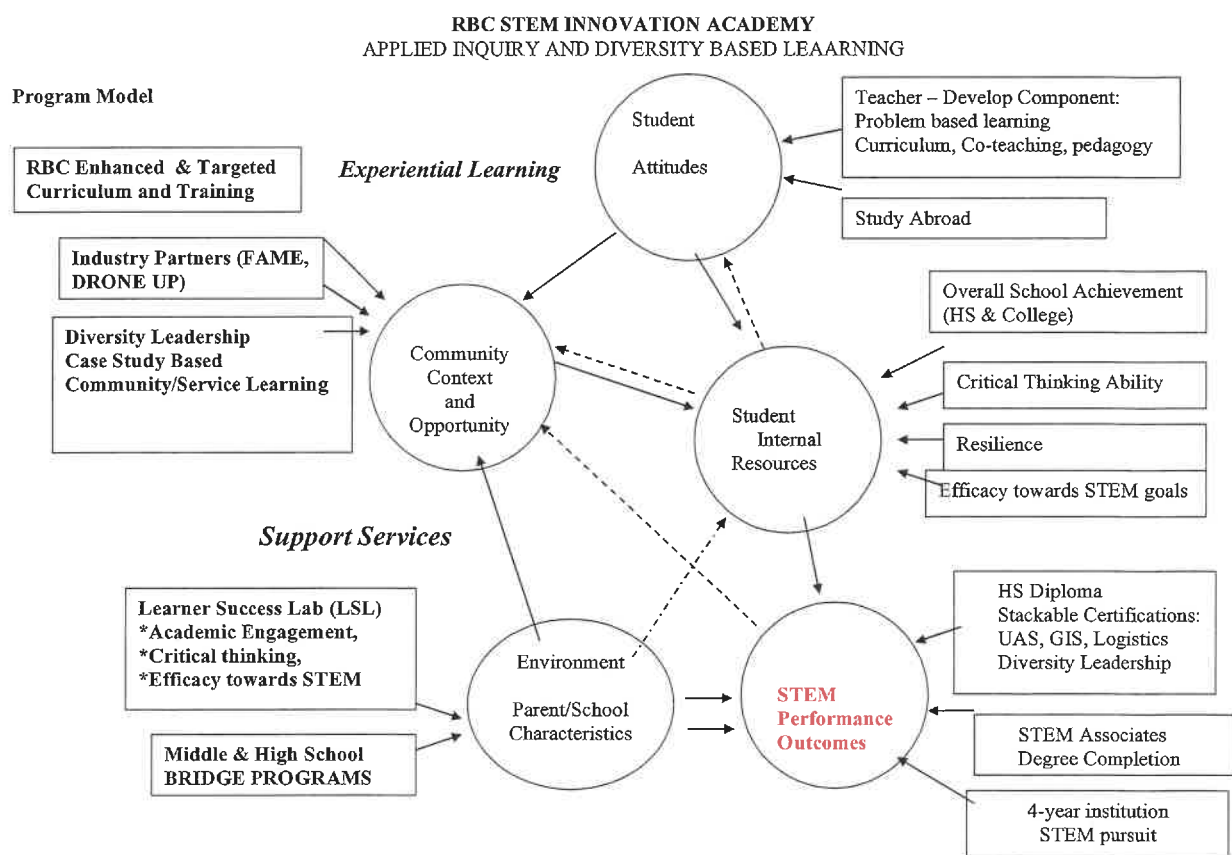
Community Context - This latent construct will be defined by two measured variables: neighborhood characteristics and school characteristics. Scales for both variables will be developed by the team of investigators.

Student Internal Resources - This is defined by four measured variables: overall school achievement, critical thinking ability, resilience, and algebra readiness. Overall school achievement will be assessed using the School Archival Records Search (SARS)<sup>50</sup>. This is a quantified record of a student's school history, particularly about academic performance and school adjustment. It provides a profile of a student's status on 11 archival variables usually contained in school records (e.g., standardized achievement scores; school discipline contacts; school attendance; referrals within and outside school; number of grades failed or retained, etc.).



Globe plans to **evaluate the effectiveness of pedagogical techniques, training, and revised curriculum to improve stem performance:** a) Data driven programs/ outcomes, b) Retention and completion rates, c) Workforce development & attainment, and d) 4-year degree in STEM pursuit. *Assessment Questions (that will be linked to valid and reliable surveys) include:*

- 1) What specific social, cultural, cognitive, and personality factors are significant predictors of STEM achievement among underrepresented students?
- 2) What is the impact of a well-developed pathway towards robotics and automation training through advanced manufacturing and unmanned aircraft systems at increasing STEM participation and performance, and bringing about a shift in the community culture regarding STEM courses and the pursuit of STEM careers?
- 3) What is the effectiveness of innovative learning success labs and a tiered mentoring approach that address psychological, cognitive, and social barriers and increases participation and performance in STEM courses for underrepresented students at the high school and college levels?



## Teacher Professional Development

### *Professional Development:*

Partnerships: William and Mary & Longwood University

As the Lab School works to prepare students for success in STEM, the school will also be working to provide high quality professional development to teachers in partner districts. To promote the sustainability of the lab school and its accelerated course offerings, teachers in Petersburg City Public Schools (PCPS) will be supported in their pursuit of master's degrees in STEM fields. This will make it possible for appropriately licensed PCPS high school teachers to provide college level courses to students, even after initial lab school funding is no longer available. If the teachers already have master's degrees in non-STEM fields, they *may* be supported in their completion of 18 credits of coursework in a specific STEM field. For teachers who are not eligible, or who do not wish to teach college level courses, the lab school will help support them as precandidates and/or candidates for Certifications such as a Dual Enrollment Certification, the National Board for Professional Teaching Standards and/or other relevant certifications. The goal is to promote accomplished teaching and to increase student outcomes across the lab school's partner school systems. More than a decade of research from across the country confirms that students taught by National Board-Certified Teachers (NBCTs) learn more than students taught by other teachers. Estimates of the increase in learning are on the order of an additional one to two months of instruction and the positive impact is even greater for high-need students. [Study after study](#) has proven that the students of Board-certified teachers learn more — and the impact is greater for low-income students. (NBPTS, 2023).

Globe's partnership with the College of William and Mary and Longwood University is very critical. The College of William & Mary believes that this partnership with the Laboratory School at Richard Bland College is authentic to its mission and will support the lab school through collaboration in several ways. Longwood University's Institute for Teaching Through Technology and Innovative Practice (ITTIP) will develop and offer professional development for teachers on a variety of STEM-related topics, including a Computer Science SOL course geared for elementary and middle school teachers. Longwood's professors in mathematics and science education often collaborate with ITTIP staff in offering these professional development opportunities for teachers.

### National Board Certification (from National Board for Professional Teaching Standards)

Grounded in the National Board's [Five Core Propositions](#) that describe what teachers should know and be able to do, the National Board certification process is designed to collect standards-based evidence of accomplished practice. The five core propositions of the NBPTS outline the knowledge and skills of accomplished teachers and form the foundation of the National Board's Standards. (NBPTS, 2023)

- Proposition 1: Teachers are committed to students and their learning.
- Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.
- Proposition 3: Teachers are responsible for managing and monitoring student learning.
- Proposition 4: Teachers think systematically about their practice and learn from experience.
- Proposition 5: Teachers are members of learning communities.

(NBPTS, 2023)

In all 25 certificate areas, candidates are required to complete four components.

- COMPONENT 1: Content Knowledge
- COMPONENT 2: Differentiation in Instruction
- COMPONENT 3: Teaching Practice and Learning Environment
- COMPONENT 4: Effective and Reflective Practitioner

(NBPTS, 2023)

The Virginia National Board-Certified Teacher Network will provide support for teacher pre-candidates and candidates in all 25 certificate areas. This will promote accomplished teaching across all grades and levels of the school system, increasing student outcomes and preparation for success when students enter the lab school. The certificate areas available through the National Board for Professional Teaching Standards are:

- Art
  - Early and Middle Childhood
  - Early Adolescence through Young Adulthood
- Career and Technical Education
  - Early Adolescence through Young Adulthood
- English as a New Language
  - Early and Middle Childhood
  - Early Adolescence through Young Adulthood
- English Language Arts
  - Early Adolescence
  - Adolescence and Young Adulthood
- Exceptional Needs Specialist
  - Early Childhood through Young Adulthood
- Generalist
  - Early Childhood
  - Middle Childhood
- Health Education
  - Early Adolescence through Young Adulthood
- Library Media
  - Early Childhood through Young Adulthood.
- Mathematics
  - Early Adolescence
  - Adolescence and Young Adulthood
- Music
  - Early and Middle Childhood
  - Early Adolescence through Young Adulthood
- Physical Education
  - Early and Middle Childhood
  - Early Adolescence through Young Adulthood
- School Counseling
  - Early Childhood through Young Adulthood
- Science
  - Early Adolescence
  - Adolescence and Young Adulthood

- Social Studies–History
  - Early Adolescence
  - Adolescence and Young Adulthood
- World Languages Early Adolescence through Young Adulthood

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.

N/A

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).

Please see the *attached* individual partnership MOUs that identify the different aspects of each partnership. These are formal agreements most which were already in place and include MOUs (*before the lab school submission*) with Petersburg City Public Schools, Prince George and Dinwiddie through the FAME partnership, Richmond International Airport education, research and workforce training MOU, Drone-Up, in addition there are education, training and research MOUs included from various universities and several Industry partners.

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.

On behalf of K12/Stride and the Virginia Virtual Academy, has submitted a letter of support for this RBC Lab School submission. A thorough examination conducted by the lab school board will assess the K12-powered school options that will empower students to learn in the ways that are best for them-in their own place and at their own pace. This partnership will consider helping students reach their full potential by putting quality hands-on and online curriculum directly into their homes – thus this will receive full board consideration. As an approved Virginia Department of Education Multi-Division Online Provider, they are well suited to assist Richard Bland College with an online dual-enrollment opportunity for students across the Commonwealth.

Virigina public schools are composed of approximately average 14:1 student-teacher ratio for 2023-2024. GLOBE will have a 13:1 student-teacher ratio.

**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.)

Per 22.1-349.1, the RBC “governing board” will be responsible for creating, managing, and operating the college partnership laboratory school and all members will be selected by RBC as the institution of higher education that establishes the college partnership laboratory school. The governing board shall be under the control of RBC as the institution of higher education that establishes the college partnership laboratory school. The governing board of Globe may include members from both partnering institutions of Longwood University and William & Mary. Each have agreed to serve by their own capacity (and have included support letters that represent the activities that will cross their institution), they will in no way be obligating their respective university. They will, however, be able to assist with the lab school partnerships and the related student activities and teacher components.

The Lab School governance body *may* include the following members: Richard Bland College, Petersburg City Public Schools, William & Mary, Longwood University and other school divisions:

Richard Bland College President (or designee)

Richard Bland College Vice President

Richard Bland College Dual Enrollment Director

Petersburg City Public Schools Representative or Chairperson

Petersburg City Public Schools Stakeholder

Longwood University, Provost (or designee)

William and Mary, School of Education Dean

2 designees (Year 3) from the other school division partners (Prince George, Dinwiddie, and Sussex)

1-2 Parent members

2-3 Industry partners



**Dr. David Morgan, Professor of Physics & Chair of Natural Sciences & Mathematics, Richard Bland College of William & Mary. [Dr. David Morgan | Richard Bland College \(rbc.edu\)](#)**



**Dr. Bryan Shelly, Richard Bland College of William & Mary, Lab School Consultant**



**Dr. Kim Boyd, Vice President of RBC and Chief Research & Innovation Officer, Richard Bland College [Dr. Kim Boyd | Richard Bland College \(rbc.edu\)](#)**



**Dr. Robert Knoeppel, Dean William & Mary School of Education  
<https://education.wm.edu/ourfacultystaff/faculty/knoeppel-r.php>**





Mr. Kenneth Pritchett, Petersburg Board Chair and  
Ward 3 Representative



Dr. Larissa Smith, Provost and Vice President,  
Longwood University [Staff - Longwood University](#)



Mrs. Christie Clarke, Director of Dual Enrollment and  
High School Programs, Richard Bland College of  
William & Mary [Christie Clarke | Richard Bland  
College \(rbc.edu\)](#)

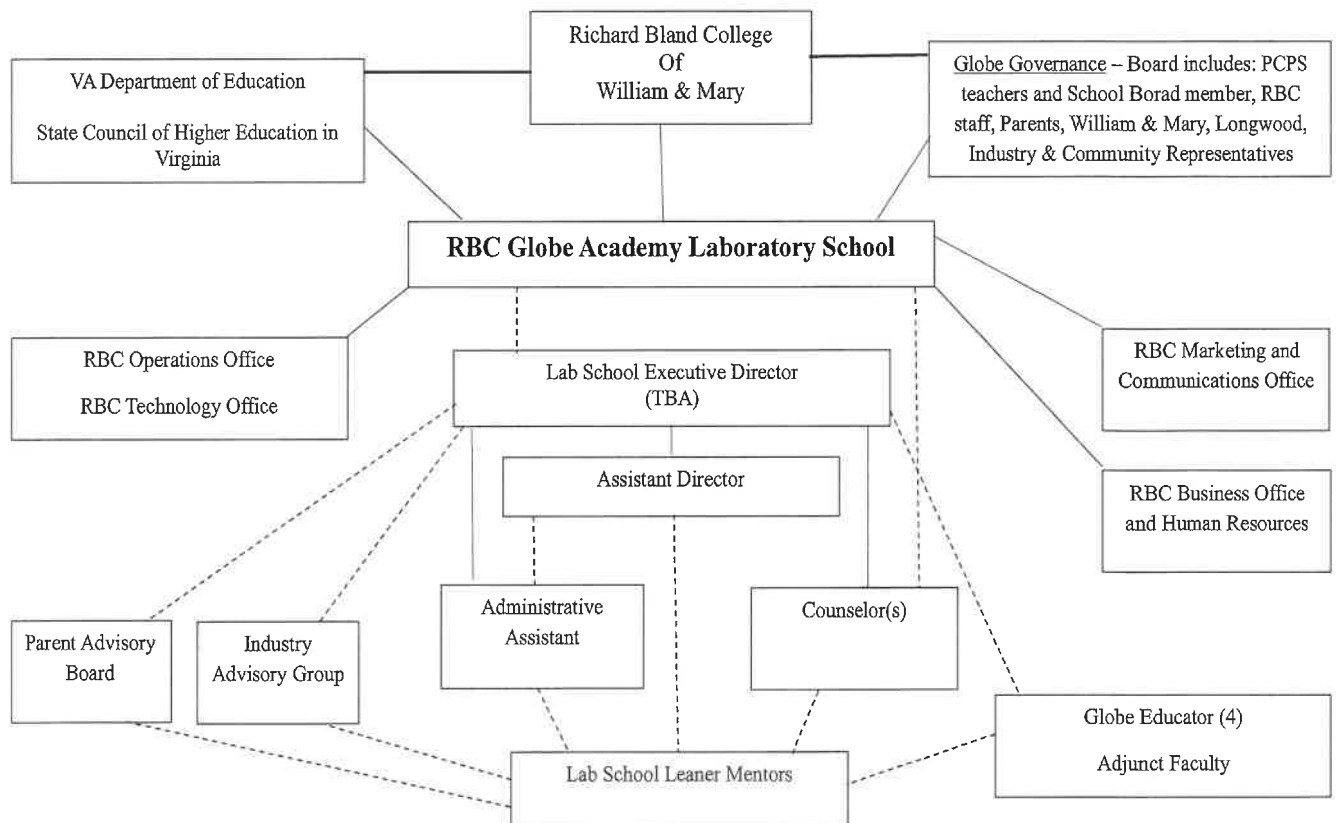


Dr. Marcina Porterfield, Grants Manager & Petersburg  
Parent

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.

GLOBE

Organizational Chart



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.

The Globe Academy governing board represents the different areas that encompasses the school and creates the dynamic learning environment. Per [22.1-349.1](#), the RBC “governing board” will be responsible for creating, managing, and operating the college partnership laboratory school and all members **will be selected by RBC as the institution of higher education** that establishes the college partnership laboratory school. The governing board shall be **under the control of RBC as the institution of higher education** that establishes the college partnership



laboratory school. The governing board is designed to allow different voices and shared governance, including the final establishment, adjustments, and continuous improvements/revisions of the lab school. Dr. Kimberly Boyd, Vice President at RBC will serve as the liaison between all parties. Dr. Boyd and her team will be responsible for securing college level partnerships, engaging all partners, and building resources, grants and other funding opportunities. The governing board will provide oversight, administration, and feedback over the Globe school. The governing board will be responsible for hiring the Globe Director and ensuring compliance with the agreed upon curriculum, program adjustments and lab school outcomes. Globe executive director will handle all K12 administrative task linked to the school and will be over instruction, coordinate with other school divisions and colleges/universities and handle daily operations of the school. The executive director will work in conjunction with all RBC lab school employees, and the principals and administrators at each school. RBC's Dual Enrollment Specialist, Christie Clarke will also work with the Director to ensure transfer compliance and data support.

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

To ensure compliance with all state and federal regulations, the lab school governance team will conduct an annual review of fiscal and business management changes. Per 22.1-349.1, the RBC "governing board" will be responsible for creating, managing, and operating the college partnership laboratory school. The governing board shall be **under the control of RBC** as the institution of higher education that establishes the college partnership laboratory school. The annual review will include the Globe Academy Governance Board, but the review MUST also include the RBC President, Chief Business and/or Financial Officer, Chief Academic Officer, and Human Resources Director to ensure compliance with State, Federal and RBC required policies, procedures and manuals.

**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.

The following chart lists the staff associated with the lab school and their employment relationships with RBC and its partner institutions.

Title	Employed by
Executive Director	The Director will be an RBC staff member – <i>this position will be hired within the 1<sup>st</sup> 6 months of lab school approval</i>

Assistant Director	The Assistant Director will be an RBC staff member <i>hired in 1<sup>st</sup> 8 months</i>
Teachers	The 3 RBC lab schoolteachers <i>will be approved and hired within the first 12 months</i>
Faculty	RBC – throughout the entire process
Learning environment	All sites – Industry partners, RBC, Longwood, W&M and all partners- <i>– throughout the entire process</i>
Graduate Assistants and teachers in training	RBC employees– <i>throughout the entire process</i>
School Counselor	Lab School Counselor. <i>Hired within first 12 months</i>

The Executive Director, Assistant Director and Lab School Counselor will be employed by RBC to oversee the operation of the lab school. The Executive Director and Assistant Director will oversee the administration of the school and its curriculum. The Lab School Counselor will serve as the lead learner mentor for the students in the program and play the role of both a traditional school counselor and "Dean of Students" responsible for student affairs, disciplinary concerns, and other student matters. The instructional staff will primarily be RBC instructors, with additional instruction provided by partner school districts and participants in the lab school's teacher-training programs as needed and appropriate.

RBC will hire three Globe instructors to the program to accommodate the increased enrollment associated with the additional lab school students. An aggressive pursuit will be underway to identify 3 flexible credentials instructors with a ***STEM innovation focus***. Special attention will be given in identifying suitable individuals. For example, while the specifics of these individuals is not set, one slot may focus on identifying someone versed in computer science (AR/VR/AI). The timing of these needs will depend on RBC's general enrollment and may change based on enrollment trends during the next two academic years.

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

Globe Academy's Executive Director will be an advertised position that will be reviewed and approved by the governing body. The goal is to hire for the position on or before the first 6 months of approval of the lab school. This job will not only be posted on the website, RBC Human Resources will actively participate in the recruitment process, hiring and reviewing candidates based on governing board identified criteria. In addition, the RBC Marketing and Communications department will assist with disseminating the lab school information and promoting the school. Leadership development will be ongoing for lab school personnel. In addition, lab school leadership will participate in current leadership development opportunities at

RBC. Finally, the lab school board will identify additional professional development courses both required and optional for staff.

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.

Globe's Executive Director will possess a minimum of a master's degree in education or related field with 5 years of successful teaching experience. The individual must have a demonstrated record of leadership and experience with the priority populations and evidence of teaching experience working with higher education partners and a proven track record of teaching excellence. Preference will be given to individuals with prior lab school experience in a leadership capacity.

The Teachers will follow all school board division and Virginia Department of Education requirements per grade level and will have a minimum of a bachelor's degree with a master's degree preferred.

Faculty and other administrators involved will possess a minimum of a master's degree in their respective fields and will have all the requirements per each college or universities.

In addition, all parties will follow all federal, state, and local laws in addition to agency specific requirements.

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."

Teachers who work in the college partnership lab school shall hold board approved license. Both William & Mary and Longwood University hold board approved teacher education programs and training programs. The teachers who work at the lab school will be required to hold a Virginia teaching license and will subject to the same requirements of each local school board.

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.

The Executive Director of Globe will be designated as an RBC Administrative Professional and will, therefore, be required to follow all human resources guidelines in accordance with this designation. The performance appraisal for this position will include heavy input from the governing board and will align with all RBC Administrative Professional classification policies,

rules and regulations. However, if there is a conflict the Lab School Directors' compliance and policy standards will first prioritize, comply and align with the VDOE Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Administrators. In addition, each lab schoolteacher will follow the school board and Virginia Department of Education policies, rules and regulations and must remain compliant with all VDOE Guidelines for Uniform Performance Standard and Evaluation Criteria.

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.)

Globe partnership will ensure that all staffing meet human resource requirements for each respective area and site. This includes following all state and federal regulations that pertain to teachers and administrators. The Governing Board will monitor compliance, board licenses and endorsements and all other requirements as outlined in the Code of Virginia (22.1-349.9)

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

Globe plans to ensure high-quality professional development programs by utilizing an Academic-Community Partnerships approach designed to create continued engagement, participation and excellence. Academic-community partnerships consist of university and school based academic leaders, and community partners that engage in conceiving, designing, conducting, interpreting, and disseminating high quality innovated instruction that align with the Code of Virginia professional standards. Within this framework the team will focus on common interests and critical elements intended to solve specific problems. The cornerstones of participatory projects are shared responsibility and mutual trust. By actively involving the community, academic partners ensure that the community is not only represented, but actually “owns the questions to be asked, methods to be used and, ultimately, interpretation and application of results.”

Reasons for using partnerships for community-based research AND training to address STEM programs may be less obvious than for implementation of health promotion programs. Namely, the public schools are thought to have the mandate, resources, and responsibility to address the complex determinants or influences on problems in mathematics and science education. But the teams together may have a broad perspective that allows different lens and/or expertise in dealing with STEM performance. This kind of partnership, coupled with our lab schools unique “K-16” approach utilizing virtual reality and gaming, can help to create new positive lab school experiences.

In experiences with academic-community partnerships, e.g., Healthy Communities, many challenges have been noted, such as differences in skills and capacities of partners, unclear

expectations, and difficulty in overcoming trust issues. But these challenges are outweighed by benefits such as increased community acceptance of results and improved translation and implementation of findings. Academic-community partnerships have the potential to serve as effective vehicles to promote healthy cognition and stimulating teaching techniques, tools and understanding relating to STEM by engaging partners in community-based assessment, action, and research. This lab school partnerships will demonstrate that when innovations and authentic partnerships are developed, STEM outcomes improve and are sustainable. It will also begin to create a pro-STEM environment that permeates the community.

Provisions for the evaluation of staff at regular intervals.

Evaluations of all staff will follow college and school division standards and will be on-going. <https://www.rbc.edu/faculty-handbook/viii-evaluation-faculty/>. In addition, challenges will be addressed each month during the first year of the lab school to allow for rapid feedback and adjustments during this sensitive period.

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

Unless they are acting in their capacity as a partner school division's employee, Globe personnel will fall under the same human resource policies and practices that govern all RBC employees.

9. 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.)

Globe dual enrollment students will be identified as RBC dual enrollment students and will have access to all education services (including Learner Success Mentors, counseling services, food services, related transportation, custodial, security and health services. In addition, dual enrollment students will also be able to continue to utilize "all" school district services.

As the calendar will match the school divisions, each school division will provide food services to Globe students consistent with food services available to all students in the division. Transportation will be the responsibility of the home school district. Transportation to and from the Globe 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 Globe, take public transportation, or 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.



However, additional funding has been allocated by Partnerships for Petersburg for transportation for Petersburg Public School students. These funds have been approved to purchase two vans/small buses for these students.

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

The RBC lab school employees will receive all RBC services, terms and conditions. In terms of human resources, RBC human resources will serve as the lab school's HR support team.

11. 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.

Globe school application went through individual reviews with all the PCPS school board members and was reviewed and discussed in a public open public forum. All questions and concerns were addressed. As other school boards join from the rural areas, we will follow the same procedures as PCPS. Globe will utilize the current parent contacts, services, and resources. This will include the development of a lab school website, emergency contact number, parent monthly newsletters and weekly updates via email. In addition, parent teacher conferences will be held, and emergency alerts will be posted to the parent emails, cell phones and will be posted on our website and division schools websites.

12. 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.)

Student recruitment and the enrollment process will begin as early as Fall 2024. High school and middle school counselors will identify potential students in grades 8-10 for enrollment in related STEM summer activities Year 1. Enrollment will be limited to 25 students in grade 11. Once students are enrolled in grade 11, they will automatically continue to grade 12 the subsequent year unless the student chooses to be removed from the program. This request must be made in writing by a parent/guardian to the Director of the School and confirmed by the student's high school. For students that will matriculate to grade 11, there will be 25 slots available for students to begin the on-campus Richard Bland College pathway for an Associate of Science degree. (\*If a student's *initial* enrollment is into grade 11 for the pathway to the Associate of Science degree, students must have an overall GPA of 2.5 to be placed into the lottery system.)

A lottery system will be implemented to determine school enrollment if sufficient space is unavailable. To ensure that enrollment is representative of Virginia demographics, the following information will be collected:

Student Legal Name  
Grade  
Date of Birth  
Parent/Legal Guardian Name(s)  
Physical Home Address  
Gender  
Race/Ethnicity

Each year, if space allows, students may enroll in grades 11 and 12. Additionally, there will be a virtual-only dual enrollment option for students in grades 11 and 12 seeking the Associate of Science degree. Enrollment will be open to all students in grades 11 and 12 in the Commonwealth of Virginia by a lottery system (§ [22.1-349.3](#) of the *Code of Virginia*).

In addition to the requirements laid out above, GLOBE will tightly adhere to “VDOE’s LOTTERY SYSTEM POLICY AND PROCEDURE” guidelines, described below.

“Virginia State Law that governs the administration of University Laboratory Schools states that each applicant shall include a plan to conduct a lottery should the school experience applications in excess of the declared number of seats. It also states that laboratory school admission be opened to all students in the state.

The following is a suggested lottery policy and procedure for a College Partnership Laboratory School. This process is provided for the following purposes:

1. To provide the opportunity to administer an application and admission process where each student applicant has an equal opportunity to be admitted to the school. There are no qualifying requirements other than residency in the Commonwealth of Virginia.
2. The Lottery process is impartial and is intended not to advantage any particular student or student demographic. [while protecting the Governing Board and partnering school administration(s) with anonymity.]
3. To protect the privacy of the student applicants, including but not limited to protections afforded by FERPA.
4. “A College Partnership Lab School is subject to all federal and state laws and regulations and constitutional provisions prohibiting discrimination”.

The Laboratory School may develop and propose their own plan for a lottery; however, the school must provide an opportunity for all interested students in the Commonwealth to apply.

#### ***BEST PRACTICES FOR LOTTERY PROCESS FOR LABORATORY SCHOOLS***

1. *Determine the number of new students that will be admitted each year. This is the number of seats you will offer. State law requires that "Enrollment...shall be open on a space-available basis to ANY student who is deemed to reside within the Commonwealth."*
2. *Declare the date that the application process will open and the date it will end as well as the date of the lottery should it be necessary. As you receive applications, it is advisable to time stamp the date and time of the receipt of the application. This is done prior to determining student residency.*

3. *Identify who will be monitoring the lottery process. This is usually a neutral party or an employee of the VDOE. "For College Partnership Lab Schools that form a collaborative partnership with one or more local school divisions...enrollment in the "lab School" shall be administered by one of the partnering divisions." 22.1-349.3 (B)*
4. *Conduct your marketing campaign and student recruitment process. This process can begin prior to the date that the application process opens, or it can begin with the initiation of the application process.*
5. *The Virginia College Partnership Laboratory School Law states that these schools will be available to all children in the Commonwealth of Virginia. For purposes of the application, use general information to determine student eligibility such as the student's name, age (some schools ask for a birth certificate), parent/guardian name, address (to determine residency) and a number where the parent/guardian can be reached at the conclusion of the lottery. If at the end of the application period, you have more qualified applications than you have seats then you will conduct a lottery. If you do not have more applicants than you have available seats, then you will conduct your admission process in the order that applications were submitted based on their date and time stamp. Qualification of students only refers to student residency that has been confirmed.*
6. *To prepare for the lottery, a roster listing each student's name is prepared. You can identify this list as the Qualified Applicant List. Give this list to the neutral party who will monitor your lottery.*
7. *In order to maintain student privacy and to facilitate randomization of the process, a ticket number composed of six to seven numbers are generated and is applied to a name on the list. In other words, each student's name is coupled with a different identifier number. This is called The Number Identifier List. This Number Identifier List is given to the neutral party who is monitoring the lottery process and is not shown to anyone else.*
8. *The lottery is run on the appointed day with the opportunity for interested individuals from the public to attend. It is very important that the neutral party attend. The Number Identifier List without the associated student name is generated by the neutral observer and given to whomever is running the lottery. The randomizing process of the Number Identifier List absent student names can take place using various software programs such as Excel. During the randomizing process the ticket numbers are randomized, and a rank order is created using only the list with the ticket numbers. Each applicant receives a rank order number. No ticket number is excluded.*
9. *A copy of this list is given to the neutral observer. The neutral observer provides the school administration with a copy of the newly rank-ordered list that pairs the student's name with their identifier ticket. This is now called the Master Admission List. The neutral Observer retains this list and gives a copy of it to the school administration.*
10. *The Administration begins the admission process. This process can be accomplished in any manner the Lab School desires. However, it is strongly recommended that the Lab School provide the parent or guardian of the student with a document that they will sign that either accepts or rejects a seat in the class. Many schools who run lotteries have an orientation period with the parents of students either in a group orientation meeting or one by one. It is advisable to secure the signed document of acceptance or rejection as soon as possible after running the lottery.*
11. *Each month after the lottery, the administration will send a report to the neutral observer providing updates on which students accepted or rejected seats until such time the class is filled.*
12. *Students who receive a randomized ticket number in excess of the declared number of available seats shall constitute the waiting list and that order will not change unless or until their rank order is accessed to admit students to the new class after a student on the Master Admission List declines the offer of a seat in the incoming class. The waiting list shall be maintained until the cohort of students for that class graduate. If there is a vacancy that occurs in the cohort class at any time after the beginning of class for the cohort then the waiting list is used to reach out to parents and students to determine whether or not they would like to transfer to the Laboratory School. "Parents shall be informed of their student's position on the [waiting] list." 22.1-349.3 (B)"*



13. 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 waiting list shall also be prioritized through a lottery process, and parents shall be informed of their student's position on the list."

Special enrollment-related policies and procedures that address special situations (siblings, children of faculty, etc.) are not applicable, except as detailed in "VDOE's LOTTERY SYSTEM POLICY AND PROCEDURE" regulations. Each student will enroll individually. Applicants will be enrolled according to established criteria using a lottery process as described above and in full compliance with "VDOE's LOTTERY SYSTEM POLICY AND PROCEDURE" regulations.

14. 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.

Globe is committed to fostering positive, nurturing, healthy and engaging learning environments that support graduating all students to be college and career ready. To accomplish this, we must maintain a safe school for students and teachers. Together, families, students, teachers, staff and administrators share the responsibility in creating and sustaining an environment that supports student achievement and well-being. By following the rights and responsibilities outlined, students can help Globe become a safer and more supportive environment for all students and staff.

Globe students and student organizations must abide by the Student Code of Conduct both on and off campus. The Student Code of Conduct for students applies to conduct that occurs on college property, at college sponsored events and activities, and to off-campus conduct when the conduct adversely affects the College community and the pursuit of its objectives. GLOBE-RBS students will also be expected to abide by their respective school district as it relates to events/activities as it relates to their home district.

GLOBE will incorporate Richard Bland College's Code of Conduct ([XIII. Student Code of Conduct | Richard Bland College \(rbc.edu\)](#)) and our partnering district, Petersburg Public Schools ([Full Approved 8.19. PCPS Code of Student Conduct.pdf \(schoolwires.net\)](#)); Dinwiddie Public Schools ([21-22 Code of Conduct \(dinwiddie.k12.va.us\)](#)); and Prince George Public Schools ([Handbook And Code Of Conduct – Students – Prince George High School \(pgs.k12.va.us\)](#)) as good discipline is essential to academic success.

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

The Globe Academy will build FY 24-25 as follows:

Activity	Responsible Individuals and Timing
Prepare summer program, experiential learning, research teams. Finalize industry partnerships/internships. Plan teacher professional development.	RBC leadership & Interim Lab School Director (immediately upon lab school approval)
Project Initiation and partnership Event, Discuss instructional programing, training, final locations. Director advertisement and hiring.	RBC leadership & Interim Lab School Director (within first 2 months after approval)
Establishment of Board and Lab school partnership. Build out outreach and engagement plans. Review and finalize selection and policies and procedures.	Lab School Director and RBC leadership (Monthly meetings for first 6 months)
Curriculum discussions, site teams (teacher, faculty, administrator committee leads and framework). Teams launch final detailed plans.	Lab School Director, RBC academic teams, RBC instructors (start July 2024)
Implement 25 student summer program. Link partner institution events to lab school.	Lab School Director, academic teams, and instructors. (July 2024)
Board review of initial planning	Lab School board, Lab School Director (August 2024)
Finalize student enrollment of 25 11 <sup>th</sup> grade high school students.	Lab School Director with local school partners (by August 2024)
Identify funded STEM scholarships. Outline research internship(s).	Lab School Director (Prior to year 1)
Complete teacher training arrangements with Longwood and William & Mary.	Lab School Director, counterparts at partner institutions (Prior to summer of year 1)
Board review of year 0 Evaluation of plans for year 1	Lab School board, Lab School Director (June 2025)

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

Globe Academy students will be able participate in athletics, band and all co-curricular activities provided by their home school division.

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).

This proposal utilizes the definition of partnership as “a group of individuals representing diverse organizations, constituencies or factions within the community who agree to work together to achieve a common goal. One big incentive will be the diverse STEM projects, resources and think tanks that will develop from this partnership. This academic-community-industry partnership will serve as an effective vehicle to promote healthy cognition and stimulating teaching techniques, tools and understanding relating to STEM. Such partnerships will ensure that innovations developed (which are demonstrated to improve STEM outcomes) will be sustainable. We are confident that this model will be effective in addressing issues in workforce development and STEM education. Some reasons for using a partnership approach include: 1) having greater freedom to innovate and explore new situations; 2) developing a critical mass for action; 3) building public support and awareness; 4) minimizing duplication of effort; 5) mobilizing resources; and 6) sharing the responsibility for critical issues. The acceptability and sustainability of interventions and programs are also more likely when collaborative planning and resource-sharing occur.

The Globe Academy proposal has been in coordination with PCPS. In fact, before this partnership was developed RBC and PCPS had already created an MOU linked to STEM performance, research and summer strategies. Globe will allow the partnership to strive and develop to create a pro-STEM environment that permeates the community.

Incentives for participating local school divisions include increasing their capacity to offer students STEM classes and access to RBC resources. The benefits for RBC include the creation of a pipeline of students who may consider RBC in the future and the ongoing fulfillment of its mission to help prepare 21<sup>st</sup> Century students for the workplace.

**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.

Globe will operate as a “department” of Richard Bland College, much like the existing middle college program or any other specialized program such as FAME. The laboratory school will fall under the College’s financial plan and policies and would be subject to:

1. Governmental Accounting Standards Board (GASB) - GASB standards are recognized as authoritative by state and local governments  
<https://www.gasb.org/aboutgasb>
  2. Agency Risk Management and Internal Control Standards (ARMICS) Virginia - a mandate of the Commonwealth of Virginia, which requires State Agencies to implement internal control standards and “best practices.”
  3. Virginia Auditor of Public Accounts (APA) requirements and annual audits
  4. Virginia Commonwealth Accounting Policies and Procedures (CAPP) Manual
2. Start-up and five-year budgets with clearly stated assumptions and information regarding projected revenues and expenditures.

**Year 0 Award: \$1,500,000**

\$500,000 Petersburg Partnership funds:

\$1,000,000 startup expenses

**Partnership for Petersburg - \$500,000**

<b>Pre-Program training:</b> Globe will hold five 1-to-2-week Petersburg teachers/ RBC faculty trainings and/or prep labs between the months of June and July. This program will provide the teachers and faculty with enrichment in the areas of STEM, biology, physics, and mathematics to confidently orient them into their first semester at Globe.	\$ 5,000.00 pre-programs  5 preprograms x \$ 5,000.00 = <b>\$ 25,000</b>
<b>XR Training</b>	<b>\$ 30,000</b>
<b>VR Teacher Training:</b> To provide a 12-week training for GLOBE instructors and staff (RBC & Petersburg High School teachers) with little to no experience in programming, game design, or related fields can be trained to create engaging and effective VR classroom environments in a short period of time all on their own. This increased accessibility allows for a wider range of educators to take advantage of the benefits of VR in their teaching and to provide students with more engaging and effective learning experiences. VR is an essential component of GLOBE.	<b>\$15,000</b>
<b>Meta Quest 2:</b> Virtual reality headset	\$ 350.00 per quest 50 quest x \$ 350.00 = <b>\$ 17,500</b>
<b>Meta Quest Pro Equipment</b> <b>Advanced equipment for research/training</b>	<b>\$90,000</b>

<b>Lenovo-Legion Slim 7i 16”:</b> Laptop to store data, run software, troubleshoot and to control the Meta Quest 2s.	\$ 2,250 per laptop 3 lab laptops x \$ 2,250 = \$ <b>6,750</b>
<b>Lenovo-Legion Slim 7i 16”:</b> Laptop to store data, run software, troubleshoot and to control the Meta Quest 2s. 10 to main VR lab users to train on VR environment maneuvering, needed changes and basic updates :Lab school administrator, VR technician, VR coder, 5 faculty that will train extensively in the environment and 2 administrators	\$2,250 per laptop 10 lab school laptops x \$2,250 = \$ <b>22,500</b>
<b>VR Technician/ Coder:</b> Responsible for setting up, maintaining, and troubleshooting VR systems, ensuring they are functioning properly and providing users (faculty, students and lab) with quality experience. They also ensure that the systems meet safety requirements and provide training and support to users.	<b>\$ 75,000</b>
<b>Transportation:</b> 2 passenger vans/small bus to transport GLOBE students to and from high school, RBC community partnering events, and/or enrichment sessions.	<b>\$ 125,000</b>
Petersburg work based/ service-learning buildout team(s) to include curriculum design expenses with industries	<b>\$47,795</b>

Direct Cost RBC \$ 454,545

Indirect Cost (10%) \$45,455

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**Total Direct and Indirect Cost \$ 500,000**

**Other related Year 0 cost: \$1,000,000**

**Personnel Services: \$267,500**

Executive Director - AP (100%) – \$125,000

4 - Adjunct Contracts (\$7,500 each) - \$30,000

3 teacher contracts \$75,000 at 50% (50% - 6 month hiring period) = \$112,500

**Employee Benefits - \$83,125**

Executive Director - \$150,000x 35% = \$52,500

3 teachers (50% effort) \$150,000 = \$52,500

**Walking Trail: \$152,500**

RBC is 2.2 miles from Petersburg High School; there is no sidewalk for the students to walk safely between the high school and lab school.

**Virtual reality Unique Environments linked to Globe Academy - \$228,775** to build out the Virtual reality research environment with 3 STEAMh scenarios under Globe Academy. Build Globe Academy system using a data-centric approach to interoperability, software development, prescriptive analytics, and incorporating advanced technologies like artificial intelligence, machine learning, virtual reality, and augmented reality. Focus on [Virtual Reality](#) and [Gamification](#).

Materials/Supplies – office and curriculum supplies **\$20,000**

Travel - **\$7,200**

Research/learning Environment Partners - **\$150,000 (3-5 universities)**

Total \$909,100

IDC 10% = \$90,900

**Total - \$1,000,000**

### **Yearly Per Pupil Cost Breakdowns:**

SPLS RBC **Per Pupil funding** = \$7,000 per pupil

(Per Pupil amount - high-need underrepresented, underserved rural students)

	Year 1	Year 2	Year 3	Year 4
#Student Supplemental Program	75	75	75	75
Per Pupil amount	\$7,000	\$7,000	\$7,000	\$7,000
# Students Optional /Advanced	25	50	65	95
Per Pupil Amount	\$7,000	\$7,000	\$7,000	\$7,00
	\$700,000	\$875,000	\$980,000	\$1,190,000

Scaling cost per student includes lab consumables, equipment, faculty misc., advanced technology education, etc.

Grant related coverage:

Current grants that have *identified funds that link to the lab school* (TODAY):

National Science Foundation EPIIC grant: \$400,000

Department of Justice, Office of Violence Against Women Grant - \$300,000

Department of Labor, Back on Track Grant - \$694,000

SCHEV Rural Student Success Award - \$1,029,000

***All project budgets will be linked with grants, and other funding opportunities.***



**Future Directions:**

National Science Foundation IUSE – 2 year college grant: \$1.5 million (Track 1)  
 SCHEV Rural Student Success Initiative - \$1,000,000  
 National Science Foundation IUSE – 2 year college grant: \$1.5 million (Track 2)  
 National Science Foundation ATE – Advanced Technology Education: \$350,000  
 U.S. Department of State, World Learning: \$35,000 - \$50,000 (Phase 2)  
 Department of Justice, REACH Project: \$ 5 million  
 USDA DLT: \$1.5 -2 million

**Other funding initiatives:** \$ 5 - 10 million

- Substance Abuse and Mental Health Services Administration (SAMHSA)
- HRSA Health Careers
- Office of Women’s Health

Grant funds coverage *may* include STEM camps, personnel, supplies, travel, student cost, etc.

**YEAR 1:****PERSONNEL SERVICES TOTAL - \$ 774,900**

**(This includes SALARY -\$574,000 and FRINGE BENEFITS - \$200,900)**

Name	Role on Project	INST. BASE Salary		Requested salary	Fringe Benefits	Total
					35%	
Executive Director	TBD	\$125,000		\$ 125,000	\$ 43,750	<b>\$ 168,750</b>
3 Globe Educators/Teachers	TBD	\$75,000		\$ 225,000	\$ 78,750	<b>\$ 303,750</b>
<b>Total</b>				<b>\$ 350,000</b>	<b>\$ 122,500</b>	<b>\$ 472,500</b>

The director will manage all aspects of the lab school.

3 Globe Educators/Teachers (Masters level) –

\$75,000 each x 3 = \$ 225,000 (Benefits \$ 78,750) = \$ 303,750

Innovation, creativity linked to focused areas:

- Biology/ Chemistry
- Computer Science (with VR experience)
- Physics/Quantitative Methods
- Psychology/Health

**Other Personnel:**

Name	Role on Project	INST. BASE Salary	Requested Salary	Fringe Benefits 35%	Total
Asst. Director	TBD	\$ 80,000	\$ 80,000	\$28,000	<b>\$ 108,000</b>
Counselor – 100%	TBD	\$ 72,000	\$ 72,000	\$ 25,200	<b>\$ 97,200</b>

Lab School Learner Mentor	FT	Inkind	36,000	\$ 36,000	\$ 12,600	\$ 48,600
Lab School Learner Mentor	FT	Inkind	36,000	\$ 36,000	\$ 12,600	\$ 48,600
<b>Total</b>				<b>\$ 224,000</b>	<b>\$ 78,400</b>	<b>\$ 302,400</b>

### Supplies

**\$ 123,000**

General office supplies (pens, paper, plotter paper, etc.) - \$2,200

Software, survey expenses, training expenses = 1,800

Robotics Competition supplies and/or Aerospace program supplies = \$2,600

Curriculum supplies and lab school materials

### MATERIALS COSTS

VR lab materials 56,500

a) Utilize an existing space in the new innovation center and convert to another VR training lab for GLOBE teacher training, classroom/ student usage and related research;

b) Build GLOBE virtual reality specific environment to track all VR environments and build additional content as needed; c) 1 year contract with VR company to ensure adequate VR environments are built out for continuous use

Fabrication Lab 25,500

Electronics Lab 5,000

Robotics Lab 15,000

Tools 3,000

Media/Audio/Video Lab 11,400

**MATERIAL TOTAL 116,400**

### Travel - \$10,000

Local conference support for teachers and students. \$ 6,000

General Transportation expenses - \$ 4,000

### Other Costs – \$ 322,400

- Enrollment tuition - \$221,250

	Project role	Detail	#	Total
	tuition expenses	\$8,850	25	\$ 221,250

- 4 faculty to teach 4 stem PREP STEM classes - \$8,200 each x 4 = \$32,800
- After-school, 2 weekends a month and STEM Fair - \$18,350
- RBC community implementation meetings linked to dissemination plan on campus with faculty and staff, parents, community leaders, board members, Superintendent and other school districts – dissemination marketing expenses - \$25,000 (RBC creative services – marketing and communication office) **INKIND**



- Implementation meetings expenses linked to GLOBE planning meetings, retreat, related workshops and training - \$8,000
- Guest Speakers, mentors - \$800 each x 5 = \$4,000
- Office of Research and Innovation: Student Projects- \$ 13,000

**Professional Development - \$50,000**

Education and Training Components (as discussed in narrative): \$ 50,000

1. Expanded development of the teacher training component for GLOBE with William & Mary - \$25,000
2. Buildout at Longwood University – workshop participant for the team and buildout for the program participation expenses - \$25,000

**Grant Funded – \$ 75,000 (excluded from total direct cost)**

**Total Direct Cost = \$1,280,300**

**YEAR 2:**

**PERSONNEL SERVICES TOTAL - \$ 774,900**

**(This includes SALARY -\$574,000 and FRINGE BENEFITS - \$200,900)**

Name	Role on Project	INST. BASE Salary		Requested salary	Fringe Benefits	Total
					35%	
Executive Director	TBD	\$125,000		\$ 125,000	\$ 43,750	<b>\$ 168,750</b>
3 Globe Educators/Teachers	TBD	\$75,000		\$ 225,000	\$ 78,750	<b>\$ 303,750</b>
<b>Total</b>				<b>\$ 350,000</b>	<b>\$ 122,500</b>	<b>\$ 472,500</b>

The director will manage all aspects of the lab school.

3 Globe Educators/Teachers (Masters level) –

\$75,000 each x 3 = \$ 225,000 (Benefits \$ 78,750) = \$ 303,750

Innovation, creativity linked to focused areas:

- Biology/ Chemistry
- Computer Science (with VR experience)
- Physics/Quantitative Methods
- Psychology/Health

*Other Personnel:*

Name	Role on Project	INST.	Requested Salary	Fringe Benefits	Total
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		BASE Salary		35%	
Asst. Director	TBD	\$ 80,000	\$ 80,000	\$28,000	<b>\$ 108,000</b>
Counselor – 100%	TBD	\$ 72,000	\$ 72,000	\$ 25,200	<b>\$ 97,200</b>
Lab School Learner Mentor	FT	Inkind 36,000	\$ 36,000	\$ 12,600	\$ 48,600
Lab School Learner Mentor	FT	Inkind 36,000	\$ 36,000	\$ 12,600	\$ 48,600
<b>Total</b>			<b>\$ 224,000</b>	<b>\$ 78,400</b>	<b>\$ 302,400</b>

### Supplies

**\$ 123,000**

General office supplies (pens, paper, plotter paper, etc.) - \$2,200

Software, survey expenses, training expenses = 1,800

Robotics Competition supplies and/or Aerospace program supplies = \$2,600

### MATERIALS COSTS

VR lab materials 56,500

a) Utilize an existing space in the new innovation center and convert to another VR training lab for GLOBE teacher training, classroom/ student usage and related research;

b) Build GLOBE virtual reality specific environment to track all VR environments and build additional content as needed; c) 1 year contract with VR company to ensure adequate VR environments are built out for continuous use

Fabrication Lab 25,500

Electronics Lab 5,000

Robotics Lab 15,000

Tools 3,000

Media/Audio/Video Lab 11,400

**MATERIAL TOTAL 116,400**

### Travel - \$10,000

Local conference support for teachers and students. \$ 6,000

General Transportation expenses - \$ 4,000

### Other Costs – \$ 422,400

- Enrollment tuition - \$221,250

	Project role	Detail	#	Total
	tuition expenses	\$8,850	25	\$ 221,250

- 4 faculty to teach 4 stem PREP STEM classes - \$8,200 each x 4 = \$32,800
- After-school, 2 weekends a month and STEM Fair - \$18,350
- RBC community implementation meetings linked to dissemination plan on campus with faculty and staff, parents, community leaders, board members, Superintendent and other school districts – dissemination marketing expenses - \$25,000 (RBC creative services – marketing and communication office) **INKIND**

- Implementation meetings expenses linked to GLOBE planning meetings, retreat, related workshops and training - \$8,000
- Guest Speakers, mentors - \$800 each x 5 = \$4,000
- Office of Research and Innovation: Student Projects- \$ 13,000
- 3 Globe Academy Summer STEM Enrichment opportunities:  
enhanced programs (3-5 programs include educational enhancement/enrichment – In addition to required curriculum summer teaching and learning build out under the supplemental programs addition camp may include 1) Butterfly Robotics, 2) STEM stimulation ideas camp and 3) Create-a-thon with VCU. 3 x \$25,000 = \$75,000

*The material/personnel cost for each 3-week half-day course is as follows.*

Primary RBC instructor	\$5000
Assistant/co-teacher	\$2500
Supplies/equipment	\$2500
<b>COST PER COURSE</b>	<b>\$10,000</b>

#### **Professional Development - \$50,000**

Education and Training Components (as discussed in narrative): \$ 50,000

3. Expanded development of the teacher training component for GLOBE with William & Mary - \$25,000
4. Buildout at Longwood University – workshop participant for the team and buildout for the program participation expenses - \$25,000

**Total Direct Cost = \$ 1,380,300**

#### **YEAR 3 – 5 include the following changes:**

- After years 0-2 we will be conducted professional development at Richard Bland College
- Increase in grant funding deduction to a minimum of \$520,000 each year.

4. Evidence of anticipated fundraising contributions, if applicable.

The RBC Office of Research and Innovation received 2.5 million dollars this year for RBC and PCPS (funding received through the Department of Justice, Department of Labor , State Council of Higher Education in Virginia – Rural Student Success and the National Science Foundation). The team will develop a full strategy for the lab school funding.

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

All Globe Academy personnel will be RBC employees. Thus, the insurance coverage includes (but is not limited too): 1) general liability, 2) health, and 3) property. This coverage will be outlined by RBC human resources upon employee placement.

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.

As a state agency, RBC is insured through the Division of Risk Management, which is part of 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).

All members of the GLOBE governing board have approved the insurance covered obtained for GLOBE. Justification and evidence of each type of insurance coverage are available at Richard Bland College. Links to liability coverage through the Commonwealth:

Virginia Department of the Treasury, Division of Risk Management: <https://trs.virginia.gov/Risk-Management>

UVA's policy that has excerpts that better explains  
DRM: [https://uvapolicy.virginia.edu/policy/FIN-006#Liability\\_Coverage](https://uvapolicy.virginia.edu/policy/FIN-006#Liability_Coverage)

W&M Risk Management: <https://www.wm.edu/offices/publicsafety/riskmanagement/https://www.wm.edu/offices/publicsafety/riskmanagement/insurance/>

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.

Richard Bland College of William & Mary actively maintains a sound facilities plan, including contingency plans. According to the *Bylaws* of the Board of Visitors, the COO is designated with responsibility for effective operation of the plan, auxiliary enterprises, the general purchasing and supply system, and the buildings and grounds of the College. The responsible entity does take appropriate action to assure that the property and all materials in the College under their cognizance are properly safeguarded and in good condition and that appropriate maintenance, safety, and security procedures are established to utilize the materials and property of the College.

The facilities plan includes suitable instructional space, evidenced by eight major buildings with 162,877 square feet of floor space. Colonial Heights Baptist Church

provides a contingent suitable indoor area for additional educational space, should the need arise. Provisions for library services include a fully staffed and operational library, with both electronic and hard copy resources available to students and staff. Although there is no medical center on campus, thus no medication management by college staff, student records are securely maintained in the Bursar's office, within Human Resources. The college is fully compliant with all building and fire codes, as evidenced by the college hosting the State Fire Marshal on an average of two times a semester.

- College Fire plans can be found at
  - Fire Safety – Found at <https://www.rbc.edu/student-handbook/xvi-college-department-campus-safety-police/#fire-safety-anchor>
  - Emergency Action & Fire Prevention Plan – found at <https://www.rbc.edu/wp-content/uploads/2021/04/Richard-Bland-College-Emergency-Action-Fire-Prevention-Plan.pdf> (Appendix E is not included in the forward facing document because of security concerns, as they are building maps)
  - 2023 Annual Campus Security and Fire Safety Report – found at <https://www.rbc.edu/wp-content/uploads/2023/09/2023-Annual-Campus-Security-and-Fire-Safety-Report.pdf> . (pages 43 – 46)

The College's building evacuation plans follow the fire evacuation plan. The gymnasium, Statesmen Hall, is designated as the campus shelter site and is also designated as a State shelter site. This building will be utilized as needed. The College evacuation is an oversight of the Incident Commander and is evaluated by the College Emergency Management Team. In the case of an evacuation, the EMT will evaluate and utilize the need and resources to carry out an evacuation. This may also include College closing protocols.

The college site has historical significance relating to battles of the Civil War, and the college's history has been described in the literature, including an academic dissertation by a former RBC President. The structure of operation and maintenance services is managed by a Director of Operations, and regular updates are provided to the Board of Visitors. Finally, no debt is incurred by lease agreements; however, the College maintains lessees, including DroneUp and students from Virginia State University.

A sound facilities plan, including backup or contingency plans. Facilities information includes

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

- Backup/contingency plan: COOP Mission Essential Functions

- Please note that per the College's COOP Plan Privacy Statement, I am withholding sending the full COOP document: 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 FOIA under Virginia Code §2.2-3705.2. Accordingly, Richard Bland College is withholding this plan from full public disclosure.
- Policy 2070: Records & Retention – last updated in 2020, but reviewed in 2022.

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 services will be provided by each school division. Partners will assist as needed related to the summer programs and teacher training components.

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.”)

Partners will be compliant with code standards.

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

Globe dual enrollment students will be identified as RBC dual enrollment students and will have access to all education services (including Learner Success Mentors, counseling services, food services, related transportation, custodial, security and health services. In addition, students will also be able to continue to utilize “all” school district services.

Each school division will provide food services to Globe students consistent with food services available to all students in the division.

Transportation will be a responsibility of the home school district. Transportation to and from the Globe Academy activities 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 Globe activities, take public transportation, 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.



However, additional funding has been allocated by Partnerships for Petersburg for transportation for Petersburg Public School students. These funds have been approved to purchase two vans/small buses for these students.

**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 contact's name, title, email address, and phone number.

Dr. Tiffany Birdsong

Chief Academic Officer, Richard Bland College

8311 Halifax Road | Petersburg, VA 23805

E: [tbirdsong@rbc.edu](mailto:tbirdsong@rbc.edu) | T: 804-862-6100 X6267

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

The notifications process that is currently in place for the schools, colleges and universities will remain in effect. The parent will be contacted by our previous notification requirements. Globe will also provide assistance to help transition the student back to their home division or assist with enrollment with other programs/alternative school. Globe will also conduct focus groups regarding the families' experience.

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.

Standard procedures as described above for each school, university, and college site will remain in effect. In addition, the Executive Director will follow up to ensure timely notification was achieved for the lab school.

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).

Pursuant to the Code of Virginia and the policies, procedures and regulations that each partner already follows will remain in effect. Globe will follow the registration/transfer guidelines as the partnering division school. If a student/family decides to transfer from Globe to another division, the transfer request will be sent to the home school division and per Code of Virginia ( [§ 22.1-289. Transfer and management of scholastic records; disclosure of information in court](#)



[notices; penalty \(virginia.gov\)](#) the student record or a copy of the student record will be transferred to the school division to which the student transfers upon request from such school division.

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.

Career planning and placement assistance will be complete within capacity and standards. RBC is optimistic that employees can find positions within its dual enrollment and other programs. Globe is largely covered by grant funding that has already been secured, which will help it remain open longer.

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.

The lab school would operate as a “department” of Richard Bland College, much like the existing middle college program or any other specialized program such as FAME, it would fall under the College’s financial plan and policies and would be subject to:

1. Governmental Accounting Standards Board (GASB) - GASB standards are recognized as authoritative by state and local governments  
<https://www.gasb.org/aboutgasb>
2. Agency Risk Management and Internal Control Standards (ARMICS) Virginia - a mandate of the Commonwealth of Virginia, which requires State Agencies to implement internal control standards and “best practices.”
3. Virginia Auditor of Public Accounts (APA) requirements and annual audits
4. Virginia Commonwealth Accounting Policies and Procedures (CAPP) Manual

**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.

Globe will operate within RBC, and each school board policies and will comply with the federal Family Educational Rights and Privacy Act and record retention schedules consistent with the guidance issued by the Library of Virginia. RBC FERPA policy is provided below.

*7020 Student Records and FERPA*

*Policy Number: 7020*

*Policy Name: Student Records and FERPA*

*Responsibility for Maintenance: Director of Records and Registration*

## ***I. Policy Statement***

*The College protects the privacy of student records and provides students with access to their own records in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), a Federal law which requires that a written institutional policy be established and that a statement of adopted procedures covering the privacy rights of students be made available. The law provides a student the right to inspect and review information contained in his/her education record, to challenge the contents of the education record, and to have a hearing if the outcome of the challenge is unsatisfactory. The student may submit explanatory statements for inclusion in the files if the student feels the decision of the hearing panel to be unacceptable.*

### ***A. Student Rights***

*The law provides that the institution will maintain the confidentiality of student education records. Richard Bland College accords all the rights under the law to students in attendance at the College.*

- 1. Right to Inspect and Review: Students have the right to inspect and review their own education records within 45 days after the day the College receives a request for access. Education records available for inspection include, but are not limited to admissions, personal, academic, and financial files, as well as academic and placement records. Refer to the definition of Education Records in Section VI for more information. Students may have copies made of their records with certain exceptions (e.g., copy of the academic record for which a financial hold exists, or a transcript of an original or source document that exists elsewhere).*
- 2. Right to Request Amendment: If a student believes that information contained in the student's education record is inaccurate, misleading, or otherwise violates the student's right to privacy, the student may request that the College amend the records(s). Initial requests for amendment of an education record should be made to the College Director of Records and Registration and may be resolved informally. If the College Director of Records and Registration decides not to amend the records as requested, the student will be notified of the right to request a formal hearing. Procedures for both informal and formal resolution of a request for amendment are outlined below in Section VII.*
- 3. Rights Concerning Disclosure: Students have the right to consent to disclosures of personally identifiable information from their education records except to the extent that FERPA or superseding law authorizes disclosure without consent of the student. Consent to disclose education records must be written, signed, and dated. Valid written consent must also specify the records that may be disclosed, the purpose for which they may be disclosed, and the persons or class of persons to whom the information may be disclosed.*

### ***B. Disclosure of Student Education Records without Consent***

- 1. In general, the College will not disclose personally identifiable information from education records without prior written consent of the student. The College may disclose an education record or information from an education records when all personally identifiable information has been redacted, such that a reasonable person in the school community without special knowledge of the relevant circumstances would not be able to identify the student from the record. FERPA permits disclosure of education records in the following circumstances:*
- 2. Disclosures to school officials with legitimate educational interests. In general, such disclosures include those made to members of the Faculty or personnel in the Office of Records and Registration, the Office of the Provost, the Financial Aid Office, the Office of Student Success, Office of Residence Life, the Office of the President, and other College personnel as necessary for them in the exercise of their official duties. (See Section VI for the definition of school official.)*
- 3. Disclosures of directory information. At its discretion, the College may provide directory information in accordance with the provisions of FERPA and Va. Code §23.1-405.C. Students may withhold directory information from disclosure by notifying the Director of Records and Registration in writing within two weeks after the first day of class for each term. (See Section VI for the definition of directory information.)*

4. *Disclosures to a Transfer Institution.* The College may make disclosures of students' education records to another educational institution where the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.
5. *Disclosure to the student him/herself.*
6. *Disclosures to parents of dependent students.* The College may disclose personally identifiable information from education records to parents of a student considered a dependent for federal income tax purposes. The College may not presume tax dependency and must obtain either a copy of the parents' most recent tax return (financial information may be redacted) or an acknowledgment from the student that the student is in fact a dependent. This exception is generally not available for international students, whose parents generally do not file U.S. tax returns.
7. *Disclosures made in connection with a health or safety emergency.* The College may disclose personally identifiable information to appropriate parties if the disclosure is necessary to protect the health or safety of the student or other individuals.
8. *Disclosures to comply with a judicial order or lawfully issued subpoena.*
9. *Disclosure to a court in connection with a lawsuit.* If the student brings a lawsuit against the College, the College may disclose information from education records that is relevant to the action and does not relate to other students not involved in the lawsuit.
10. *Disclosure to parents of a student who has violated drug and alcohol rules.* The College may disclose information from education records to parents of a student, who is under 21 at the time of the disclosure, if that information relates to the College's determination that the student has violated the College's rules regarding drugs or alcohol.
11. *Disclosure of the "final results" of a disciplinary proceeding.* If the College determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of College policy or rules, then the College may disclose the final results of the disciplinary proceeding to the public. The final results are limited to the name of the student, the basic nature of the violation the student was found to have committed, and a description and the duration of any sanction the College imposed against the student.
12. *Disclosure to a victim of an alleged perpetrator of a crime of violence or non-forcible sex offense.* The College may disclose the final results of a disciplinary hearing to such a victim and may make such disclosure regardless of the outcome of the proceeding. The final results are limited to the name of the student, the basic nature of the violation the student was found to have committed, and a description and the duration of any sanction the College imposed against the student.
13. *Disclosure in connection with financial aid that the student has applied for or received.* The College may make disclosures in connection with financial aid if the disclosure is for the purpose of determining the student's eligibility for, the amount of, the conditions for the aid, or to enforce the terms and conditions of the aid.
14. *Disclosure to authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs.* Disclosures under this provision may be made in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of personally identifiable information to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
15. *Disclosures to accrediting organizations to carry out their accrediting functions.*
16. *Disclosures to organizations conducting studies for education institutions to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.* Disclosures to these organizations are permitted if the studies are conducted in a manner that prevents personal identification of parents and students by

anyone other than representatives of the organizations, the information is destroyed when no longer needed for purposes of the studies, and the institution enters into a written agreement with the organization specifically limiting its use of the information in these ways.

17. Disclosures concerning sex offenders. The College may make certain disclosures that consist of information provided to the institution pursuant to the Violent Crime Control and Law Enforcement Act of 1994 (commonly known as the Wetterling Act).

## **II. Reason for Policy**

FERPA is designed to protect the confidentiality of the records that educational institutions maintain on their students, give students access to those records, and assure the accuracy of those records. This policy has been established to inform students of their rights under FERPA, to inform employees, student workers, third party contractors and volunteers of Richard Bland College's obligations under FERPA, and to describe the circumstances under which the College may disclose student education records.

## **III. Applicability of the Policy**

This policy applies to students in attendance at and employees of Richard Bland College. This policy governs the treatment of records directly relate to students and maintained by Richard Bland College.

## **IV. Related Documents**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99)

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.

Globe will operate in accordance with all applicable federal, state and local laws and regulations including the Virginia Freedom of Information Act (FOIA). Please see RBC's FOIA policy below.

9020 Freedom of Information Act Policy (FOIA)

**Policy Number: 9020**

**Policy Name: Freedom of Information Act Policy (FOIA)**

**Responsibility for Maintenance: FOIA Officer**

### **1. Policy Statement**

Richard Bland College acknowledges the rights of requesters and the responsibility of the College under the Virginia Freedom of Information Act.

### **2. Reason for Policy**

The Virginia Freedom of Information Act (FOIA) guarantees citizens of the Commonwealth and representatives of the media access to public records held by public bodies, public officials, and public employees. The purpose of FOIA is to promote an increased awareness by all persons of governmental activities. In furthering this policy, FOIA requires the law to be interpreted liberally, in favor of access, and that any exemption allowing public records to be withheld must be interpreted narrowly.

### **3. Applicability of the Policy**

This policy is to be understood and applied by the College's FOIA Officer. This policy applies to any public records held by Richard Bland College.

### **4. Related Documents**

Virginia Freedom of Information Act (FOIA), Code of Virginia § 2.2-3700 et seq.  
(<http://foiacouncil.dls.virginia.gov/2016law.pdf>)

### **5. Contacts**

OFFICE	TITLE	TELEPHONE NUMBER
Office of the President	FOIA Officer	(804)862-6100, ext. 6221

#### **VI. Definitions**

*Public record: A public record is any writing or recording—regardless of whether it is a paper record, an electronic file, an audio or video recording, or any other format—that is prepared or owned by, or in the possession of a public body or its officers, employees, or agents in the transaction of public business. All public records are presumed to be open, and may only be withheld if a specific, statutory exemption applies.*

*Requestor: Those who are entitled to inspection and copying of records under FOIA are limited to citizens of the Commonwealth, representatives of newspapers and magazines with circulation in the Commonwealth, and representatives of radio and television stations broadcasting in or into the Commonwealth.*

#### **VII. Procedures Your FOIA Rights**

1. *You have the right to request to inspect or receive copies of public records, or both.*
2. *You have the right to request that any charges for the requested records be estimated in advance.*
3. *If you believe that your FOIA rights have been violated, you may file a petition in district or circuit court to compel compliance with FOIA. Alternatively, you may contact the FOIA Council for a nonbinding advisory opinion.*

#### **Making a Request for records from Richard Bland College**

*You may request records by U.S. Mail, fax, e-mail, in person, or over the phone. FOIA does not require that your request be in writing, nor do you need to specifically state that you are requesting records under FOIA. However, from a practical perspective, it may be helpful to both you and the person receiving your request to put your request in writing. This allows you to create a record of your request. It also gives RBC a clear statement of what records you are requesting, so that there is no misunderstanding over a verbal request. However, RBC cannot refuse to respond to your FOIA request if you elect to not put it in writing.*

*Your request must identify the records you are seeking with “reasonable specificity.” This is a common-sense standard. It does not refer to or limit the volume or number of records that you are requesting; instead, it requires that you be specific enough so that RBC can identify and locate the records that you are seeking.*

*Your request must ask for existing records or documents. FOIA gives you a right to inspect or copy records; it does not apply to a situation where you are asking general questions about the work of Richard Bland College, nor does it require Richard Bland College to create a record that does not exist.*

*You may receive electronic records in any format used by Richard Bland College in the regular course of business. For example, if you request records maintained in an Excel database, you may receive those records electronically, via e-mail, on a computer disk, or as a printed document.*

*Please cooperate with the staff’s efforts to clarify the type of records you are seeking, or to attempt to reach a reasonable agreement about a response to a large request. Making a FOIA request is not an adversarial process, but RBC staff may need to discuss your request with you to ensure that we understand what records you are seeking.*

To request records from Richard Bland College, you may direct your request to the FOIA Officer by email at [foia@rbc.edu](mailto:foia@rbc.edu) by regular mail at 11301 Johnson Road, South Prince George, VA 23805; or by phone at 804.862.6221.

You may also contact the FOIA Officer with questions you have concerning requesting records from Richard Bland College. In addition, the Freedom of Information Advisory Council is available to answer any questions you may have about FOIA. The Council may be contacted by e-mail at [foiacouncil@dls.virginia.gov](mailto:foiacouncil@dls.virginia.gov), or by phone at (804) 225-3056 or [toll free] 1-866-448-4100.

### ***Richard Bland College's Responsibilities in Responding to Your Request***

Richard Bland College must respond to your request within five working days of receiving it. "Day One" is the working day after your request is received. The five-day period does not include weekends, holidays, or other days the College is closed.

The reason behind your request for public records from Richard Bland College is irrelevant, and you do not have to state why you want the records before we respond to your request. FOIA does, however, allow Richard Bland College to require you to provide your name and legal address.

FOIA requires that Richard Bland College make one of the following responses to your request within the five-day time period:

4. We provide you with the records that you have requested in their entirety.
5. We withhold all of the records that you have requested, because all of the records are subject to a specific statutory exemption. If all of the records are being withheld, we must send you a response in writing. That writing must identify the volume and subject matter of the records being withheld and state the specific section of the Code of Virginia that allows us to withhold the records.
6. We provide some of the records that you have requested but withhold other records. We cannot withhold an entire record if only a portion of it is subject to an exemption. In that instance, we may redact the portion of the record that may be withheld and must provide you with the remainder of the record. We must provide you with a written response stating the specific section of the Code of Virginia that allows portions of the requested records to be withheld.
7. We inform you in writing that the requested records cannot be found or do not exist (we do not have the records you want). However, if we know that another public body has the requested records, we must include contact information for the other public body in our response to you.
8. If it is practically impossible for Richard Bland College to respond to your request within the five-day period, we must state this in writing, explaining the conditions that make the response impossible. This will allow us seven additional working days to respond to your request, giving us a total of 12 working days to respond to your request.

If you make a request for a very large number of records, and we feel that we cannot provide the records to you within 12 working days without disrupting our other organizational responsibilities, we may petition the court for additional time to respond to your request. However, FOIA requires that we make a reasonable effort to reach an agreement with you concerning the production of the records before we go to court to ask for more time.

### ***Costs***

A public body may make reasonable charges not to exceed its actual cost incurred in accessing, duplicating, supplying, or searching for the requested records. No public body shall impose any extraneous, intermediary, or surplus fees or expenses to recoup the general costs associated with

*creating or maintaining records or transacting the general business of the public body. Any duplicating fee charged by a public body shall not exceed the actual cost of duplication. All charges for the supplying of requested records shall be estimated in advance at the request of the citizen as set forth in subsection F of § 2.2-3704 of the Code of Virginia.*

*You may have to pay for the records that you request from Richard Bland College. FOIA allows us to charge for the actual costs of responding to FOIA requests. This would include items like staff time spent searching for the requested records, copying costs, or any other costs directly related to supplying the requested records. It cannot include general overhead costs.*

*If RBC estimates that it will cost more than \$200 to respond to your request, RBC may require you to pay a deposit, not to exceed the amount of the estimate, before proceeding with your request. The five days that RBC has to respond to your request does not include the time between when RBC asks for a deposit and when you respond.*

*You may request that RBC estimate in advance the charges for supplying the records that you have requested. This will allow you to know about any costs upfront, or give you the opportunity to modify your request in an attempt to lower the estimated costs.*

*If you owe RBC money from a previous FOIA request that has remained unpaid for more than 30 days, RBC may require payment of the past-due bill before responding to your new FOIA request.*

#### **Commonly used exemptions**

*The Code of Virginia allows any public body to withhold certain records from public disclosure. Federal law also requires certain records to be withheld. Richard Bland College commonly withholds records subject to the following exemptions:*

9. *Personnel records (§ 2.2-3705.1 (1) of the Code of Virginia)*
10. *Records subject to attorney-client privilege (§ 2.2-3705.1 (2)) or attorney work product (§ 2.2-3705.1 (3))*
11. *Vendor proprietary information (§ 2.2-3705.1 (6))*
12. *Records relating to the negotiation and award of a contract, prior to a contract being awarded (§ 2.2-3705.1 (12))*
13. *Student records (§ 2.2-3705.4 and The Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g; 34 CFR Part 99)*

#### **VIII. Related Laws**

*Virginia Code §§ 2.2-3700 et seq. – <http://law.lis.virginia.gov/vacode/title2.2/chapter37/>*

#### **Policy History**

*Approved November 20, 2015*

*Updated July 6, 2016*

*Updated July 1, 2020*

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.

N/A



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.)

Collaborative Partnerships that GLOBE will be able to offer immediately include:

- 1) The GLOBE will offer students the ability to complete a RBC associates degree
  - 2) RBC University Center – Is a partnership with Virginia State University and Virginia Wesleyan University where students can stay at RBC and receive 4 year degrees from VSU or VWU
  - 3) RBC is also a member of the Transfer Scholars Network. This network of schools includes Cornell University, John Hopkins, MIT, Rice University, Princeton University and several other out of state transfer opportunities.
  - 4) The RBC agreements with in State colleges such as Virginia Commonwealth University, William & Mary, VA Tech., Old Dominion University, Norfolk State University Christopher Newport University, George Mason University and others.
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.”

N/A

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 governing board will be required to submit all disclosures regarding financial conflicts of interests on an annual basis. RBC Lab School will comply with the federal regulations and utilize the forms already established by the RBC Business Office.

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.

No known conflicts of interest

## 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:

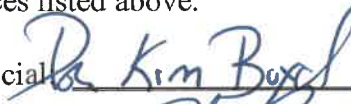
1. No tuition will be charged to students attending the college partnership laboratory school, except as described in subsection E of § [22.1-349.3](#) of the *Code of Virginia*.
2. The school will be nonreligious in its admission policies, employment practices, instruction, and all other operations.
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.

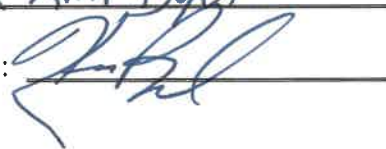
Name of Authorized Official



Title:



Signature of Authorized Official:



Date:





City of Petersburg

Office of the Mayor  
City Hall

Suite 210  
Petersburg, VA 23803

November 3, 2023

Dr. Lisa Coons  
Superintendent of Public Instruction  
Virginia Department of Education  
P.O. Box 2120  
Richmond, Virginia 23218

**SUBJECT: SUPPORT FOR PETERSBURG LAB SCHOOL INITIATIVE**

Dear Dr. Coons,

As Mayor of the City of Petersburg, I extend my personal support and that of the city for the Lab School proposal by Richard Bland College.

Presently, our city's public school system, which comprises four elementary schools, one middle school, and one high school, serves over 4,100 students. Unfortunately, Petersburg students have suffered significant academic setbacks due to the COVID-19 pandemic, with average learning losses of 23 weeks in math and 21 weeks in reading. Addressing these issues is a critical objective for our school district, city, and the Commonwealth. This comprehensive initiative is included in the Partnership for Petersburg.

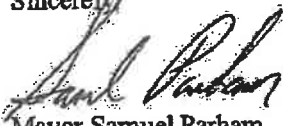
A key part of our strategy to equip Petersburg students for future success is establishing a Lab School. A Lab School will offer experiential learning for the students in Petersburg's primary and secondary schools and teachers in training at Richard Bland College. By aligning the college's efforts with those of our students, we are confident that this will create a platform for innovation and growth.

The concept of a Lab School is consistent with our vision for Petersburg's future, particularly concerning the growing pharmaceutical industry in the city and region. The Lab School would enable students to pursue STEM studies, gain firsthand experience of their local industry, graduate, and secure skilled, high-paying jobs within their community. This initiative aligns with the Governor's vision of retaining talent within the Commonwealth and could significantly transform the opportunities available to Petersburg and beyond.

To ensure the successful implementation of the Lab School, Petersburg is ready to support our schools and Richard Bland College. Should you require further information, please do not hesitate to reach me at [sparham@petersburg-va.org](mailto:sparham@petersburg-va.org) or call (804) 586-5528.

Thank you for your dedication to preparing Petersburg students to become future leaders.

Sincerely,

A handwritten signature in black ink, appearing to read "Samuel Parham". The signature is fluid and cursive, with a large initial "S" and "P".

Mayor Samuel Parham  
City of Petersburg



**PETERSBURG CITY PUBLIC SCHOOLS**  
School Administrative Offices  
255 South Boulevard, East  
Petersburg, Virginia 23805-2700  
Phone: (804) 518-6459

May 23, 2023

Dr. Kimberly Boyd, Vice President  
Richard Bland College  
11301 Johnson Road  
South Prince George, VA 23805

Dear Dr. Boyd:

On behalf of the Petersburg City Public Schools, please accept this letter of support for Richard Bland College in submission of their lab school planning grant application. Our organization's mission is to *develop 21<sup>st</sup> Century citizens able to effectively collaborate, communicate, and innovate*, which is in alignment with this proposed planning project. We also support planning professional development opportunities for instructional staff and leadership, that will additionally assist teachers in their pursuit of national board certification.

We believe that this project will create remarkable opportunities for students while still in high school as well as in their future. Partnering with Richard Bland College and other universities will provide a network of services that will benefit students, staff, families, and communities. We are excited about the opportunities for students in our region who would benefit from this partnership.

Sincerely,

Kenneth L. Pritchett, M.A.Ed., Chairman  
Petersburg City School Board

*"An Equal Opportunity Employer"*



**RICHARD BLAND COLLEGE (RBC) OF WILLIAM & MARY  
AND  
PETERSBURG CITY PUBLIC SCHOOL BOARD**

1. This agreement is entered into by and between the Richard Bland College of William and Mary, 11301 Johnson Road, Prince George, VA 23805, hereinafter referred to as "RBC" and Petersburg City Public School Board, Petersburg, VA 23805, hereinafter referred to as "PCPS."
2. The administrators of the affiliating institutions have established an approved professional program. The specific nature of this program is to develop and train high school and undergraduate students (hereinto referred to as "trainees") in regard to efficacy towards STEM using a cognitive behavioral health focus. While this MOU/agreement may cover a period of 7 years; the specialty and focus will be mutually agreed upon by RBC and PCPS annually.
3. Trainees and staff will be allowed to coordinate usage of labs, classrooms and/or facilities at both RBC and PCPS as needed to receive their experience and as required by different programs/initiatives that link to this MOU.
4. As the primary writer of the program and/or grant proposal(s) associated with this agreement, it is mutually agreed upon that Dr. Kimberly Boyd will serve as the Principal Investigator over this initiative. Dr. Boyd is also the designated official to coordinate the trainees learning experiences that should cross both institutions.
5. Both parties agree that this program includes the following strategy:
  - a. 2/2- Efficacy towards STEM, cognitive behavioral approach - 2 years RBC (Associates) and 2 (Bachelors) remaining years at one of the other Institutions that have MOUs with RBC linked to this initiative to include *(but not limited by)*: Hampton University, William & Mary, Virginia Commonwealth University, and Virginia State University
  - b. Participating in STEM education and professional and workforce development
  - c. Collaborative training health professionals (linked to recruitment, retention, teaching effectively, research and service)
6. The parties acknowledge and agree to the following:
  - a. Petersburg High School students would have a priority selection rubric that will be approved each year by both parties.
  - b. There is no expense currently attached to this MOU for RBC or PCPS other than grant funded opportunities.
  - c. The quantity and assignment of trainees will be mutually agreed upon by RBC and PCPS before the beginning of each training period.
  - d. To make available related facilities needed
  - e. Arrange schedules that will not conflict with other educational programs

- f. Provide reasonable classroom, conference, office, storage space for participating trainee as outlined in each program
7. It is expressly agreed that this written statement embodies the entire agreement of the parties regarding this affiliation and no other agreements exist between the parties except as herein expressly set forth regarding this specific efficacy towards STEM and cognitive behavioral health approach. Any changes or modifications to this agreement must be in writing and signed by both parties.
8. Termination of either party will require written notification be sent by registered mail 30 days prior to termination date.

  
Dr. Kimberly Boyce, Principal Investigator RBC and PPS STEM Initiative  
5/5/22  
Date

  
Dr. Debbie Sydow, President, Richard Bland College of William and Mary  
5/5/22  
Date

  
Dr. Julius Hamlin, Acting Superintendent, Petersburg City Public Schools  
5/5/22  
Date

This agreement will be effective from June 15, 2022 – June 15, 2029 unless dissolved by either party.



## PRINCE GEORGE COUNTY PUBLIC SCHOOLS

6410 Courts Drive | Prince George, Virginia 23875

LEAD. INNOVATE. INSPIRE.

August 8, 2023

Dr. Kimberly Boyd, Vice President  
Richard Bland College  
11301 Johnson Road  
South Prince George, VA 23805

Dear Dr. Boyd:

On behalf of Prince George County Public Schools, please accept this letter of support for Richard Bland College in submitting their lab school application. Our organization's mission is *Engage, Encourage, and Inspire Every Child, Every Day*, which is in alignment with this proposed planning project. We also support planning professional development opportunities for instructional staff and leadership, that will additionally assist teachers in their pursuit of national board certification.

We believe that this project will create remarkable opportunities for students while still in high school as well as in their future. Partnering with Richard Bland College and other universities will provide a network of services that will benefit students, staff, families, and communities. We are excited about the opportunities for students in our region who would benefit from this partnership.

Sincerely,

Lisa Pennycuff  
Superintendent

Cecil M. Smith  
Chairman of the Board

LP/rbk

**MEMORANDUM OF UNDERSTANDING  
BETWEEN  
RICHARD BLAND COLLEGE (RBC) OF WILLIAM & MARY  
AND  
PRINCE GEORGE COUNTY PUBLIC SCHOOL DISTRICT**

This agreement is entered into by and between the Richard Bland College of William and Mary, 11301 Johnson Road, South Prince, VA 23805, hereinafter referred to as "RBC" and Prince George County City Public School District, Prince George, VA 23875, hereinafter referred to as "PGCPS" for the purpose of achieving the various aims and objectives relating to community programs and to promote educational excellence.

**WHEREAS**, PGCPS and RBC desire to enter into an agreement to collaborate as "partners" to accomplish related activities, events, and projects; and .

**WHEREAS**, PGCPS and RBC are desirous to enter into a Memorandum of Understanding with established working arrangements that each of the partners agree are necessary to be successful.

1. The administrators of the affiliating institutions have established an approved professional program. The specific nature of this program is to develop and train middle, high school and undergraduate students (hereinto referred to as "trainees") in regard to efficacy towards STEM using a cognitive behavioral health focus. While this MOU/agreement may cover a period of 7 years; the specialty and focus will be mutually agreed upon by RBC and PGCPS annually.
2. Trainees and staff will be allowed to coordinate usage of labs, classrooms and/or facilities at both RBC and PGCPS as needed to receive their experience and as required by different programs/initiatives that link to this MOU.
3. As the primary writer of the program and/or grant proposal(s) associated with this agreement, it is mutually agreed upon that Dr. Kimberly Boyd may serve as the Principal Investigator over this initiative. Dr. Boyd is also the designated official to coordinate the trainees' learning experiences that should cross both institutions.
4. Both parties agree that this program includes the following strategies:
  - a. 2/2- Efficacy towards STEM, cognitive behavioral approach - 2 years RBC (Associates) and 2 (Bachelors) remaining years at one of the other institutions that have MOUs with RBC linked to this initiative to include (*but not limited by*): Longwood University, Hampton University, William & Mary, Virginia Commonwealth University, and Virginia State University.
  - b. Participating in STEM education and professional and workforce development.

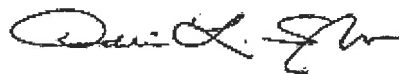
- c. Collaborative training health professionals (linked to recruitment, retention, teaching effectively, research and service).
5. The parties acknowledge and agree to the following:
- 25 high school students would have a priority selection rubric that will be approved each year by both parties (linked to the RBC Lab School).
  - There is no expense currently attached to this MOU for RBC or PGCPs other than grant funded opportunities.
  - The quantity and assignment of trainees will be mutually agreed upon by RBC and PGCPs before the beginning of each training period.
  - To make available related facilities needed.
  - Arrange schedules that will not conflict with other educational programs.
  - Provide reasonable classroom, conference, office, storage space for participating trainee as outlined in each program.
6. It is expressly agreed that this written statement embodies the entire agreement of the parties regarding this affiliation and no other agreements exist between the parties except as herein expressly set forth regarding this specific efficacy towards STEM and cognitive behavioral health approach. Any changes or modifications to this agreement must be in writing and signed by both parties.
7. Termination of either party will require written notification be sent by registered mail 30 days prior to termination date.



7/15/2023

Dr. Kimberly Boyd, Principal Investigator, RBC and PPS STEM Initiative

Date



7/15/23

Dr. Debbie Sydow, President, Richard Bland College of William & Mary

Date



07/15/2023

Dr. Lisa Pennycuff, Superintendent, Prince George County Public Schools

Date

This agreement will be effective from July 15, 2023 – July 15, 2029, unless dissolved by either party.

**School Board Members**

Mary M. Benjamin  
Betty T. Haney  
Sherilyn H. Merritt  
Barbara T. Pittman  
Jerry W. Schnepf, Jr.



**Superintendent**  
Dr. Kari Weston

**Clerk of the Board**  
Bonnie L. Gholson

*Dinwiddie County Public Schools*  
OFFICE OF THE SUPERINTENDENT

---

July 17, 2023

Dr. Kimberly Boyd, Vice President  
Richard Bland College  
11301 Johnson Road  
South Prince George, Virginia 23805

Dear Dr. Boyd,

On behalf of the Dinwiddie County Public Schools, please accept this letter of support for Richard Bland College in submitting their lab school planning grant application. Our organization's mission is to develop 21<sup>st</sup>-Century citizens to effectively collaborate, communicate, and innovate, which aligns with this proposed planning project. We also support planning professional development opportunities for instructional staff and leadership that will assist teachers in pursuing national board certification.

This project will create remarkable opportunities for students in high school and their future. Partnering with Richard Bland College and other universities will provide a network of services that will benefit students, staff, families, and communities. We are excited about the opportunities for students in our region who would benefit from this partnership.

Sincerely,

*Barbara T. Pittman*

Barbara T. Pittman, Chair  
Dinwiddie County Public Schools

*Kari Weston*

Kari Weston, Ed.D., Superintendent  
Dinwiddie County Public Schools



February 5, 2024

Dr. Kimberly Boyd, Vice President  
Richard Bland College  
11301 Johnson Road  
South Prince George, VA 23805

Dear Dr. Boyd,

Sussex County Public Schools has maintained a strong collaborative relationship with Richard Bland College. The partnership that has been established is only the beginning of greater things to come. I am writing on behalf of Sussex County Public Schools to express our support for Richard Bland College in the submission of the lab school grant application. Offering this program will provide students with innovative education opportunities which will ultimately prepare students for post-secondary opportunities and/or the workforce.

Currently, Sussex County Public Schools serves 1,039 students of varying backgrounds, genders, and socioeconomic statuses. We have had great success over the past four years as we have been able to gain and maintain state accreditation for all schools. At times, the availability of resources and programs in rural areas are limited with our location being a barrier. It is always an advantage when Sussex County Public Schools find ways to expose students to courses and programs that will expand their marketability. This is why it is extremely important to form alliances with community agencies.

We are eager to continue our partnership with colleges and thus, the reason that we are fully committed to supporting Richard Bland College as they seek to increase educational opportunities for not just our students, but all students.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Hamlin', is written over a faint, light blue circular watermark or seal.

Dr. Julius Hamlin, Division Superintendent  
Sussex County Public Schools



**MEMORANDUM OF UNDERSTANDING  
BETWEEN  
RICHARD BLAND COLLEGE (RBC) OF WILLIAM & MARY  
AND  
SUSSEX COUNTY PUBLIC SCHOOL DISTRICT**




This agreement is entered into by and between the Richard Bland College of William and Mary, 11301 Johnson Road, South Prince, VA 23805, hereinafter referred to as "RBC" and Sussex County Public School District, Stony Creek, VA 23882, hereinafter referred to as "SCPS" for the purpose of achieving the various aims and objectives relating to community programs and to promote educational excellence.

**WHEREAS**, SCPS and RBC desire to enter into an agreement to collaborate as "partners" to accomplish related activities, events, and projects; and

**WHEREAS**, SCPS and RBC are desirous to enter into a Memorandum of Understanding with established working arrangements that each of the partners agree are necessary to be successful.

1. The administrators of the affiliating institutions have established an approved professional program. The specific nature of this program is to develop and train middle, high school and undergraduate students (hereinto referred to as "trainees") in regard to efficacy towards STEM using a cognitive behavioral health focus. While this MOU/agreement may cover a period of 7 years; the specialty and focus will be mutually agreed upon by RBC and SCPS annually.
2. Trainees and staff will be allowed to coordinate usage of labs, classrooms and/or facilities at both RBC and SCPS as needed to receive their experience and as required by different programs/initiatives that link to this MOU.
3. As the primary writer of the program and/or grant proposal(s) associated with this agreement, it is mutually agreed upon that Dr. Kimberly Boyd may serve as the Principal Investigator over this initiative. Dr. Boyd is also the designated official to coordinate the trainees' learning experiences that should cross both institutions.
4. Both parties agree that this program includes the following strategies:
  - a. 2/2- Efficacy towards STEM, cognitive behavioral approach - 2 years RBC (Associates) and 2 (Bachelors) remaining years at one of the other institutions that have MOUs with RBC linked to this initiative to include (*but not limited by*): Longwood University, Hampton University, William & Mary, Virginia Commonwealth University, and Virginia State University.
  - b. Participating in STEM education and professional and workforce development.

- c. Collaborative training health professionals (linked to recruitment, retention, teaching effectively, research and service).
5. The parties acknowledge and agree to the following:
- a. High school students who are approved may be selected to participate with the RBC Lab School (as approved through the lottery process)
  - b. There is no expense currently attached to this MOU for RBC or SCPS other than grant funded opportunities.
  - c. The quantity and assignment of trainees will be mutually agreed upon by RBC and SCPS before the beginning of each training period.
  - d. To make available related facilities needed.
  - e. Arrange schedules that will not conflict with other educational programs.
  - f. Provide reasonable classroom, conference, office, storage space for participating trainee as outlined in each program.
6. It is expressly agreed that this written statement embodies the entire agreement of the parties regarding this affiliation and no other agreements exist between the parties except as herein expressly set forth regarding this specific efficacy towards STEM and cognitive behavioral health approach. Any changes or modifications to this agreement must be in writing and signed by both parties.
7. Termination of either party will require written notification be sent by registered mail 30 days prior to termination date.

	2/5/24
Dr. Kimberly Boyd, Principal Investigator, RBC and PPS STEM Initiative	Date
	2/5/24
Dr. Debbie Sydow, President, Richard Bland College of William & Mary	Date
	2/5/24
Dr. Julius Hamlin, Superintendent, Sussex County Public Schools	Date

This agreement will be effective from July 15, 2024 – July 15, 2029, unless dissolved by either party.



**HOPEWELL CITY PUBLIC SCHOOLS**

**103 North 12th Avenue  
Hopewell, Virginia 23860  
Phone: (804) 541-6400**

**August 4, 2023**

**Dr. Kimberly Boyd, Vice President  
Richard Bland College  
11301 Johnson Road  
South Prince George, VA 23805**

**Dear Dr. Boyd:**

**On behalf of the Hopewell City Public Schools, please accept this letter of support for Richard Bland College in submission of their lab school planning grant application. We are so very proud of our existing Associate Degree partnership with Richard Bland College, and are ecstatic to be included in the lab school proposal! We believe there are tremendous opportunities awaiting both our students and staff as we work together in this endeavor.**

**Our School Board has been so pleased with all we are doing together, and offer their unwavering support of extending our partnership to include participation in a regional lab school together. Thank you for including us and we anxiously anticipate our approval!**

**Sincerely,**

**Melody D. Hackney, Ed.D  
Superintendent of Schools**

**MEMORANDUM OF UNDERSTANDING  
BETWEEN  
RICHARD BLAND COLLEGE (RBC) OF WILLIAM & MARY  
AND  
HOPEWELL CITY PUBLIC SCHOOL DISTRICT**

This agreement is entered into by and between the Richard Bland College of William and Mary, 11301 Johnson Road, South Prince, VA 23805, hereinafter referred to as "RBC" and Hopewell City Public School District, Hopewell, VA 23860, hereinafter referred to as "HPS" for the purpose of achieving the various aims and objectives relating to community programs and to promote educational excellence.

**WHEREAS**, HPS and RBC desire to enter into an agreement to collaborate as "partners" to accomplish related activities, events, and projects; and

**WHEREAS**, HPS and RBC are desirous to enter into a Memorandum of Understanding with established working arrangements that each of the partners agree are necessary to be Successful.

1. The administrators of the affiliating institutions have established an approved professional program. The specific nature of this program is to develop and train middle, high school and undergraduate students (hereinto referred to as "trainees") in regard to efficacy towards STEM using a cognitive behavioral health focus. While this MOU/agreement may cover a period of 7 years; the specialty and focus will be mutually agreed upon by RBC and HPS annually.
2. Trainees and staff will be allowed to coordinate usage of labs, classrooms and/or facilities at both RBC and HPS as needed to receive their experience and as required by different programs/initiatives that link to this MOU.
3. As the primary writer of the program and/or grant proposal(s) associated with this agreement, it is mutually agreed upon that Dr. Kimberly Boyd may serve as the Principal Investigator over this initiative. Dr. Boyd is also the designated official to coordinate the trainees' learning experiences that should cross both institutions.
4. Both parties agree that this program includes the following strategies:
  - a. 2/2- Efficacy towards STEM, cognitive behavioral approach - 2 years RBC (Associates) and 2 (Bachelors) remaining years at one of the other institutions that have MOUs with RBC linked to this initiative to include (but not limited by): Longwood University, Hampton University, William & Mary, Virginia

Commonwealth University, and Virginia State University.

b. Participating in STEM education and professional and workforce development.

c. Collaborative training health professionals (linked to recruitment, retention, teaching effectively, research and service).

5. The parties acknowledge and agree to the following:

a. 25 high school students would have a priority selection rubric that will be approved each year by both parties (linked to the RBC Lab School).

b. There is no expense currently attached to this MOU for RBC or HPS other than grant funded opportunities.

c. The quantity and assignment of trainees will be mutually agreed upon by RBC and DCPS before the beginning of each training period.

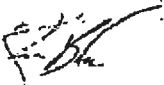
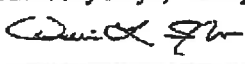
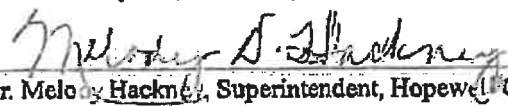
d. To make available related facilities needed.

e. Arrange schedules that will not conflict with other educational programs.

f. Provide reasonable classroom, conference, office, storage space for participating trainee as outlined in each program.

6. It is expressly agreed that this written statement embodies the entire agreement of the parties regarding this affiliation and no other agreements exist between the parties except as herein expressly set forth regarding this specific efficacy towards STEM and cognitive behavioral health approach. Any changes or modifications to this agreement must be in writing and signed by both parties.

7. Termination of either party will require written notification be sent by registered mail 30 days prior to termination date.

	8/4/23
Dr. Kimberly Boyd, Principal Investigator, RBC and PPS STEM Initiative	Date
	8/4/23
Dr. Debbie Sydow, President, Richard Bland College of William & Mary	Date
	8/4/23
Dr. Melody Hackney, Superintendent, Hopewell City Public Schools	Date

This agreement will be effective from July 15, 2023 – July 15, 2029, unless dissolved by either party.



William & Mary  
School of Education

Office of the Dean  
P.O. Box 8795  
Williamsburg, VA 23187-8795

(757) 221-2315  
rknoeppel@wm.edu

September 19, 2022

Dear Dr. Boyd,

On behalf of the William & Mary School of Education, I am writing to confirm our commitment to partner with Richard Bland College on the development of a residential STEM lab school. William & Mary will provide instructional and research support for student research teams. Our support will be in the form of William & Mary faculty who will assist with instructional design and provide direct instruction to the lab school students. In addition, William & Mary will place our student teachers in the lab schools where they will provide instructional assistance and research mentorship to the lab school students.

Cultivating partnerships is one of the three high level priorities in the William & Mary School of Education strategic plan. We believe that this partnership with Richard Bland College is authentic to our mission and we welcome the opportunity to participate in this innovative and collaborative endeavor.

Thank you for including us in the important work of serving the children of the commonwealth.

Sincerely,

Robert C. Knoeppel  
Professor & Dean

# LONGWOOD UNIVERSITY

201 High Street  
Farmville, Virginia 23909  
tel: 434.395.2010  
fax: 434.395.2506  
toll: 711

Dr. Kimberly Boyd  
Vice President and Chief Research and Innovation Officer  
Richard Bland College of William & Mary  
Petersburg, Virginia 23806

Dear Dr. Boyd:

As an institutional partner, I am pleased to write this letter of support for the Richard Bland College (RBC) Lab School application. Longwood University is excited about RBC's goal to create an environment for innovation that focuses on grade 9-12 students with an interest and ability in STEM.

The Lab School aims to provide a collaborative STEM training program designed to promote diverse learning environments to enhance STEM performance among underrepresented high school students; establish an intensive and immersive 9-12th grade STEM focus lab school with two branches (commuter and residential); establish an innovative hub for new strategies for teaching STEM content and applied learning to diverse audiences; and provide guided pathways to STEM careers by developing new pathways to pursue robotics and automation training through advanced manufacturing (FAME), unmanned aircraft systems (UAS), and computer systems.

Longwood University will partner with the RBC lab school program through the University's Institute for Teaching through Technology and Innovative Practice (ITTIP), which already works with Petersburg City Public Schools and nearby school districts, such as Dinwiddie and Prince George, in the Southern Virginia Regional Technology Consortium (SVRTC). The ITTIP can develop and offer professional development for teachers on a variety of STEM-related topics, including a Computer Science SOL course geared for elementary and middle school teachers. Longwood's professors in mathematics and science education often collaborate with ITTIP staff in offering these professional development opportunities for teachers.

In addition, Longwood University's ITTIP can explore the possibilities of providing enrichment opportunities for RBC lab school students. For example, one possibility would be to connect RBC Lab School students with the Southern Virginia Robotics Alliance (SOVAR) and the First Robotics competition. Another possibility would be to engage RBC Lab School students in biomechanics activities as part of National Biomechanics Day.

Office of the Provost and Vice President for Academic Affairs





Finally, Longwood University has strong four-year STEM degree programs that offer small class sizes, powerful undergraduate research experiences, and extensive faculty mentoring. Longwood's supportive learning environment would be a place where graduates with their associate degree from the RBC lab school could succeed. Longwood also offers teacher preparation programs in math and science in the secondary schools (6-12 grades) and is open to exploring sending its teacher candidates and graduates into the school systems that are partners in the RBC lab school, as a way to address the teacher pipeline.

Longwood looks forward to working with Richard Bland College and its partners together on this important project.

Sincerely,

A handwritten signature in black ink, appearing to read "Larissa M. Smith". The signature is fluid and cursive, with the first name being the most prominent.

Larissa M. Smith, PhD  
Provost and Vice President for Academic Affairs  
Professor of History

## Memorandum of Understanding

This Memorandum of Understanding (the "Memorandum") is made on January 15, 2024, by and between Bon Secours Southside Medical Center, Virginia (hereinafter referred to as "BSMC") and Bon Secours Richmond Higher Education Institutions (hereinafter referred to as "BSRHEI") and Richard Bland College of William & Mary, of 11301 Johnson Road Petersburg, Virginia 23805 (hereinafter referred to as "RBC") for the purpose of achieving the various aims and objectives relating to community programs and to promote educational excellence.

WHEREAS BSMC, BSRHEI and RBC desire to enter into an agreement to collaborate as "partners" to accomplish related activities, academic tracks, events, and projects.

AND WHEREAS BSMC, BSRHEI and RBC are desirous to enter into a Memorandum of Understanding with established working arrangements that each of the partners agree are necessary to be successful surrounding the areas of nursing, maternal and child health, radiologic technology, healthcare systems and community health.

### Purpose

The purpose of this Memorandum is to provide the framework for any future binding grants, contracts and or programs between RBC and BSMC/BSRHEI designed to drive efficiencies, effectiveness, and opportunities within the healthcare industry. This proposal is designed to create a triangular partnership with BSMC/BSRHEI and RBC that has key indicators of success centered in "Efficacy" towards health careers, academic tracks and driving opportunity for increased belief and confidence in careers in STEM. It will promote Equity, Diversity and Inclusion with the BSMC/BSRHEI and RBC with the goal of creating a hybrid work development program at RBC that can be on and/or off campus – *tailored to meet the needs of BSMC/BSRHEI*. This program may also link with the RBC Global study abroad program to provide related opportunities for faculty, staff and students to study abroad linked to this program around primary and behavioral healthcare needs in the community.

### Features and Benefits of the Initiatives partnered with RBC and BSMC/BSRHEI:

- A. Workforce development partnership within the healthcare industry through research (joint RBC and BSMC proposals), education, and connection points for other interested organizations
- B. Develop community health programs, summer health explorer camps/ workshop and/or summer academy to focus on areas of opportunity within science that would benefit the healthcare industry
- C. Training center partnership for healthcare pathways.
- D. Develop educational tracks for guaranteed admission to BSRHEI.

This proposal is designed to create a triangular partnership with BSMC/BSRHEI and RBC that has key indicators of success centered in "Efficacy" towards health-related careers and driving opportunity for increased belief and confidence in careers in nursing, maternal and child health, radiologic technology, and other STEM related areas.

**Obligations of the Partners**

The Partners acknowledge that no contractual relationship is created between them by this Memorandum but agree to work together in the true spirit of partnership to ensure that there is a united visible and responsive leadership of any related programs and to demonstrate financial, administrative, and managerial commitment to the program by means of the following individual services.

**Cooperation**

1. The activities and services for the Project shall include, but not limited to:
  - a. Collaborative research, lectures, symposia, and cooperation in training projects for specific areas of interest.
  - b. Coordinated programs and academic tracks, opportunities linked to dual enrollment and A.S. degrees.
  - c. Development of community-based interventions and participation of community members in RBC and BSMC programs.
2. Co-coordinate internships and training programs.
3. Collaborate in identifying and developing submissions for joint grant and contracting funding opportunities.

**Resources**

The Partners will endeavor to have final approval and secure any financing necessary to fulfill their individual financial contributions at the start of the planning for the development of each Project.

**Communication Strategy**

Marketing of the vision and any media or other public relations contact should always be consistent with the aims of the Project and only undertaken with the express agreement of both parties. Where it does not breach any confidentiality protocols, a spirit of open and transparent communication should be adhered to. Coordinated communications should be made with external organizations to elicit their support and further the aims of the Project.

**Liability**

No liability will arise or be assumed between the Partners as a result of this Memorandum.

**Dispute Resolution**

In the event of a dispute between the Partners in the negotiation of the final binding contract relating to this Project, a dispute resolution group will convene consisting of the Chief Executives of each of the Partners together with one other person independent of the Partners appointed by the Chief Executives. The dispute resolution group may receive for consideration any information it thinks fit concerning the dispute. The Partners agree that a decision of the dispute resolution group will be final. In the event the dispute resolution group is unable to make a compromise and reach a final decision, it is understood that neither party is obligated to enter into any binding contract to complete the Project.

**Term**

The arrangements made by the Partners by this Memorandum shall remain in place from January 15, 2024, until January 30, 2027. The term can be extended only by agreement of all of the Partners.

**Notice**

Any notice or communication required or permitted under this Memorandum shall be sufficiently given if delivered in person or by certified mail, return receipt requested, to the address set forth in the opening paragraph or to such other address as one party may have furnished to the other in writing.

**Governing Law**

This Memorandum shall be construed in accordance with the laws of the Commonwealth of Virginia.

**Assignment**

Neither party may assign or transfer the responsibilities or agreement made herein without the prior written consent of the non-assigning party, which approval shall not be unreasonably withheld.

**Amendment**

This Memorandum may be amended or supplemented in writing, if the writing is signed by the party obligated under this Memorandum.

**Severability**

If any provision of this Memorandum is found to be invalid or unenforceable for any reason, the remaining provisions will continue to be valid and enforceable. If a court finds that any provision of this Memorandum is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision will be deemed to be written, construed, and enforced as so limited.

**Prior Memorandum Superseded**

This Memorandum constitutes the entire Memorandum between the parties relating to this subject matter and supersedes all prior or simultaneous representations, discussions, negotiations, and Memorandums, whether written or oral.

**Understanding**

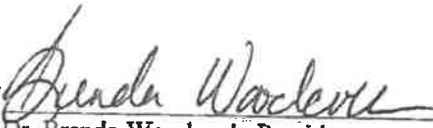
It is mutually agreed upon and understood by and among the Partners of this Memorandum that:

- a. Each Partner will work together in a coordinated fashion for the fulfillment of the Project.
- b. In no way does this agreement restrict involved Partners from participating in similar agreements with other public or private agencies, organizations, and individuals.
- c. To the extent possible, each Partner will participate in the development of the Project.
- d. Nothing in this memorandum shall obligate any Partner to the transfer of funds. Any endeavor involving reimbursement or contribution of funds between the Partners of this Memorandum will be handled in accordance with applicable laws, regulations, and


- procedures. Such endeavors will be outlined in separate agreements that shall be made in writing by representatives of the Partners involved and shall be independently authorized by appropriate statutory authority. This Memorandum does not provide such authority.
- e. This Memorandum is not intended to and does not create any right, benefit, or trust responsibility.
  - f. This Memorandum will be effective upon the signature of both Partners.
  - g. Any Partner may terminate its participation in this Memorandum by providing written notice to other Partner.

**Signatories**

This Agreement shall be effective as of the date first written above.

By:   
Dr. Brenda Woodcock, President  
Bon Secours Southside Medical Center

Date: 2/9/24

By:   
Dr. Kimberly Boyd, Vice President  
Richard Bland College of William & Mary

Date: 2/5/24



Dr. Kimberly Boyd  
Richard Bland College  
11301 Johnson Road  
South Prince George, VA 23805

May 30, 2023

On behalf of K12/Stride and the Virginia Virtual Academy, please accept this letter of support for Richard Bland College in submission of their lab school planning grant application dated 06/01/2023.

Through K12-powered school options, we empower students to learn in the ways that are best for them-in their own place and at their own pace. Since 2000, K12 has been a leader in K-12 online education, helping students reach their full potential by putting quality hands-on and online curriculum directly into their homes.

As an approved Virginia Department of Education Multi-Division Online Provider, we are well suited to assist Richard Bland College with an online dual-enrollment opportunity for students across the Commonwealth.

Sincerely,

A handwritten signature in cursive script that reads "Suzanne Moore".

Vice President, K12/Stride



December 11, 2023

Debbie L. Sydow, Ph.D.  
President  
Richard Bland College of William & Mary  
11321 Johnson Road  
South Prince George, Virginia 23805

***Re: DroneUp Training and R&D Center with RBC***

Dear Debbie:

This letter is in support of the Richard Bland College "Back on Track" program with the Department of Labor. DroneUp will serve as a workforce development partner with RBC in terms of offering various opportunities to RBC students. Everyone at DroneUp has been very impressed with RBC and we are excited about what we can do together. This letter confirms our partnership and acknowledges the development of the drone training center and research and development facility at RBC.

As discussed, DroneUp needs to train 100s of pilots in the next few months and in future years to support our drone delivery business. RBC has provided a terrific temporary facility for us to develop a training program for the DroneUp pilots. The planned additional R&D facility will allow us to test new drone technologies and capabilities in this emerging business. Finally, in coordination with RBC faculty, we also hope to cross pollinate our program with the curriculum RBC is developing for its drone program.

We look forward to working with you and RBC in helping to develop this workforce in the Commonwealth. We also believe this center can serve as a central focus of a new drone ecosystem in Virginia.

If you have any questions please feel free to let me know.

Sincerely,

  
Anthony Vittone  
Chief Operating Officer



## **Memorandum of Understanding**

This Memorandum of Understanding (the "Memorandum") is made on January 23, 2023, by and between Richmond International Airport, Capital Region Airport Commission, 1 Richard B. Byrd Terminal Drive, VA 23250-2400 (hereinafter referred to as "RIC") and Richard Bland College of William & Mary, of 11301 Johnson Road Petersburg, Virginia 23805 (hereinafter referred to as "RBC") for the purpose of achieving the various aims and objectives relating to community programs and to promote educational excellence.

WHEREAS RIC and RBC desire to enter into an agreement to collaborate as "partners" to accomplish related activities, events, and projects.

AND WHEREAS RIC and RBC are desirous to enter into a Memorandum of Understanding with establishes working arrangements that each of the partners agree are necessary to be successful.

### **Purpose**

The purpose of this Memorandum is to provide the framework for any future binding grants, contract and or programs between RBC and RIC designed to drive efficiencies, effectiveness, and opportunities within the aviation industry.

### **Features and Benefits of the Initiatives partnered with RBC and RIC:**

- A. Workforce development partnership within the aviation industry through research (joint RBC and RIC proposals), education, and connection points for other interested organizations
- B. Develop a STEM program/ workshop and/or academy to focus on areas of opportunity within science that would benefit the aviation industry
- C. Training center partnership for aviation pathways.

This proposal is designed to create a triangular partnership with RIC and RBC that has key indicators of success centered in "Efficacy" towards STEM careers and driving opportunity for increased belief and confidence in careers in STEM and Aviation. It will promote **Equity, Diversity and Inclusion** with the airport and RBC with the goal of creating a hybrid work development program at RBC that can be on and/or off campus – *tailored to meet the needs of RIC*. This program may also link with RBC Global study abroad program to provide related opportunities for students to study abroad linked to this program around unmanned aerial systems and aviation.

### **Obligations of the Partners**

The Partners acknowledge that no contractual relationship is created between them by this Memorandum but agree to work together in the true spirit of partnership to ensure that there is a united visible and responsive leadership of any related programs and to demonstrate financial, administrative, and managerial commitment to the program by means of the following individual services.

### **Cooperation**

1. The activities and services for the Project shall include, but not limited to:

- a. Collaborative research, lectures, symposia, and cooperation in training projects for specific areas of interest.
  - b. Coordinated programs, opportunities linked to dual enrollment and A.S degrees
  - c. Development of community-based interventions and participation of community members in RBC and RIC programs.
2. Co-coordinate internships and training programs
  3. Collaborate in identifying and developing submissions for joint grant and contracting funding opportunities.

#### **Resources**

The Partners will endeavor to have final approval and secure any financing necessary to fulfill their individual financial contributions at the start of the planning for the development of each Project.

#### **Communication Strategy**

Marketing of the vision and any media or other public relations contact should always be consistent with the aims of the Project and only undertaken with the express agreement of both parties. Where it does not breach any confidentiality protocols, a spirit of open and transparent communication should be adhered to. Coordinated communications should be made with external organizations to elicit their support and further the aims of the Project.

#### **Liability**

No liability will arise or be assumed between the Partners as a result of this Memorandum.

#### **Dispute Resolution**

In the event of a dispute between the Partners in the negotiation of the final binding contract relating to this Project, a dispute resolution group will convene consisting of the Chief Executives of each of the Partners together with one other person independent of the Partners appointed by the Chief Executives. The dispute resolution group may receive for consideration any information it thinks fit concerning the dispute. The Partners agree that a decision of the dispute resolution group will be final. In the event the dispute resolution group is unable to make a compromise and reach a final decision, it is understood that neither party is obligated to enter into any binding contract to complete the Project.

#### **Term**

The arrangements made by the Partners by this Memorandum shall remain in place from January 23, 2023, until January 31, 2025. The term can be extended only by agreement of all of the Partners.

#### **Notice**

Any notice or communication required or permitted under this Memorandum shall be sufficiently given if delivered in person or by certified mail, return receipt requested, to the address set forth in the opening paragraph or to such other address as one party may have furnished to the other in writing.

**Governing Law**

This Memorandum shall be construed in accordance with the laws of the Commonwealth of Virginia.

**Assignment**

Neither party may assign or transfer the responsibilities or agreement made herein without the prior written consent of the non-assigning party, which approval shall not be unreasonably withheld.

**Amendment**

This Memorandum may be amended or supplemented in writing, if the writing is signed by the party obligated under this Memorandum.

**Severability**

If any provision of this Memorandum is found to be invalid or unenforceable for any reason, the remaining provisions will continue to be valid and enforceable. If a court finds that any provision of this Memorandum is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision will be deemed to be written, construed, and enforced as so limited.

**Prior Memorandum Superseded**

This Memorandum constitutes the entire Memorandum between the parties relating to this subject matter and supersedes all prior or simultaneous representations, discussions, negotiations, and Memorandums, whether written or oral.

**Understanding**


It is mutually agreed upon and understood by and among the Partners of this Memorandum that:

- a. Each Partner will work together in a coordinated fashion for the fulfillment of the Project.
- b. In no way does this agreement restrict involved Partners from participating in similar agreements with other public or private agencies, organizations, and individuals.
- c. To the extent possible, each Partner will participate in the development of the Project.
- d. Nothing in this memorandum shall obligate any Partner to the transfer of funds. Any endeavor involving reimbursement or contribution of funds between the Partners of this Memorandum will be handled in accordance with applicable laws, regulations, and procedures. Such endeavors will be outlined in separate agreements that shall be made in writing by representatives of the Partners involved and shall be independently authorized by appropriate statutory authority. This Memorandum does not provide such authority.
- e. This Memorandum is not intended to and does not create any right, benefit, or trust responsibility.
- f. This Memorandum will be effective upon the signature of both Partners.
- g. Any Partner may terminate its participation in this Memorandum by providing written notice to other Partner.

**Signatories**

This Agreement shall be effective as of the date first written above.

By:  Date: 01/25/2023  
Perry J. Miller, A.A.E., I.A.P., President & CEO  
Capital Region Airport Commission

By:  Date: 2/8/23  
Dr. Debbie Sydow, President  
Richard Bland College of William & Mary



CRATER REGION

## Crater Regional Workforce Development Board

22 W. Washington St.  
Petersburg, VA 23903  
Mainline: 804-862-6255  
Office: 804.835.5100  
Fax: 804.732.6668

August 8, 2023

Dr. Kimberly Boyd  
Chief Research Officer  
Richard Bland College of William & Mary  
11301 Johnson Road, South Prince George, VA 23805

RE: Department of Labor

Dear Dr. Boyd:

Please accept this letter of support for the proposal submitted by Richard Bland College of William & Mary (RBC) to the U.S. Department of Labor. As a Local American Job Center (AJC), we look forward to integrally supporting this initiative to meet fluctuations and changing needs of our students. We fully endorse this community-based focus & approach offering coordinated services, résumé preparation, education & training, career counseling, and job placement for students.

This letter acknowledges our participation and full support of the Back on Track (BOT) Program for education and training in our area. This collective effort will enable participants to become a successful part of the labor force and achieve high-quality careers. Moreover, it will strategically address social determinants of health through wrap-around services and provide a holistic approach to support student education and training.

We remain committed to the BOT project and will participate in the most impactful capacity. Please do not hesitate to contact me if additional details regarding the workforce center's involvement in this project.

Sincerely,

A handwritten signature in black ink, appearing to read "Tabitha S. Taylor".

Tabitha S. Taylor  
Executive Director  
Crater Regional Workforce Development Board  
ttaylor@vcwcraterregion.com

Figure A: Illustrative Itemized Budget Spreadsheet

\$ in 000's	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Total	Comments
<b>Lab School Operating Costs</b>								
Personnel+Fringe	\$351	775	775	775	775	775	4,226	provide details separately
Non-personnel Expenses	\$52	447	547	499	499	314	2,360	provide details separately
Staff development	244	58	58	8	8	8	384	provide details separately
Equip/Tech/Furniture	718	-	-	-	-	-	718	provide details separately
Admin Fee	135	128	138	128	128	110	768	provide details separately
<b>Total Lab School Operating Costs</b>	<b>1,500</b>	<b>1,408</b>	<b>1,518</b>	<b>1,411</b>	<b>1,411</b>	<b>1,207</b>	<b>8,455</b>	<b>[A]</b>
<i>Annual Enrollment (# of pupils)</i>								
<i>Cost per pupil (\$)</i>								
		100	125	140	170	185	185	based on experienced ramps
	\$14,083	\$12,147	\$10,075	\$8,297	\$6,524		\$9,140	
<b>Estimated Lab School Funding</b>								
Planning Grant	1,000						-	per lab school application
Start-up							1,000	per lab school application
Operating		700	875	980	1,190		3,745	per lab school application
<b>Subtotal College Partnership Lab School Fund</b>	<b>1,000</b>	<b>700</b>	<b>875</b>	<b>980</b>	<b>1,190</b>	<b>-</b>	<b>4,745</b>	
<b>Outside Funding</b>								
Local share	500	50	63	70	85	93	861	illustrative
Grant funding		520	520	520	520	850	2,930	illustrative, provide details
RBC InKind (personnel)		147	147	150	200	250	894	illustrative, provide details
RBC InKind (utilities, renovation, facilities, services)		100	150	200	250	300	1,000	illustrative, provide details
Business & industry partner contributions							-	illustrative, provide details
Fundraising and development							-	illustrative, provide details
<b>Subtotal Other Funding</b>	<b>500</b>	<b>817</b>	<b>880</b>	<b>940</b>	<b>1,055</b>	<b>1,493</b>	<b>5,685</b>	
<b>Total Funding</b>	<b>1,500</b>	<b>1,517</b>	<b>1,755</b>	<b>1,920</b>	<b>2,245</b>	<b>1,493</b>	<b>10,430</b>	<b>[B]</b>

Funding Sustainability?

Yes

Funding is greater than costs

**Figure B: Annual Expenditure Sheet**  
Sample Budget Expenditure Worksheet

Personnel - Salaries			Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
* List all position & fully burdened compensation (example below)								
Executive Director (+\$43,750 fringe)	1	\$168,750	\$168,750	\$168,750	\$168,750	\$168,750	\$168,750	\$168,750
Assistant Director (+\$28,000)	1	\$108,000	-	\$108,000	\$108,000	\$108,000	\$108,000	\$108,000
Globe Educators/Instructors (+\$105,000)	3	\$101,250	\$151,875	\$303,750	\$303,750	\$303,750	\$303,750	\$303,750
Counselor (+\$25,200)	1	\$97,200	-	\$97,200	\$97,200	\$97,200	\$97,200	\$97,200
Lab School Learner Mentor (InKind) (+\$12,600)	2	\$48,600	-	\$97,200	\$97,200	\$97,200	\$97,200	\$97,200
Contracted Adjunct	4	\$7,500	\$30,000	-	-	-	-	-
Total Personnel Costs			\$350,625	\$774,900	\$774,900	\$774,900	\$774,900	\$774,900
Non-Personnel			Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
* List all additional services (examples below)								
Travel		\$87,841	\$7,200	\$10,000	\$10,000	\$10,000	\$10,000	-
Supplies		\$222,600	\$20,000	\$123,000	\$123,000	\$75,000	\$75,000	-
Marketing: RBC-CI meetings, dissemination, public communication, etc.		\$50,000	-	\$25,000	\$25,000	\$25,000	\$25,000	-
Summer Programming		\$75,000	\$25,000	-	\$75,000	\$75,000	\$75,000	-
Other			-	\$49,800	\$49,800	\$49,800	\$49,800	\$49,800
STEM Enhancement: Afterschool, weekends, STEM Fairs		\$65,000	-	\$18,350	\$43,350	\$43,350	\$43,350	\$43,350
College tuition costs (per credit hours)	25	\$221,250	-	\$221,250	\$221,250	\$221,250	\$221,250	\$221,250
Total Non-Personnel Costs		\$1,107,858	\$52,200	\$447,400	\$547,400	\$499,400	\$499,400	\$314,400
Staff Development			Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
* List all staff development costs (examples below)								
Professional Development	2	\$50,000	\$150,000	\$50,000	\$50,000	-	-	-
Teacher support/training		\$12,000	\$93,695	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
Total Staff Development Costs		\$112,000	\$243,695	\$58,000	\$58,000	\$8,000	\$8,000	\$8,000
Equip/Tech/Furniture			Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
* List all staff development costs (examples below)								
Classroom technology/capital assets		\$286,750	\$365,525	-	-	-	-	-
Facilities/renovations		\$152,500	\$152,500	-	-	-	-	-
Transportation		\$125,000	\$125,000	-	-	-	-	-
IT support/licenses		\$75,000	\$75,000	-	-	-	-	-
Total equipment/technology/furniture		\$639,250	\$718,025	\$0	\$0	\$0	\$0	\$0
Administrative Fees			Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
* List all costs (examples below)								
University administrative fees			\$135,455	\$128,030	\$138,030	\$128,230	\$128,230	\$109,730
Total admin fees		\$176,627	\$135,455	\$128,030	\$138,030	\$128,230	\$128,230	\$109,730
Total Operating Costs		\$3,069,349	\$1,500,000	\$1,408,330	\$1,518,330	\$1,410,530	\$1,410,530	\$1,207,030



# Insurance

William & Mary, an agency in the Commonwealth of Virginia, is insured through the Commonwealth's Risk Management Plan. The Plan provides coverage anywhere that university business takes the faculty and staff. This coverage includes liability, property, vehicle and employee theft. The Commonwealth's Division of Risk Management (DRM), within the Department of the Treasury, administers the Plan.

## General Liability

The Plan provides general liability coverage (\$2,000,000 per occurrence liability coverage as set forth in Section 2.1-526-8 of the CODE OF VIRGINIA). This Plan provides coverage to all state employees, agents and volunteers.

The university is responsible for the simple **negligent** acts and omissions of its employees and agents. Note that "negligence" is an important element of this responsibility and that William & Mary is not a guarantor of either personal safety or property; nor is the Commonwealth responsible for "Acts of God." Further, the plan does not cover **contractual agreements** of any sort.

To be covered, faculty and staff must be **acting within the course and scope of their employment**. Agents (including volunteers) must be performing their assigned duties. Further, the simple negligent act/omission must **not** be a willful disregard of safety or an illegal deed. DRM will decide if an employee will be covered and receive representation from the OAG. There are three actions that personnel should take that will assist the university in its defense:

- exercise professional care when planning and executing an event; anticipating possible mishaps and taking precautions,
- if something occurs for which a liability claim might be filed, initiate action to limit the damage, and
- report the matter promptly to risk management.

## Property

University property includes all items acquired through a State purchase order, by contract, a care-custody-and-control loan agreement or as a gift. It also includes university funds and other monetary instruments. The role of risk management is to assist departments in preparing their property claims.

Property coverage is worldwide and is based on the **actual** replacement or repair cost. There is a \$10,000 deductible on all property claims. In the event there is an occurrence in which there are multiple losses, this will be considered one claim and the \$10,000 deductible will apply to the entire claim. For losses less than \$10,000, the department(s) is responsible for the cost of repair or replacement. All losses should be reported promptly. Claims must be filed within two years of the incident.

The university's property insurance **does not reimburse for personal property of others**, unless negligence on the part of the Commonwealth (university) can be proven (this includes faculty, staff or student personal property). The plan also excludes losses caused by employee dishonesty, window glass, vegetation, sidewalks, unexplained circumstances, mysterious disappearances or shortages disclosed on taking inventory.

## Vehicle

The university owns approximately 184 vehicles. Though most of the vehicles are under the control of Facilities Management and Athletics, some of the vehicles are the property of other departments. University faculty, staff and students are authorized to use these vehicles for **official business** or **college-approved** activities.

Departments are responsible for approving the use of university vehicles and will be required to pay the cost of accidental damage to the vehicles. All university vehicles are covered by insurance for liability and uninsured motorists; however, neither collision nor comprehensive coverage is provided. The risk manager is the point-of-contact for vehicle insurance matters.

## Private Foundations

Foundations affiliated with William & Mary that are incorporated and have their own officers and directors are not covered under the Commonwealth's Risk Management Plan. The university, subject to reimbursement may contractually assume responsibility for their personnel and property administration. Institutes, foundations and centers are responsible for their own private insurance.

## Volunteers & Community Service Personnel

Volunteers and similar non-employee personnel are considered **agents** of the university. So long as they are performing their **assigned duties**, these persons are covered by William & Mary's liability insurance. Supervisors must ensure that these duties and responsibilities are agreed to by all concerned prior to commencing work. It is preferable that this agreement be in writing. If injured, these persons are **not** covered by Workers' Compensation; Risk Management administers this program as a liability insurance claim.

## Student Activities

William & Mary's liability insurance coverage varies depending on the event. A student activity may be part of the university's normal academic mission or be specifically approved by a dean/department head. If it is part of the university's mission, the activity is covered by the Risk Management Plan. Contrarily, a student activity may be voluntary or a social event, separate from the university. In that case, the event is not covered by the Commonwealth's insurance. Student organizations that have a high potential for lawsuits should consider purchasing liability insurance.

## Tulip

**Tenants and Users Liability Insurance Policy (TULIP)** can be purchased by vendors, student organizations, and other outside entities requesting to use the university's facilities for specific events. It protects both the facility user and the university against claims by third parties who may be injured or lose property as a result of participating in an event. Events may range from very low risk such as classroom seminars or receptions to higher risk events including summer camps, sports events or concerts. Learn more about [TULIP](#) and view the [brochure](#) (PDF).

[Purchase this insurance](#)

The **Sports Camps Insurance Program** protects both the Camp and the Institution against claims by program participants or other third parties who may be injured or lose property as a result of participating in a camp. Coverage includes only General Liability and Accident Medical for Participants. No coverage is available for Workers' Compensation or Auto Liability. Learn more about the [sports camps insurance program](#).

# Risk Management

William & Mary, an agency in the Commonwealth of Virginia, is insured through the Commonwealth's Risk Management Plan. The Plan provides coverage anywhere that university business takes the faculty and staff. This coverage includes liability, property, vehicle and employee theft. The Commonwealth's Division of Risk Management (DRM), within the Department of the Treasury, administers the Plan.

The Risk Manager is responsible for the management of claims against and for the university, which could involve bodily injury, property damage and other types of loss. Losses may arise from fire and water damage, liability claims, theft and other causes.

The university's Risk Manager is Kristen Fagan (757-221-2742 or [kdfaga@wm.edu](mailto:kdfaga@wm.edu)).



# **Agency Risk Management and Internal Control Standards**

*To ensure fiscal accountability and  
safeguard the Commonwealth's assets*

Published by the  
Office of the Comptroller  
Issued November 15, 2006  
Revised September 2015

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## Introduction

### Overview

Current national standards for internal control are considered “best practices” for both private sector and public sector management in the United States. These nationally recognized “best practices” directly support the Commonwealth’s vision and long-term objectives, as authorized by [\*Code of Virginia § 2.2-2684 et seq.\*](#) and published by the Council on Virginia’s Future:<sup>1</sup>

#### Vision Statement

The third paragraph of the Commonwealth’s vision statement states:

***We have a responsibility to be the best-managed state in the country. To do so, we must have a focused vision, and a fiscally responsible system that provides clear, measurable objectives, outcomes and accountability, and that attracts, motivates, rewards, and retains an outstanding state workforce.***

#### Long-Term Objective

One of the Commonwealth’s eight long-term objectives is:

***Be recognized as the best-managed state in the nation.***

In recent years, government interest in internal control and enhanced disclosure has grown as governments became more complex and as citizens demanded more accountability. An effective system of internal control:

- provides accountability for meeting program objectives;
- promotes operational efficiency;
- improves the reliability of financial statements;
- strengthens compliance with laws and regulations;
- reduces the risk of financial or other asset losses due to fraud, waste, or abuse.

For each Executive Branch agency identified in the Appropriation Act, responsibility for implementing internal control standards begins with the chief executive officer (agency head)

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<sup>1</sup> *Interim Report of the Council on Virginia’s Future to the Governor and the General Assembly of Virginia*, January 12, 2005, Page 16.



and extends to everyone in the agency. Each agency head personally holds the leadership responsibility for helping to design, implement, maintain, and champion an internal control program that encompasses all agency fiscal programs and related activities. Each agency's chief financial officer shares this leadership role, yet ultimate accountability remains with the agency head.

## **The Objective of Agency Risk Management and Internal Control Standards**

The following sections provide information about internal controls to familiarize the reader with the applicable concepts and facilitate implementation of the Commonwealth's agency risk management and internal control standards. After fiscal officers and others read these standards, they should fully understand both the Commonwealth's standards and their individual roles in the process.

### **The Objective of *Agency Risk Management and Internal Control Standards***

**To provide reasonable assurance of the integrity of all fiscal processes related to:**

- **Submission of transactions to the Commonwealth's general ledger**
- **Submission of deliverables required by financial statement directives**
- **Compliance with laws and regulations**
- **Stewardship over and safeguarding the Commonwealth's assets**

***In less technical terms, to ensure fiscal accountability and safeguard the Commonwealth's assets.***

## **COSO Standards**

Formed in 1985 in response to private sector internal control scandals, the Committee of Sponsoring Organizations of the Treadway Commission (COSO) now sets the most broadly accepted standards for internal control in the United States. COSO has issued two key standards documents:

- [\*Internal Control – Integrated Framework\*](#) (September 1992) and
- [\*Enterprise Risk Management – Integrated Framework\*](#) (September 2004).



The standards herein are based primarily on COSO's 1992 Internal Control framework, yet reflect some content from COSO's 2004 Enterprise Risk Management framework. Those responsible for implementing these standards may find it helpful to read COSO's framework documents for a deeper conceptual understanding of this subject.

**COSO revised their Internal Control - Integrated Framework in May 2013. There is a comparison of the 17 codified COSO principles to the requirements and instructions contained herein (ARMICS) and the Internal Control Policy, CAPP Topic No. 10305 on DOA's website.**

## **Sarbanes-Oxley Standards**

In 2002, the Sarbanes-Oxley Act (SOX) was passed by Congress and signed by the President to restore trust in publicly traded companies after a surge in internal control scandals. SOX responded to internal control breakdowns at publicly traded companies. These breakdowns resulted in the issuance of fraudulent financial statements that led to the loss of tens of thousands of jobs and billions of dollars in shareholder wealth.

### **SOX Management Certification Requirements**

In publicly traded companies' financial statements, the chief executive officers and chief financial officers must personally certify that they:

- know of no material misstatements;
- designed controls so they would know of any misstatements;
- have evaluated the effectiveness of internal controls within 90 days prior to issuance of corporate annual financial statements;
- reported their conclusions on internal control effectiveness;
- disclosed any significant deficiencies in internal controls;
- disclosed any fraud involving people who have a significant role in internal control;
- indicated any significant change in internal controls since the internal control evaluation.

### **Other Major SOX Requirements**

SOX contains additional requirements for financial statements, as well as requirements for each corporation to have a code of ethics.

- Annual reports must include:
  - A statement of management's responsibility for adequate internal control and financial reporting procedures



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- An assessment of the effectiveness of internal control and financial reporting procedures
- A report from the external auditor on management's assessment of the effectiveness of internal controls and financial reporting procedures
- All publicly traded companies must have a code of ethics that encompasses:
  - Honest and ethical conduct
  - Ethical handling of actual or apparent conflicts of interest
  - Full, fair, accurate, timely, and understandable disclosure in periodic reports
  - Compliance with applicable governmental rules and regulations

In effect, SOX gave COSO's internal control requirements the force of law, including unprecedented criminal sanctions for fraudulent reporting.

At this time, SOX does not apply to government entities. However, as discussed in the next section, the public sector anticipates a future SOX-equivalent mandate. Although public sector employees do not currently face SOX criminal sanctions, SOX reinforces internal control as an essential, required element of organizational governance.

## **Federal Government Standards**

[OMB Circular Number A-123](#) (*Management's Responsibility for Internal Control*) includes requirements for federal agencies that are similar to those in COSO's 1992 internal control framework. In response to the internal control requirements that SOX imposes on publicly traded companies, the federal government revised Circular A-123 to strengthen requirements for management assessments of internal control over financial reporting. The revised circular also requires an annual management assurance statement on internal control over financial reports.

Circular A-123 clearly indicates that Federal government agencies are subject to COSO-like internal control standards and clearly aligns Federal executive agency practice with both SOX and COSO. As Federal program managers begin implementing these newly adopted control standards, their effect is expected to be felt by state governments through Federal grant programs. It is unclear whether Federal agencies will mandate these standards for state governments through grant programs, but the recent issuance of Federal agency internal control standards (A-123) strongly suggests that the Federal government will expect grantee agencies to conform to internal control best practice concepts.

## **The Commonwealth's *Agency Risk Management and Internal Control Standards***

This document contains the Commonwealth's complete standards for internal control. Although discussion of "internal control" has long standing with accountants and auditors, all of agency management should know, understand, embrace, and implement these standards. The standards



must be applied to all government activities that involve the state's assets, accounting, and financial reporting.

These standards currently focus on the fiscal impact of agency programs and services. However, all programs and services are entrusted with financial and other assets and must achieve the internal control objectives embodied in these standards.

## **Internal Control Limitations**

Readers should be aware of internal control's limitations. No matter how well designed and operated, effective internal control provides only reasonable (not absolute) assurance. Achievement of objectives is always influenced by limitations inherent in all management processes, including:

- Faulty judgment or other human error
- Collusion
- Management override of controls
- Limitations disclosed by cost-versus-benefit analysis

These limitations exist wherever internal controls exist, whether in the public, private, or not-for-profit sectors.



## Internal Control Basics

### Glossary

Glossary of Internal Control Terms	
<b>Best Practice</b>	<p>“Best practice” is a frequently used business term with many definitions. For the purposes of these standards, these definitions help to provide an understanding of this term from multiple perspectives:</p> <ul style="list-style-type: none"><li>• The winning strategies, approaches, and processes that produce superior performance in an organization. Source: <a href="http://www.portfoliostep.com/390.1TerminologyDefinitions.htm">www.portfoliostep.com/390.1TerminologyDefinitions.htm</a></li><li>• An activity or procedure that has produced outstanding results in another situation and could be adapted to improve effectiveness, efficiency, ecology, and/or innovativeness in another situation. Source: <a href="http://www.ichnet.org/glossary.htm">www.ichnet.org/glossary.htm</a></li><li>• A way or method of accomplishing a business function or process that is considered to be superior to all other known methods. Source: <a href="http://www.qaproject.org/methods/resglossary.html">www.qaproject.org/methods/resglossary.html</a></li><li>• The term best practice generally refers to the best possible way of doing something; it is commonly used in the fields of business management, software engineering, and medicine, and increasingly in government. Source: <a href="http://en.wikipedia.org/wiki">en.wikipedia.org/wiki</a></li></ul>
<b>Control Activities</b>	<p>Policies and procedures established and implemented to help ensure the risk responses are effectively carried out. Control activities occur throughout an organization, at all levels, and in all functions. They include:</p> <ul style="list-style-type: none"><li>• Authorization</li><li>• Review and approval</li><li>• Verification</li><li>• Reconciliation</li><li>• Physical security over assets</li><li>• Segregation of duties</li><li>• Education, training, and coaching</li><li>• Performance planning and evaluation</li></ul>



## Glossary of Internal Control Terms

<b>Control Environment</b>	<p>The agency's "corporate culture," showing how much the agency's leaders value ethical behavior and internal control. Factors include:</p> <ul style="list-style-type: none"> <li>• Values stated and promoted for integrity and ethical behavior</li> <li>• Direct and active involvement of the agency management team</li> <li>• Commitment to competence</li> <li>• Organizational structure</li> <li>• Assignment of authority and responsibility</li> <li>• Human resource standards</li> <li>• Internal control philosophy</li> <li>• Risk management philosophy</li> <li>• Oversight by the Cabinet Secretary</li> <li>• Oversight by the agency's governing board or commission (when applicable)</li> </ul>
<b>GAAP</b>	<p>"Generally accepted accounting principles," promulgated by the Governmental Accounting Standards Board (GASB) and other standards-setting entities.</p>
<b>Information and Communication</b>	<p>Communicating relevant information in a timeframe to enable people to carry out their responsibilities. Effective communication occurs down, across, and up the agency.</p> <p>An effective information and communication process ensures that all personnel receive a clear message from the agency head that internal control must be taken seriously.</p>
<b>Inherent Risk</b>	<p>The risk that one or more factors will prevent an objective from being accomplished, if the agency does not implement risk mitigation measures.</p>
<b>Internal Control</b>	<p>Ongoing process led by agency head to design and provide reasonable assurance that these types of objectives will be achieved:</p> <ul style="list-style-type: none"> <li>• Effective and efficient operations</li> <li>• Reliable financial reporting</li> <li>• Compliance with applicable laws and regulations</li> <li>• Safeguarding of assets</li> </ul>
<b>Internal Control Components</b>	<ol style="list-style-type: none"> <li>1. Control Environment</li> <li>2. Risk Assessment</li> <li>3. Control Activities</li> <li>4. Information and Communication</li> <li>5. Monitoring Activities</li> </ol>
<b>Monitoring</b>	<p>The process of assessing the presence and functioning of internal control components and making continuous improvements. Monitoring can be accomplished by routine management activities, separate evaluations, or both.</p>
<b>Residual Risk</b>	<p>The risk that remains after management responds to inherent risk. Once risk responses have been developed, management then considers residual risk.</p>





### Glossary of Internal Control Terms

<b>Responses to Risk</b>	<p>The technique used to offset the impact of risk:</p> <ul style="list-style-type: none"><li>• Avoid risk</li><li>• Reduce risk</li><li>• Share risk</li><li>• Accept risk</li></ul> <p>A complete response to a given risk may include more than one technique.</p>
<b>Risk</b>	<p>A factor that could prevent an individual, group, or agency from accomplishing an objective as intended or planned.</p>
<b>Risk Assessment</b>	<p>Process of analyzing potential events and determining what impact they may have on achieving agency objectives.</p>

## Internal Control and Fiduciary Responsibility

Agency heads, executives, managers, and other public sector employees share the common role of fiduciary. This fiduciary role applies in varying degrees to all of the Commonwealth's employees, regardless of any individual's position title or program-related responsibilities.

**FIDUCIARY:** In many common law jurisdictions, *fiduciary* is a legal term used to describe a relationship between a person who occupies a particular position of trust, power or responsibility with respect to the rights, property or interests of another. Common relationships with this character are those of a guardian and a ward, an attorney and a client, and a trustee and a beneficiary.

A fiduciary must act for the benefit of the person to whom he or she owes fiduciary duties, to the exclusion of any contrary interest. A fiduciary will often be entrusted with broad power over the property of another. A fiduciary is generally held to a very high standard of honesty and integrity within the scope of the relationship ... definitions of "fiduciary" vary, but four duties are common:

1. Duty of loyalty – disregarding self-interest and acting for the good of the public
2. Duty of care – exercising highest standards of care in promoting the public interests
3. Duty of candor – disclosing all relevant information
4. Duty to act prudently<sup>2</sup>

## Internal Control Implementation Overview

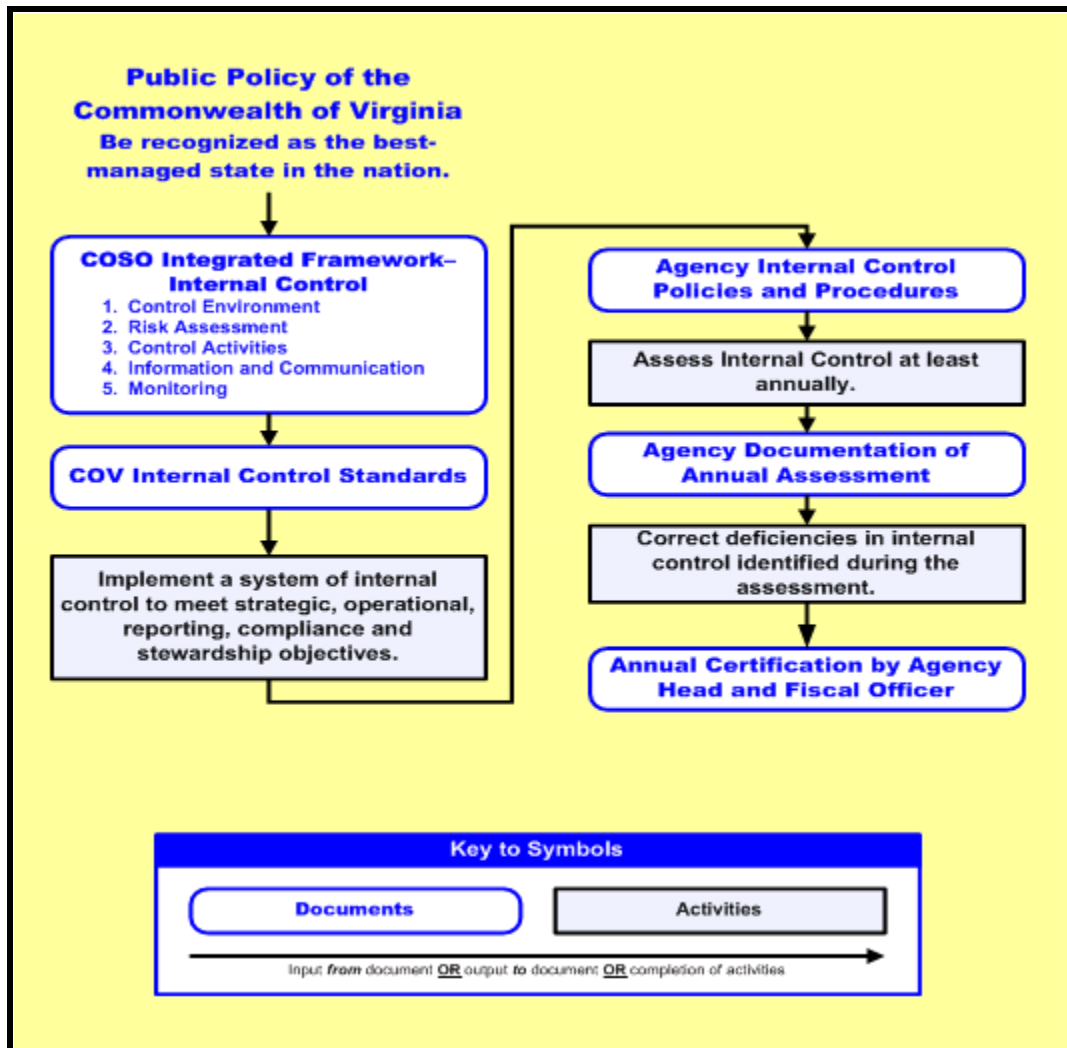
To implement these *Standards*, each agency must plan and take systematic and proactive measures to (a) develop, implement, and maintain adequate and cost-effective internal control over the recording of financial transactions in the Commonwealth's General Ledger, compliance with the Commonwealth's financial reporting requirements for the agency, compliance with laws and regulations, and stewardship over the Commonwealth's assets; (b) periodically assess the

<sup>2</sup> Excerpted and adapted from Wikipedia, The Free Encyclopedia (<http://en.wikipedia.org/wiki/fiduciary>)



adequacy of internal control and identify needed improvements; (c) take corresponding preventative and corrective actions; (d) report annually on internal control to the Office of the Comptroller; and (e) take action to remediate any deficiency noted by the Department of Accounts or Auditor of Public Accounts. The following exhibit provides a summary of the implementation process.

### Exhibit 1 – Implementing Agency Risk Management and Internal Control Standards – An Overview





## Roles and Responsibilities

While each state employee has personal internal control responsibility, the agency head holds ultimate responsibility and must assume ownership for internal control. Other agency executives and managers must support the agency's internal control philosophy, promote compliance, and maintain control within their areas of responsibility. Chief financial officers and fiscal officers have key oversight and policy enforcement roles over fiscal matters. Other agency managers may hold lead responsibility for compliance with non-financial aspects of laws, directives, policies, procedures, and the code of ethics.

Internal auditors hold essential responsibilities for assessing, testing, and reporting on internal control. However, internal auditors cannot relieve agency management from its internal control responsibilities. Although internal auditors can provide valuable consultative services with regard to control design, function, and assessment, they cannot relieve management of its responsibility. **These standards prohibit “delegation” or assignment of internal auditors to fulfill management’s role for the design, implementation, monitoring, and periodic evaluation of internal control.** Agency management may use the internal auditor's analysis of internal control in management's assessment of internal controls; however, the internal auditor's work cannot be substituted for management's independent analysis and documentation of agency internal control. Internal auditors are limited to serving as independent evaluators and verifiers of internal control components and management performance in maintaining internal control.

External parties such as citizens, customers, the General Assembly, other agencies, outside auditors (e.g. the Auditor of Public Accounts), and regulators often provide information that is useful in effecting control. However, external parties, too, are neither responsible for nor part of an agency's internal control program.

**The 2013 COSO Principle No. 5 states, “The organization holds individuals accountable for their internal control responsibilities in the pursuit of objectives.” While the agency head is ultimately responsible and must assume ownership for internal control, agencies are responsible for communicating internal control responsibilities to management and staff. Agencies can include internal control responsibilities in Employee Work Profiles (EWPs), policies, procedures and their Code of Ethics.**



## Agency Risk Management and Internal Control Standards

### Overview

Virginia has designed these *Standards* to achieve five objectives.

1. Strategic – support for “being recognized as the best-managed state in the nation” through internal control best practice
2. Operational – effective and efficient use of fiscal resources and other assets
3. Reporting – integrity and reliability of financial reporting
4. Compliance – compliance with applicable laws and regulations
5. Stewardship – protection and conservation of assets

To meet Virginia’s *Standards*, an agency must demonstrate that it has five internal control components established and fully functioning:

1. Control environment,
2. Risk assessment,
3. Control activities,
4. Information and communication, and
5. Monitoring.

Agency size, complexity, programs, corporate culture, management style, and other attributes will affect how these *Standards* are effectively and efficiently implemented. Even with these and other variables, the following stages usually occur when implementing a comprehensive internal control program.

### Exhibit 2 – General Internal Control Implementation Requirements

<b>Preparedness</b>	Gain and maintain familiarity with internal control concepts and ensure those concepts are addressed in strategic fiscal matters and routine fiscal management.
<b>Executive Sponsorship</b>	Executive support drives success. Executive sponsorship must be visible and audible, early and often. This includes supporting fiscal and audit personnel on internal control issues and providing the “muscle” for enforcement.



## Exhibit 2 – General Internal Control Implementation Requirements, cont.

<b>Implementation Planning</b>	The fiscal officer should write an implementation or assessment plan. The plan should set out such items as project phases, work streams, milestones, resources, deadlines, and responsibilities to the extent appropriate, considering organizational size, complexity, and related factors.
<b>Assessment of Current Status</b>	Assess how internal control components, concepts, and principles are currently applied across the agency.
<b>Capability Development</b>	Ensure that the fiscal function has sufficient resources (typically qualified people, technology, and training resources) to do the job.
<b>Monitoring</b>	As part of the ongoing management process, continually review and strengthen internal control in key matters pertaining to mission, operations, accounting and reporting, asset management, and compliance with laws and regulations.

## Control Environment

**Internal control requires an adequate “Control Environment” foundation. The control environment reflects top management’s expectations for how seriously agency employees should view and execute their fiduciary responsibilities.**

Control environment is extremely important and has major impact – positive or negative – on internal control. The attitude and concern that top management expresses must be definitive, clear, and permeate the agency. Merely talking about management’s support is insufficient – words must be reflected in everyday executive action and demeanor over the long term.

### Management Philosophy

Management philosophy is the set of shared beliefs and attitudes characterizing how the agency handles everything it does, from developing and implementing strategy to day-to-day activities. This philosophy reflects the agency’s values, influencing its culture and operating style, and affects how well fiscal programs can implement, maintain, and enforce control.

Management philosophy appears in policy statements, oral and written communications, and decision-making. Management reinforces the philosophy more with everyday actions than with its words.



### **Reasonable Risk**

Internal control cannot be perfect and includes an element of risk, which the agency management must consider in pursuit of its operating objectives. How an agency manages risk reflects its management philosophy (and in turn influences the agency's culture and operating style) in programs that provide direct services to citizens, regulants, clients, elected officials, other agencies, and other stakeholders. How an agency manages risk also affects the integrity and reliability of its reporting, its compliance with applicable laws and regulations, and its protection and conservation of assets. Even with the best internal controls, management cannot eliminate all risk and must accept some level of residual risk. Agency management may only accept reasonable risk that relates to operational objectives. Risks that jeopardize compliance with financial reporting or legal requirements cannot be accepted, and, if present, must be eliminated as soon as possible.

### **Oversight by the Agency's Governing Board**

When statutes create an agency governing board, its members (commissioners, visitors, or directors) play a critical part in creating the control environment, assessing control adequacy, and monitoring control performance. The board's independence from management, experience and stature of its members, extent of its involvement and scrutiny of activities, and appropriateness of its own actions all contribute to internal control. Effective boards require effective internal control programs.

### **Integrity and Ethical Values**

An agency's strategy, objectives and implementation stem from preferences, value judgments, and management styles. Management commitment to ethics influences these preferences and judgments, which translate into behavioral expectations. Effectiveness of control activities cannot rise above the integrity and ethical values of the people who create, lead, and monitor agency programs. To protect an agency's reputation, standards of behavior must exceed mere compliance with law. Top agencies reflect a belief that good ethics is good government.

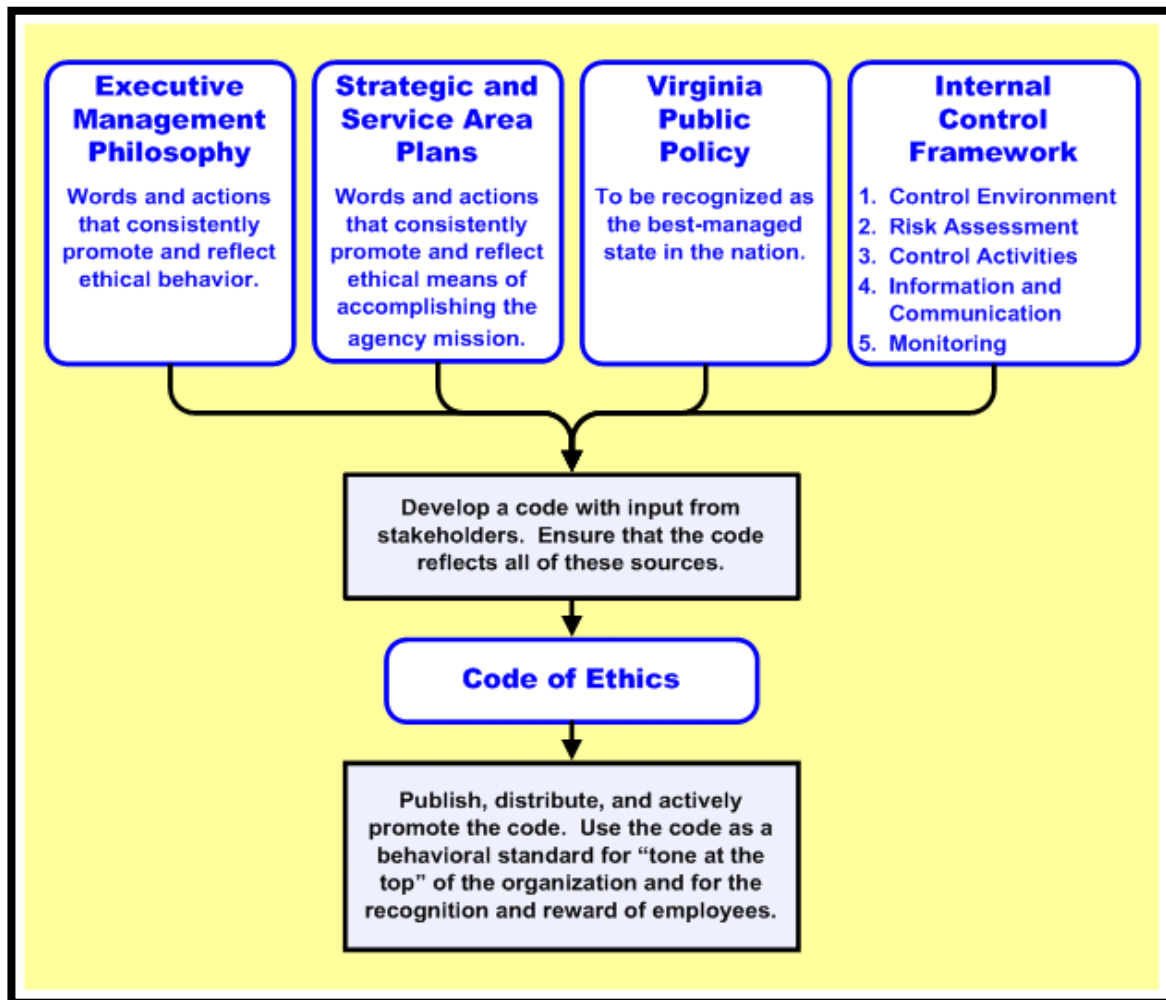
*– continued on next page –*



### Promoting Ethics and Appropriate Conduct

Agencies that actively and continually support a culture of integrity and ethical values communicate these core values through a code of ethics or similar document. Developing and reinforcing a comprehensive and understandable code is a “best practice” and essential to internal control, linking the agency’s mission and vision to its operating policies and procedures. The following table illustrates possible elements of a code of ethics.

#### Exhibit 3 – Developing a Code of Ethics







### Exhibit 4 – Illustrative Structure for a Code of Ethics

Section	Section Outline
1. Letter from Agency Head	<ul style="list-style-type: none"> <li>• Present top management's message on the importance of integrity and ethics to the agency.</li> <li>• Introduce the code of ethics. Gives its purpose and tells how to use it.</li> </ul>
2. Goals and Philosophy	<ul style="list-style-type: none"> <li>• Consider the agency's: <ul style="list-style-type: none"> <li>◦ Organizational culture,</li> <li>◦ Programs and types of programs (e.g., regulatory, human services, <i>et al</i>),</li> <li>◦ Geographic locations,</li> <li>◦ Commitment to open and ethical leadership.</li> </ul> </li> </ul>
3. Conflicts of Interest	<ul style="list-style-type: none"> <li>• Address conflicts of interest and forms of self-dealing.</li> <li>• Speaks to personnel and those activities, investments, or interests that reflect on the agency's integrity or reputation.</li> <li>• Counsels all employees regarding actual and perceived conflicts of interest, not only those subject to the <i>State and Local Government Conflict of Interests Act (Code of Virginia § 2.2-3100 et seq.)</i>.</li> </ul>
4. Gifts and Gratuities	<ul style="list-style-type: none"> <li>• Deal with giving or receiving of gifts and gratuities, setting forth the agency's policy, typically going beyond legal requirements.</li> <li>• Sets standards and provides guidance regarding gifts and entertainment and their proper reporting.</li> </ul>
5. Agency Resources	<ul style="list-style-type: none"> <li>• May include provisions dealing with the safeguarding of agency resources, including intellectual property and proprietary information.</li> </ul>
6. Social Responsibility	<ul style="list-style-type: none"> <li>• May include the agency's role as a citizen, including its commitment to human rights, environmental protection, community involvement, and environmental and economic issues.</li> </ul>
7. Additional Related Topics	<ul style="list-style-type: none"> <li>• May include provisions regarding adherence to policies established within specific areas of agency activity, for example: <ul style="list-style-type: none"> <li>◦ Employment issues such as fair labor practices and antidiscrimination</li> <li>◦ Governmental dealings such as contracting, lobbying and political activity</li> <li>◦ Antitrust and other competitive practices</li> <li>◦ Good faith and fair dealing with citizens, clients, suppliers, and others</li> <li>◦ Confidentiality and security of information</li> <li>◦ Safety and quality in program services</li> </ul> </li> </ul>

### Organizational Structure

An agency's organizational structure provides the structure to plan, execute, control, and monitor activities. A sound organizational structure defines key areas of authority and responsibility, while illustrating reporting lines. An organizational structure may be centralized or decentralized; it may create direct reporting lines or a matrix format. An agency may be organized by services, geographical locations, or enabling statutes.

### Assignment of Authority and Responsibility

Assignment of authority and responsibility involves the degree to which individuals and teams are authorized and encouraged to use initiative to accomplish objectives and solve problems. It includes establishing reporting relationships, fixing authorization procedures, issuing policy that assigns appropriate personnel to each program, and allocating resources to do each job. A critical challenge is delegating to the extent required to achieve objectives, ensuring that decision





making is based on sound practices for risk identification and assessment. Another challenge is ensuring that everyone understands the agency objectives and how his or her job contributes to meeting those objectives.

### Work Force Competence

Competence reflects the knowledge, skills, and abilities needed to meet objectives. Management sets competencies for particular jobs and translates those competencies into *Employee Work Profiles* and employee development programs. Top agencies provide qualified and committed personnel to key control positions.

### Human Resources Development

Human resources practices for hiring, orientation, training, evaluating, counseling, promoting, compensating, and remediation send messages to employees about expectations for integrity, ethical behavior, and competence. For example, standards for hiring and retaining the most qualified and ethical individuals demonstrate an agency's true culture. Providing continuing training and education can reward expected performance and behavior. It is essential that employees be groomed to tackle new challenges as agencies become more complex.

The agency human resources director and staff should take an active part in maintaining a sound control environment, ensuring that *Employee Work Profiles* reflect the coming year's portion of meaningful long-term professional development plans. Those plans must be sufficient to provide the leadership, analytical, technical, and communication skills required to support best practices and continuous improvement.

## COMMONWEALTH OF VIRGINIA INTERNAL CONTROL STANDARDS MINIMUM REQUIREMENTS

To demonstrate that the control environment internal control component is established and fully functioning, the agency must meet the following **minimum** requirements:

- **Develop and actively promote a Code of Ethics.**
- **Document and assess key elements of the control environment including, but not limited to:**
  - **Management philosophy**
  - **Management's attitude towards risk**
  - **Oversight by the agency's governing board**
  - **Integrity and ethical values**
  - **Promotion of ethics and appropriate conduct**
  - **Organizational structure**
  - **Assignment of authority and responsibility**
  - **Workforce competence and human resource development**

(See *Appendix A – Internal Control Assessment Guide*, "Control Environment Assessment Tools", pp. 40-45)



## Risk Assessment

**“Risk Assessment” is the process of analyzing potential events and considering likelihood and impact to determine those events’ possible impact on achievement of objectives.**

<b>Risk Map – An Example</b>			
	Low Impact	Medium Impact	High Impact
High Probability	2	3	3
Medium Probability	1	2	3
Low Probability	1	1	2

For each event, determine the impact of that event occurring and the probability that it will occur.

Probability = The likelihood that a negative event will occur.

Impact = The severity of the consequences of a negative event.

3 Red Zone – high risk – mitigate or reduce the risks.  
2 Yellow Zone – medium risk – manage the risks.  
1 Green Zone – low risk – accept the risks.

This is just one of many formats that a risk matrix may take.

In risk assessment, management considers the mix of potential events relevant to the agency and its activities in the context of the agency’s risk profile, which includes size, operational complexity, and regulatory restraints. Management must consider both expected and unexpected events. Many events are routine, recurring, and already addressed in management’s programs and operating budgets. Management must assess the risk of unexpected potential events and any expected events that could have a significant impact. Risk assessment is a continuous and repetitive interplay of actions occurring throughout an agency.

Management should assess events from two perspectives – likelihood and impact. The positive and negative impacts of potential events should be examined individually or by category. A visual matrix can be used to categorize events by risk level.

Risks should be assessed on both an inherent and residual basis.

- **Inherent risk** is the risk to an agency if management takes no action to reduce either the likelihood or impact of the event.
- **Likelihood** is “the odds” that a given event will occur.
- **Impact** is the measurement of the effect of the event in quantitative or qualitative terms.
- **Residual risk** is the risk that remains after management’s risk response.



### The Four Basic Risk Responses

Often, likelihood and impact estimates are based on past events, offering some objectivity. Management first assesses inherent risk and decides how it will respond. Responses to risk fall into four categories.

- **Avoiding risk** means ending those activities that give rise to risk (for example, eliminating a service or division).
- **Reducing risk** involves everyday management decisions, including the imposition of control activities. For example, routine mechanical maintenance could decrease the likelihood of a major computer hardware failure, while routine backups could decrease the impact of technology equipment failure on the agency's ability to provide services.
- **Sharing risk** transfers a portion of likelihood or impact to another party. Examples of sharing include acquiring insurance or outsourcing an activity.
- **Acceptance** means taking no action in response to risk, within parameters dictated by state policy. All risk cannot be eliminated. Risk that remains after all possible risk responses have been taken is accepted.

Exhibit 5 illustrates relationships between inherent risk, residual risk, and risk responses.

#### Exhibit 5 – A Risk Equation

<b>Inherent Risk</b>	–	<b>Risk Reduction via Control Activities</b>	=	<b>Residual Risk</b>
		risk responses: avoid, reduce, share		risk response: accept

In considering how to respond to each risk, management should consider such factors as:

- The effect of management's response (control activity) on likelihood and impact.
- Cost-versus-benefit – When considering cost-benefit and recognizing interrelationships among risks, management may pool agency risk responses across organizational units or programs.

On one hand, risks in different units or activities may be within their respective managers' acceptable risk levels but, taken together, may exceed the agency-wide acceptable risk level. In such cases, additional or different responses are needed to bring risk within the agency's acceptable risk level. Risks may naturally offset across an agency; for example, some units might have higher risk while others remain relatively risk-free, such that overall risk is within the agency's acceptable risk level.



**As chief executives of government agencies, agency heads are not authorized to take risks that would knowingly jeopardize their ability to meet obligations for financial management, financial reporting, or compliance with laws, regulations, policies, and procedures.** Financial and compliance objectives serve needs of both the agency and of the Commonwealth as a whole and are “not negotiable” when choosing strategies or tactics for achieving program objectives. Agency heads may only accept reasonable risk that relates to operational objectives, not risk that relates to financial or compliance objectives.

## COMMONWEALTH OF VIRGINIA INTERNAL CONTROL STANDARDS MINIMUM REQUIREMENTS

To demonstrate that the risk assessment internal control component is established and fully functioning, the agency must meet the following **minimum** requirements:

- Conduct and document an agency-wide risk assessment. This risk assessment should be coordinated with the strategic planning process overseen by the Department of Planning and Budget. (See *Appendix A – Internal Control Assessment*, “Agency-Level Risk Assessment Tools”, pp. 46-48)
- Conduct and document risk assessments of each agency fiscal process as part of the documentation and assessment of control activities. (See *Appendix A – Internal Control Assessment*, “Process Control Assessment”, pp. 65)

**Note:** The risk of fraud must be included in the agency-level risk assessment and the transaction-level risk assessments of each agency fiscal process. Fraud originating inside an agency, as well as fraud perpetrated by individuals outside of the agency, should be considered.

## Control Activities

**“Control Activities” are policies and procedures implemented to help ensure that risk responses are effectively completed. Control activities occur across an organization, at all levels, and in all functions. They include a range of activities such as approvals, authorizations, verifications, reconciliations, security over assets, and segregation of duties.**

Managers set up control activities to provide reasonable assurance that their objectives are met. A “control activity” could be as simple as listing tasks assigned to staff members and then occasionally checking the list to verify that assignments are completed on time.



Control activities can be categorized by the nature of the objectives to which they relate. These control objectives could include the following five types of objectives:

1. Strategic – Activities designed to provide reasonable assurance that program goals and objectives are met
2. Operational – Activities designed to make the most effective and efficient use of fiscal resources and other assets
3. Reporting – Activities designed to provide reasonable assurance of the integrity and reliability of financial reporting
4. Compliance – Activities designed to enhance compliance with applicable laws and regulations
5. Stewardship – Activities designed to safeguard assets or to reduce fraud, waste and abuse in the use of assets

Sometimes, control activities satisfy agency objectives in more than one category. When management selects its risk responses, those responses result in control activities designed to help ensure that the risk responses are executed properly and on time. In some cases, a single control activity will address multiple risk responses. In other cases, multiple control activities will apply to one risk response. Managers should consider cost-versus-benefit for control activities, but should keep in mind that cost-benefit analyses cannot be used to justify a lack of control activities over processes that are vital to achieving financial reporting or regulatory compliance objectives.

### **Types of Control Activities**

**Types of control activities** include preventive, detective, manual, computer, and management controls. Control activities can correspond to specified control objectives, such as ensuring completeness and accuracy of data processing. Control activities can be classified in the following eight broad categories:

- **Authorization** – Control activities in this category are designed to provide reasonable assurance that all transactions are within the limits set by policy or that exceptions to policy have been granted by the appropriate officials.
- **Review and Approval** – Control activities in this category are designed to provide reasonable assurance that transactions have been reviewed for accuracy and completeness by appropriate personnel.
- **Verification** – Control activities in this category could encompass a variety of computer and manual controls that are designed to provide reasonable assurance that all accounting information has been correctly captured.



- **Reconciliation** – Control activities in this category are designed to provide reasonable assurance of the accuracy of financial records through the periodic comparison of source documents to data recorded in accounting information systems.
- **Physical Security over Assets** – Control activities in this category are designed to provide reasonable assurance that assets are safeguarded and protected from loss or damage due to accident, natural disaster, negligence or intentional acts of fraud, theft or abuse.
- **Segregation of Duties** – Control activities in this category reduce the risk of error and fraud by requiring that more than one person complete a particular fiscal process.
- **Education, Training and Coaching** – Control activities in this category reduce the risk of error and inefficiency in operations by ensuring that personnel have the proper education and training to perform their duties effectively. Education and training programs should be periodically reviewed and updated to conform to any changes in the agency environment or fiscal processing procedures.
- **Performance Planning and Evaluation** – Control activities in this category establish key performance indicators for the agency that may be used to identify unexpected results or unusual trends in data which could indicate situations that require further investigation and/or corrective action.

Often, a combination of controls deals best with related risk responses. Control activities include preventive controls to stop inappropriate transactions before execution, while detective controls identify, on a timely basis, error transactions after they have occurred. The control activities combine computer and manual controls, including automated controls to ensure all information is correctly captured, and routing procedures enabling responsible individuals to authorize or approve decisions.

Examples of a variety of preventive and detective control activities are shown below in Exhibit 6.

#### **Exhibit 6 – Examples of Control Activities**

- To reduce the impact of electric power failures on operations, an agency installs a backup electricity generator for its information systems. To ensure that the generator operates when needed, facilities management performs routine maintenance and IT managers review the maintenance logs monthly.
- To heighten safety for employees and security over cash, an agency installs protective counter-to-ceiling glass partitions in its cashiering office between cashier stations and customers.
- To ensure that pension obligations and costs are reported properly in financial statements, management reviews the state's demographic data and the methods and assumptions used by the actuary, and compares amounts in the actuary's report with those in the financial statements and



related footnotes.

- To help ensure that the agency's monthly income tax remittances comply with regulations, an electronic tickler file prompts staff with due dates for tax filings, and a supervisor verifies timely remittance.
- To help ensure that computer interfaces between accounting systems operate to effect complete and accurate processing, transaction totals from subsidiary systems are compared with the balance in the general ledger control account, with any differences reported and resolved.
- To help minimize inventory losses, the warehouse supervisor reviews and approves transfer documents before releasing goods.
- To help ensure that only tested and accepted programs are transferred to production libraries, transfers are made only based on completion of testing and related approvals and authorization of the IT and user department managers.

### Control Activities over Automated Information Systems

**General controls** include controls over information technology management, infrastructure, security management, and software acquisition, development, and maintenance. For example:

- **Information Technology Management** – A steering committee oversees, monitors, and reports on information technology activities and improvement initiatives.
- **Information Technology Infrastructure** – Controls apply to system definition, acquisition, installation, configuration, integration, operation, and maintenance. Controls include continuity of operations (COOP) planning, scheduling of computer operations, restricting access to system configuration and operating system software, incident tracking, system logging, and monitoring use of data-altering utilities.
- **Security Management** – Secure passwords restrict internal access to the network, database, and applications. Firewalls and virtual private networks protect data from unauthorized external access.
- **Software Acquisition, Development, and Maintenance** – Software acquisition and implementation controls are incorporated into a formal change management process. One control over development is allowing software developers to work only in segregated development environments with no access to the production environment. System change controls include authorizations, reviews, approvals, documentation, and testing.

### Application Software Controls

**Application controls** focus directly on capture and processing of complete, accurate, authorized, and valid data. They help ensure data are captured or generated when needed, supporting applications are available, and interface errors are corrected quickly. Application controls help





to prevent, detect, and correct errors. Controls (including edit checks for format, existence, reasonableness, and validity) are built into application software. Examples follow:

- **Balancing and Reconciling** – Reconciling amounts entered to a control total will help detect data capture errors.
- **Check Digits** – Check digit logic helps detect and correct incomplete or inaccurate data.
- **Predefined Data Listings** – For example, using drop-down lists of acceptable values.
- **Data Reasonableness Tests** – Data captured is compared with a benchmark.
- **Logic Tests** – Range limits, value, or alphanumeric tests can detect potential errors.

As authorized by its enabling legislation, the Information Technology Investment Board and the Virginia Information Technologies Agency (VITA) promulgates policies, standards, and guidelines pertaining to internal control over information technology investments and infrastructure (hardware, software, networks, and other information technology resources). These documents can be found at the VITA website library <http://www.vita.virginia.gov/docs/psg.cfm>.

Of special interest relative to controls and risk are the requirements contained in the Accessibility, Information Security, and Project Management areas. However, **agency heads and fiscal officers remain directly responsible for understanding and maintaining internal control over all fiscal processes, regardless of the infrastructure used to perform those processes.** Compliance with VITA requirements is just one part of overall internal controls and alone is not sufficient to ensure fiscal internal control needs or standards are adequate. Information technology personnel and the fiscal officer must collaborate and cooperate to provide assurance to the agency head that adequate internal controls are employed for all automated fiscal processes, documented in terms that both the fiscal officer and agency head can understand from a functional perspective.

### **Attention To Soft Controls**

Traditional internal control processes focused on “hard” controls (such as physical or electronic controls). Current standards also emphasize “soft control” activities. Soft controls are intangibles that management emphasizes to direct the organization’s expectations and behavior.





### Exhibit 7 – Soft Controls

Underlying Drivers	Examples of Soft Controls
<ul style="list-style-type: none"><li>• Integrity</li><li>• Ethical values</li><li>• Philosophy</li><li>• Operating style</li><li>• Communication principles</li><li>• Commitment to competence</li><li>• Commitment to performance</li><li>• Commitment to public policy</li><li>• Commitment to fiduciary responsibilities</li><li>• Commitment to legal and regulatory compliance</li></ul>	<ul style="list-style-type: none"><li>• Performance incentives</li><li>• Performance standards for hiring and promotion</li><li>• Employee training and education programs</li><li>• Encouragement of new ideas and methods</li><li>• Periodic employee feedback and interview sessions</li><li>• Response to client and supplier feedback</li><li>• Review and investigation of exception reports</li><li>• Effective employee suggestion programs that drive management action</li></ul>

### Attention to Significant Fiscal Processes

Given limited resources of time, personnel, and funding, agency managers should optimize the effectiveness of their control assessments by concentrating on “significant” fiscal processes. The definition of a significant fiscal process is affected by numerous factors such as organizational structure, program size, complexity and timing pressure, regulatory environment, etc. and will vary by agency. Agency managers must use their experience and professional judgment in identifying significant processes for the assessment and should keep in mind that they are ultimately responsible for the final determination of significance.

A fiscal process may be significant if it is associated with programs or activities that:

- consume a proportionally large share of agency resources;
- have a high-degree of public visibility;
- represent areas of concern and high risk to mission-critical business processes for agency managers and stakeholders, or;
- have a significant affect on general ledger account balances. A fiscal process would have a significant effect if an error or misstatement generated by the process would impact management’s or other stakeholders’ decisions or conclusions about the activity.

Decisions about significance should take into account not only quantitative, but also qualitative factors. Transaction amounts for a given fiscal process may be insignificant either individually or in total, but some qualitative factor may nonetheless raise the importance of the process in terms of the need for stringent control activities. For example, management should pay close attention to the design of control activities for any fiscal process that is particularly vulnerable to fraud regardless of the dollar amounts involved because any adverse incident could have a disproportionately bad effect upon agency management’s reputation for honesty and reliability. Likewise, managers should define any fiscal process as significant if errors or misstatements in the process could have adverse consequences for legal or regulatory obligations.



## COMMONWEALTH OF VIRGINIA INTERNAL CONTROL STANDARDS MINIMUM REQUIREMENTS

To demonstrate that the control activity internal control component is established and fully functioning, the agency must meet the following minimum requirements:

- Document and assess agency-level control activities applicable to:
  - All significant fiscal processes
  - Accounting administration
  - The general ledger
  - Information systems

(See *Appendix A – Internal Control Assessment Guide*, “Agency-Level Control Activity Assessment Tools”, pp. 49–54)

- Document all significant agency fiscal processes and assess the operation of their associated control activities.

(See *Appendix A – Internal Control Assessment Guide*, “Process or Transaction-Level Control Activity Assessment”, pp. 60-67)

**Note:** Agencies that use another agency (Service Provider Agency) or a Third-Party Service Provider to perform significant processes or functions, must obtain internal control assurance from that provider. See CAPP Topic No. 10305, *Internal Control*, for more guidance.



## Information and Communication

**“Information and Communication” involves identifying, capturing and communicating relevant information in a form and timeframe that enables people to carry out their responsibilities. Effective communication occurs down, across and up the agency. An effective information and communication process will assure that all personnel receive a clear message from top management that internal control responsibilities must be taken seriously.**

The entire agency needs **information** to handle risks, provide services, and achieve objectives. Quantitative and qualitative information comes from many internal and external sources. Information enables change management, strategy, identifying events, analyzing risks, selecting risk responses, and performing other management activities. However, information has no value without **communication**.

### Internal Communication

Clear **internal communication** conveys the agency’s code of ethics, internal control philosophy and approach, and delegation of authority. Communication about processes and procedures should include clear links to the mission and agency culture. Communication should effectively convey the importance and relevance of internal control and the roles each person plays to support it.

Front-line employees providing direct, daily public service are often in the best position to see new problems as they arise. Communication channels should ensure that front-line and other personnel can communicate information across divisions and processes, as well as to their managers. Communication breakdowns can occur when anyone is discouraged from or unable to provide important information to others.

To avoid breakdowns, personnel must believe managers and agency heads truly want to know about problems and resolve them. Usually, normal agency reporting lines are the appropriate channels for communication. Sometimes, alternate communication lines are needed as a backup mechanism if normal channels do not work. The Commonwealth’s “Fraud, Waste, and Abuse Hotline” is one such alternate channel. This hotline provides a ready means for any employee to confidentially report illegal, unethical, or otherwise inappropriate behavior.

Critical communication channels connect the agency head, cabinet secretary, and the agency’s governing board or commission (when applicable). Quality communication to appointed officials makes them more effective in meeting their oversight responsibilities.

### External Communication

Open **external communication** channels allow citizens, clients, and suppliers to provide valuable input on services quality and design. This enables an agency to address evolving needs,



demands, and preferences. Management should appropriately convert such input into continuous improvements in operations, reporting, and compliance. Open external communications also allow citizens and clients to understand the agency's service standards.

### **Alternate Communication Channels**

Communication methods include a **Code of Ethics**, Internet sites, policy manuals, memos, e-mails, and posted notices. Whenever messages travel orally — in large groups, smaller meetings, or one-on-one sessions — vocal tone and body language form part of the message. Personnel management style sends a powerful message. Managers should remember that actions speak louder than words. Their actions are influenced by both the agency's history and culture, including the managers' past observations of how their mentors dealt with similar situations.

To enhance regular communications channels, an agency may create supplemental employee communication channels. These channels may be called "whistle blower" programs or "ethics hotlines" and can be voluntary or legally mandated. An executive order has established the State Employee Fraud, Waste and Abuse Hotline for the use of all state employees. This does not preclude an individual agency from establishing its own hotline or another confidential process for employees. Exhibit 8 identifies items to be considered in establishing an ethics hotline.

### **Exhibit 8 – Considerations for Ethics Hotlines**

- Are reporting mechanisms and protocols such that personnel will feel comfortable using the channel?
- What procedures will ensure personnel trust the communication channel, without concern for reprisal?
- Will the system be managed internally or by an external third party?
- How will incidents be prioritized?
- How will appropriate follow-up resources be identified?
- What is the target response time?
- What are documentation standards?
- What monitoring processes should be in place?
- Are technology and security resources sufficient to manage the system?
- Who will perform any necessary investigations?
- How will complaints be documented and tracked?
- How will the employee reporting the information be advised of conclusions and actions taken?
- What kinds of summary reports are needed and with what frequency?
- What mechanisms will ensure that needed broad-based corrective and future preventive actions are taken?

### **Information Technology and Communication**

Information systems architecture and technology acquisition are key elements of strategy. IT selection and implementation depends on many factors, including organizational goals and the service expectations of stakeholders. Information systems are fundamental to internal control; in turn, internal control needs and techniques assist in making technology decisions. Usually, technology infrastructure (developed over time for operations, reporting, and compliance objectives) also generates information integral to the internal control program.



IT infrastructure should capture and convey timely, detailed, and reliable data sufficient to strengthen the control environment. Information flow must respond to agency needs yet avoid “information overload”. The next exhibit lists media that management may consider during technology planning, recognizing that each organization finds its own blend of electronic and non-electronic media.

### **Exhibit 9 – Agency Communication Media**

- Broadcast e-mails
- Broadcast voice mails
- Agency newsletters
- Databases supporting specific control issues
- Letters from the agency head
- E-mail discussion groups
- Intranet sites
- Organization, function, or location-wide web casts or conference calls
- Posters or signs reinforcing key aspects of internal control
- Regular face-to-face meetings among employees from a range of functions and organizational units
- “Town-hall” meetings

### **Parties to Communication**

Healthy communication results from continual interaction among all organizational stakeholders at all levels. Exhibit 10 reflects many of the parties to healthy agency communication.

### **Exhibit 10 – The Essence of Information and Communication**

<b><u>External Parties</u></b>	<b><u>Internal Parties</u></b>
<ul style="list-style-type: none"><li>• Virginia’s Citizens</li><li>• Government Regulators</li><li>• Suppliers and Contractors</li><li>• Clients and Customers</li><li>• Regulated Individuals &amp; Organizations</li><li>• Agency Service Provider</li><li>• Third-Party Providers</li></ul>	<ul style="list-style-type: none"><li>• Virginia’s Government</li><li>• All State Agencies</li><li>• Any Organizational Unit</li><li>• Up the chain of command</li><li>• Down the chain of command</li><li>• Executives and Managers</li><li>• Purchasers and Contract Managers</li><li>• Those who deal with the public</li><li>• Operational Personnel</li><li>• Support and Administrative Personnel</li></ul>

To maintain an adequate control environment, agency leadership must promote continual communication. Exhibit 10 reminds us that communication involves everyone with a stake in agency activities and links them together in an extended organization of shared interests.



## COMMONWEALTH OF VIRGINIA INTERNAL CONTROL STANDARDS

### MINIMUM REQUIREMENTS

To demonstrate that the information and communication internal control component is established and fully functioning, the agency must meet the following minimum requirement:

- Document and assess how the agency gathers, uses and disseminates information.

(See *Appendix A – Internal Control Assessment Guide*, “Information and Communication Assessment Tools, pp. 55-57)



## Monitoring

**“Monitoring” is the process of assessing the presence, functioning, and continuous improvement of internal control components. Monitoring is accomplished through ongoing management activities, separate evaluations, or both.**

Monitoring can be examined from three perspectives: ongoing activities, separate comprehensive evaluations, and special ad hoc evaluations.

### Ongoing Monitoring

Ongoing monitoring is built into normal, recurring operating activities, is performed on a real-time basis, reacts dynamically to changing conditions, and is ingrained in the agency. Ongoing monitoring often stems from regular management activities, which might involve analysis, comparison of information from multiple sources, and dealing with unexpected occurrences.

Managers, giving thoughtful consideration to implications of information they receive, generally perform ongoing monitoring activities. By focusing on relationships, inconsistencies, or other relevant observations, they identify issues and follow up with others to determine whether or not action is necessary. Activities required by operational processes are generally not considered monitoring activities. For example, approvals of transactions, reconciliations of account balances, and verifying the accuracy of changes to master files, performed as required steps in information systems or accounting processes, are best defined as control activities. Examples of ongoing monitoring activities include:

- Managers reviewing operating reports.
- Internal auditors, external auditors, and advisors regularly providing recommendations.
- Training seminars, planning sessions and other meetings giving feedback to management.

Many different activities performed in the ordinary course of operations serve to monitor the effectiveness of internal control components, as illustrated in Exhibit 11 on the next page.



### Exhibit 11 – Examples of Ongoing Monitoring Activities

- Management reviews reports of key activity indicators, including financial and operating statistics.
- Operations managers compare productivity, inventory, quality measures, and other data gathered in the course of daily activities to systems-generated information, budget, and plans.
- Management reviews performance against established limits, such as acceptable error rates, items in suspense, or reconciling items.
- Management reviews key performance indicators such as trends in direction and magnitude of risks, status of strategic and tactical initiatives, or trends in actual results compared to budget or prior periods.

### Comprehensive Assessments

In addition to ongoing monitoring, these *Standards* require agencies to perform and document a comprehensive assessment of internal control and control activities annually. Documentation of internal control will vary with agency size, complexity, and management style, and may include:

- Organization charts
- Description of key roles, authorities, and responsibilities
- Policy manuals
- Operating procedures
- Process flowcharts
- Relevant controls and associated responsibilities
- Key performance indicators
- Key identified risks

With regard to developing documentation of the assessment process itself, the fiscal officer might consider the extent to which documentation is expected to:

- Provide an audit trail of the assessment
- Communicate assessment results – findings, conclusions, and recommendations
- Facilitate review by auditors and senior management
- Facilitate assessments in subsequent periods
- Identify and report broader issues
- Identify individual roles and responsibilities in the assessment process
- Supplement existing control documentation that may be deficient

### Ad Hoc Evaluations

In addition to ongoing monitoring activities and comprehensive assessments, agency fiscal personnel should focus directly on internal control from time to time through **ad hoc evaluations**. These provide a chance to consider the continued effectiveness of ongoing monitoring procedures. Direct evaluations are control self-assessments, where persons responsible for a particular unit or function determine the effectiveness of internal control for their activities. Internal auditors perform evaluations as part of their regular duties or by specific





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request of senior management. Management may use input from external auditors. A combination of efforts may be used in conducting whatever evaluation procedures management deems necessary to determine the effectiveness of controls. Tools used for monitoring may include checklists, questionnaires, and flow charts.

### Exhibit 12 – Routine Management Reports vs. Ad Hoc Control Evaluations

	Monitoring Ongoing Operations	Ad Hoc Internal Control Evaluations
<b>Evaluation Focus</b>	Routine programs and performance	Internal control in one or more units or programs
<b>Internal Control</b>	One of many factors being monitored	The primary factor being investigated
<b>Report Content</b>	Significant findings appear in periodic, routine management reports (for example, routine monthly management reports to the agency head)	A “special project” report prepared by management, agency internal auditor, agency inspector general, APA, JLARC, State Internal Auditor, or a consultant

Internal control documentation varies with such factors as agency size, programs, budget, and employment level, and is composed of two components. The first component includes existing policies and procedures issued by central agencies, the agency itself, or other organizations that include (but may not be limited to):

- DOA
- VITA
- Library of Virginia
- DPB
- DGS
- Internal Revenue Service
- Treasury
- DHRM
- Federal grantor agencies

A review of existing documentation should clearly describe an organization's risks and responses. Documentation takes these forms:

### Exhibit 13 – Control Activity Documentation – Some Examples

<ul style="list-style-type: none"> <li>• Budget-to-actual and exception reports</li> <li>• Completed <i>Authorized Signatories</i> forms</li> <li>• Completed <i>Employee Work Profile</i> forms</li> <li>• Delegations of authority</li> <li>• Descriptions of key roles, authorities, and responsibilities</li> <li>• Format of periodic management reports</li> <li>• Key identified risks</li> <li>• Key performance indicators</li> </ul>	<ul style="list-style-type: none"> <li>• Key risk measures</li> <li>• Operating procedures</li> <li>• Organization charts</li> <li>• Policies and procedures manuals</li> <li>• Process flowcharts</li> <li>• Relevant controls and related responsibilities</li> <li>• Standardized forms (e.g., travel authorizations)</li> <li>• Strategic and operational plans</li> </ul>
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The second component of internal control documentation records review processes, including tests to determine whether control activities and their related policies and procedures are adequate and being followed. The leader of an ad hoc internal control evaluation may develop documentation to achieve the following objectives:

- Create a history of the team's assessments and testing
- Communicate evaluation results – findings, conclusions, and recommendations
- Facilitate review by senior management
- Facilitate future evaluations
- Identify and report strategic issues
- Identify individual roles and responsibilities in the ad hoc evaluation project
- Supplement existing internal control documentation

Control deficiencies may surface from many sources including an agency's ongoing monitoring procedures, ad hoc evaluations, and information provided by external parties. External sources include customers, vendors, external auditors, and regulators. All identified deficiencies that affect the agency's ability to implement its strategy and achieve its objectives should be reported to those positioned to make corrections. Not only should reported deficiencies be investigated and corrected, but any underlying cause should be eliminated.

## COMMONWEALTH OF VIRGINIA INTERNAL CONTROL STANDARDS

### MINIMUM REQUIREMENTS

**To demonstrate that the monitoring internal control component is established and fully functioning, the agency must meet the following minimum requirement:**

- **Document and assess the effectiveness of the agency's monitoring activities.**

**(See *Appendix A – Internal Control Assessment Guide*, "Monitoring Assessment Tools", pp. 58-59)**



## **Internal Control Assessment**

The Commonwealth entrusts each agency head with a level of authority and control over monetary and other assets that are used to accomplish the agency's mission. In return, the Commonwealth requires agency heads to account for the use, care, and disposition of these assets by accountability mechanisms such as statewide accounting systems and formal financial statements. To provide reasonable assurance that stewardship responsibilities are met and that agency accountability mechanisms function properly, agency heads must develop, implement, and maintain "internal control" over financial accountability processes. In turn, state law requires the Comptroller to oversee, manage, and vouch for the sufficiency of internal control efforts in all agencies.

In practice internal control relies on numerous individual control activities that many people have devised over the life of an organization. As programs, services, and technology naturally evolve, agencies continually develop, implement, and update specific control activities. In such an ever-changing environment, an agency must periodically and systematically assess internal control and all supporting control activities to ensure the ongoing sufficiency of internal control.

Appendix A of this document provides detailed information and tools defining how to structure an internal control assessment or reassessment to meet the Commonwealth's requirements.



## Appendix A – Internal Control Assessment Guide

### Overview

This guide describes the Comptroller's specific minimum requirements for an agency's assessment of internal control. Agencies that follow this appendix's procedures in good faith have taken the most essential step towards meeting the Commonwealth's agency risk management and internal control standards. **This appendix requires professional judgment and thoughtful participation on the part of agency heads, fiscal officers, internal auditors, and all other agency personnel involved in the development, deployment, operation, and assessment of internal control and related control activities.**

### Scope of the Assessment

In order to comply with these *Standards* the design and operating effectiveness of agency-level controls must be assessed in addition to examining detailed process and transaction-level control activities. Agency-level controls permeate the agency and have a significant impact on how it achieves its objectives relating to the recording of financial transactions, compliance with financial reporting requirements and stewardship over Commonwealth assets. To assist in obtaining input on agency-level and process-level controls, assessment tools are provided in the following pages to provide a starting point in the evaluation of the control environment, agency-level, process-level, and transaction-level control activities (including information system general controls), information and communication, and monitoring. Agency heads and fiscal officers are cautioned that these checklists and questionnaires are not designed to be all-inclusive and that these tools cannot replace thorough analysis and informed professional judgment. **The checklists and questionnaires contained herein do not substitute for 1) verification of the existence of a control, or 2) testing to determine if a control is functioning properly.** Agency fiscal personnel should customize these tools or develop alternate tools to fit the agency's particular situation.



## Stages of the Assessment

A complete assessment of agency internal control should encompass the following three stages of activity.

<u>Stage</u>		Assessment Guide <u>Page #</u>
<b>1</b>	Agency-level assessment of the five components of internal control:	
	1. Control Environment	40-45
	2. Risk Assessment	46-48
	3. Control Activities	49-54
	4. Information and Communication	55-57
	5. Monitoring	58-59
<b>2</b>	Process and transaction-level control assessment	60-67
<b>3</b>	Corrective action plan (if needed)	68

## Numeric Scoring for Surveys of Subjective Opinions

Some of the following exhibits ask survey respondents to quantify how strongly they agree or disagree that specific controls are implemented and operating effectively. For those exhibits, suggested descriptions for each score are:

<u>Score</u>		<u>Description</u>
5	=	Strongly agree
4	=	Agree
3	=	Somewhat agree
2	=	Somewhat disagree
1	=	Strongly disagree
NA	=	Control does not exist or cannot exist due to agency circumstances

The score assigned may sometimes be subjective but should be based on the knowledgeable and experienced respondent's understanding about the control in question. A more systematic method of defining what each score means based on the perceived reliability level of each control is useful. Exhibit 14 assigns a "control reliability level" based on five factors:

1. Supporting documentation for the control's design and its operation
2. Employee awareness and understanding of the control



3. Perceived value of the control to employees
4. The extent to which the control procedure is formal and standardized
5. The extent to which the control is monitored

#### Exhibit 14: Summary of Internal Control Reliability Model\*

Control Reliability Level	Characteristics of This Control Reliability Level				
	Documentation	Awareness and Understanding	Perceived Value to Employees	Control Procedures	Monitoring
Initial	Very limited	Basic awareness by management	Unformed	Ad hoc, unlinked	No monitoring
Informal	Sporadic, inconsistent	Understanding not communicated beyond management	Controls are separate from business operations	Intuitive, repeatable	No monitoring
Systematic	Comprehensive and consistent	Formal communication and some training	Controls integral to operations	Formal, standardized	No monitoring
Integrated	Comprehensive and consistent	Comprehensive training on control-related matters	Control processes considered part of strategy	Formal, standardized	Periodic monitoring begins
Optimized	Comprehensive and consistent	Comprehensive training on control-related matters	Commitment to continuous improvement	Formal, standardized	Real-time monitoring
* Adapted from <i>How to Comply with Sarbanes-Oxley Section 404: Assessing the Effectiveness of Internal Control</i> , by Michael Ramos, John Wiley & Sons, 2004.					

After assessing each control's reliability level, the respondent would then "translate" that reliability level into a score, as shown in Exhibit 15 on page 40.



### Exhibit 15: Translating “Reliability Level” into a Score for Each Control

In our agency, this control condition's reliability is..... “Optimized”..... so I <b>strongly agree</b> , giving a score of..... “5”
In our agency, this control condition's reliability is..... “Integrated”..... so I <b>agree</b> , giving a score of..... “4”
In our agency, this control condition's reliability is..... “Systematic”..... so I <b>somewhat agree</b> , giving a score of..... “3”
In our agency, this control condition's reliability is..... “Informal”..... so I <b>somewhat disagree</b> , giving a score of..... “2”
In our agency, this control condition's reliability is..... “Initial”..... so I <b>strongly disagree</b> , giving a score of..... “1”
In our agency, this control does not or cannot exist..... giving a score of..... “NA”

This scoring method is not mandatory and appears here for management consideration. Management may devise alternate methods and modify the exhibits accordingly. Whichever scoring or other answering scheme is used, management should take care to ensure that the assessment is done by someone with the appropriate background, experience, and training in the area under consideration and that instructions are clear so that respondents provide meaningful feedback.

## Agency-Level Internal Control Assessment

### Control Environment Assessment Tools

#### Integrity and Ethical Values

An agency’s strategy and objectives and the way they are implemented are based on preferences, value judgments, and management styles. Management’s integrity and commitment to ethical values influences these preferences and judgments, which are translated into standards of behavior. Because an agency’s good reputation is so valuable, the standards of behavior must extend beyond mere compliance with law and regulation.

### Exhibit 16: Ethics Questionnaire

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency’s Code of Ethics and other policies regarding acceptable business practice, conflicts of interest, and expected standards of ethical and moral behavior are comprehensive and relevant and address matters of significance.	5 4 3 2 1 NA	
2. Employees fully and clearly understand what behavior is acceptable and unacceptable under the agency’s Code of Ethics and know what to do when they encounter improper behavior.	5 4 3 2 1 NA	



This Control Implemented and Operating Effectively	Agree/Disagree	Comments
3. Management frequently and clearly communicates the importance of integrity and ethical behavior during staff meetings, one-on-one discussions, training and periodic written statements of compliance from key employees.	5 4 3 2 1 NA	
4. Management demonstrates a commitment to integrity and ethical behavior by example in their day-to-day activities.	5 4 3 2 1 NA	
5. Employees are generally inclined to do the "right thing" when faced with pressures to cut corners with regard to policies and procedures.	5 4 3 2 1 NA	
6. Management addresses and resolves violations of behavioral and ethical standards consistently, timely, and equitably in accordance with the provisions of the agency's Code of Ethics.	5 4 3 2 1 NA	
7. The existence of the agency's Code of Ethics and the consequences of its breach are an effective deterrent to unethical behavior.	5 4 3 2 1 NA	
8. Management strictly prohibits circumvention of established policies and procedures, except where specific guidance has been provided, and demonstrates commitment to this principle.	5 4 3 2 1 NA	
9. Performance targets are reasonable and realistic and do not create undue pressure on achievement of short-term results.	5 4 3 2 1 NA	
10. Ethics are woven into criteria used to evaluate individual or division's performance.	5 4 3 2 1 NA	
11. Management reacts appropriately when receiving bad news from subordinates and divisions.	5 4 3 2 1 NA	
<b>Conclusions Reached and Actions Needed:</b>		





### Commitment to Competence

Competence reflects the knowledge and skills needed to perform assigned tasks. Management decides how well these tasks need to be accomplished, weighing the agency's strategy and objectives against plans for their implementation and achievement.

#### Exhibit 17: Management's Commitment to Professional and Technical Competence Questionnaire

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Job descriptions (and other documents that define key position duties/requirements) are current, accurate, and understood.	5 4 3 2 1 NA	
2. There is a mechanism in place to keep the job descriptions current, accurate, and understood.	5 4 3 2 1 NA	
3. Job knowledge/skill requirements realistically match the organization and position's needs.	5 4 3 2 1 NA	
4. Management has the specialized knowledge, experience, and training required to perform their duties and does not rely extensively on technical specialists or outside consultants.	5 4 3 2 1 NA	
5. Employees are properly trained and are capable of performing all jobs within your division.	5 4 3 2 1 NA	
6. Employees are committed to excellence in performing their jobs.	5 4 3 2 1 NA	
7. Individual performance targets focus on both the long- and short-term and address a broad spectrum of criteria (e.g., quality, productivity, leadership, teamwork, and self-development).	5 4 3 2 1 NA	
<b>Conclusions Reached and Actions Needed:</b>		



## Organizational Structure

An agency's organizational structure provides the framework to plan, execute, control, and monitor its activities. A relevant organizational structure includes defining key areas of authority and responsibility and establishing appropriate lines of reporting.

### Exhibit 18: Organizational Structure Questionnaire

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency's organizational structure is appropriate to carry out its mission and manage its activities.	5 4 3 2 1 NA	
2. Management treats your division as an integral part of the agency's overall operations.	5 4 3 2 1 NA	
3. The current organizational structure facilitates the flow of information both up and down within your division and across to other divisions/functions.	5 4 3 2 1 NA	
4. Reporting relationships provide managers with the information appropriate to their responsibility and authority.	5 4 3 2 1 NA	
5. Managers and process owners in your division have ready access to senior management in addressing significant issues.	5 4 3 2 1 NA	
6. The organizational structure in your division provides adequate supervisory and managerial oversight.	5 4 3 2 1 NA	
7. Management periodically evaluates the organizational structure relevant to your division in light of changes in the scope, nature, or extent of your operations.	5 4 3 2 1 NA	
8. The agency has the appropriate number of people and resources allocated to key functions/activities.	5 4 3 2 1 NA	
9. Employees do not work excessive overtime and do not fulfill the responsibilities of more than one employee.	5 4 3 2 1 NA	
<b>Conclusions Reached and Actions Needed:</b>		



### **Assignment of Authority and Responsibility**

Assignment of authority and responsibility involves the degree to which individuals and teams are authorized and encouraged to use initiative to address issues and solve problems, as well as limits to their authority. It includes establishing reporting relationships and authorization procedures, as well as policies that describe appropriate business practices, knowledge and experience of key personnel, and resources provided for carrying out duties.

#### **Exhibit 19: Assignment of Authority and Responsibility Questionnaire**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Management designates who is responsible for committing your division to financial or contractual obligations through a formal delegation of authority.	5 4 3 2 1 NA	
2. Specific limits are established for certain types of transactions and delegations are clearly communicated and understood by employees within your division.	5 4 3 2 1 NA	
3. Job descriptions for your division's personnel include specific references to control related responsibilities.	5 4 3 2 1 NA	
4. Management accepts responsibility for information generated within your division and on reported results.	5 4 3 2 1 NA	
5. Managers in your division are appropriately empowered to correct problems and implement improvements.	5 4 3 2 1 NA	
6. The current level of delegation of duties balances empowerment and "getting the job done" with management involvement and authority levels.	5 4 3 2 1 NA	
<b>Conclusions Reached and Actions Needed:</b>		



### Standards for Managing Human Resources

Human resource practices pertaining to hiring, orientation, training, evaluating, counseling, promoting, compensating, and taking remedial actions send messages to employees regarding expected levels of integrity, ethical behavior, and competence. Training policies can reinforce expected levels of performance and behavior by communicating prospective roles and responsibilities. It is essential that employees be equipped to tackle new challenges as issues and risks through the agency change and become more complex—driven in part by rapidly changing technologies. Education and training (whether classroom instruction, self-study, or on-the-job training) must help personnel keep pace and deal effectively with the evolving environment.

### Exhibit 20: Human Resources Standards Questionnaire

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Existing personnel policies and procedures facilitate recruiting and developing competent and trustworthy personnel necessary to achieve the agency's objectives.	5 4 3 2 1 NA	
2. Employees new to your division's activities are made aware of their responsibilities and management's expectations.	5 4 3 2 1 NA	
3. Supervisory personnel meet periodically with employees in your division to review job performance and discuss opportunities for improvement.	5 4 3 2 1 NA	
4. Performance appraisals adequately address internal control responsibilities and set forth criteria for integrity and ethical behavior.	5 4 3 2 1 NA	
5. Management takes the appropriate remedial action for departures from approved policies and procedures.	5 4 3 2 1 NA	
<b>Conclusions Reached and Actions Needed:</b>		



## Agency-Level Risk Assessment Tools

In conducting an agency-level risk assessment, managers should carefully consider the likelihood and effect of potential events, both positive and negative. Events originating from both within and outside of the agency should be identified and addressed if the events could have a significant impact upon the achievement of agency objectives. The risk assessment questionnaire below provides some suggested areas to consider in assessing an agency's overall approach to risk management. It is followed by a discussion of SWOT (strengths, weaknesses, opportunities and threats) analysis, a tool that may be used to analyze an agency's internal and external risk factors in relation to its objectives. Agencies should coordinate the risk assessment component of these *Standards* with the risk assessment and objective setting efforts required by the Department of Planning and Budget's strategic planning process.

### Exhibit 21: Risk Assessment

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Formal or informal mechanisms exist to inform management of events that are considered risks; i.e., events that may adversely affect the achievement of agency-wide or division objectives.	5 4 3 2 1 NA	
2. Management identifies correlations between events or events that combine and interact to create significantly different probabilities or impacts.	5 4 3 2 1 NA	
3. Management assesses for inherent risk, each event or combination of events that represents a risk, considering both likelihood and impact, and then develops a risk response.	5 4 3 2 1 NA	
4. Once a risk response is developed for each risk, management considers residual risk.	5 4 3 2 1 NA	
5. Management uses an appropriate blend of quantitative or qualitative techniques across the various divisions/functions such that sufficient consistency exists to assess risks agency-wide.	5 4 3 2 1 NA	
6. The process used to analyze risks in each division is clearly understood and includes estimating the significance of risks and assessing the likelihood of their occurring.	5 4 3 2 1 NA	



## Exhibit 22: Risk Response

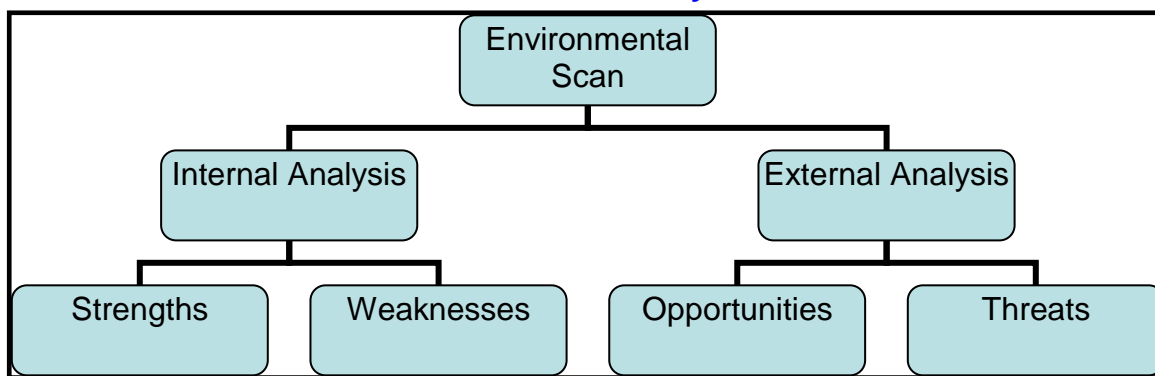
This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The process used to analyze risks in your division is clearly understood and includes determining steps needed to mitigate risks.	5 4 3 2 1 NA	
2. In determining risk response, management considers the effects of potential responses on risk likelihood and impact because a response may affect the likelihood and impact differently.	5 4 3 2 1 NA	
3. Management considers the relative costs and benefits of alternative risk response options.	5 4 3 2 1 NA	
4. When considering cost-benefit relationships, management looks at risks as interrelated and pools the agency's risk reduction and risk sharing responses.	5 4 3 2 1 NA	
5. The agency's risk response considerations are not limited solely to reducing identified risks, but also include consideration of new opportunities.	5 4 3 2 1 NA	
6. Once management has selected a response, management determines whether an implementation plan is needed.	5 4 3 2 1 NA	
7. If an implementation plan is needed, management establishes the necessary control activities to ensure the risk response is carried out.	5 4 3 2 1 NA	
8. The agency evaluates risk from an ARM/agency-wide/portfolio perspective.	5 4 3 2 1 NA	
<b>Risk Assessment Component Summary – Conclusions Reached and Actions Needed:</b>		



### Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis

Strengths, weaknesses, opportunities and threats (SWOT) analysis is a strategic planning technique used to assess an organization and how its individual characteristics may help or hinder it in meeting key goals and objectives. SWOT analysis takes a holistic approach, analyzing not only the organization itself, but also its larger environment. The process moves from an assessment (“scan”) of the environment in which the organization operates and any opportunities or threats that may be present in that environment to an assessment of the organization’s strengths and weaknesses. (See Exhibit 23.)

#### Exhibit 23 – SWOT Analysis Framework



The internal analysis component of SWOT seeks to assess an organization’s strengths and weaknesses. A strength is any resource or capability that assists an organization in achieving its objectives. A weakness is a negative trait or the absence of a resource or capability that may hinder the organization in meeting its goals. The same trait could be both a strength and a weakness when viewed from different perspectives. For example, an organization with many long-tenured employees may view the experience that they have accumulated over many years as a strength, but career longevity could also be a weakness if those many years of service now make it a possibility that the organization could soon face many vacancies due to retirements.

The external analysis component of SWOT identifies the opportunities and threats present in the environment. Opportunities are potential favorable conditions that could aid the organization in meeting its goals. Threats are potential unfavorable conditions that could prevent the organization from achieving its objectives. The organization does not usually have much influence or control over the opportunities or threats that are present, but good outcomes in all situations can be maximized by being aware of and prepared for likely external situations.

Proper use of SWOT analysis can aid an organization in optimizing its strengths so that it is better able to take advantage of available opportunities. Likewise, the technique also benefits the organization by identifying potential obstacles or weaknesses that should be addressed if the organization is to achieve its goals.



## Agency-Level Control Activity Assessment Tools

Control activities occur throughout the organization, at all levels and in all functions. They include a range of activities—as diverse as approvals, authorizations, verifications, reconciliations, reviews of operating performance, security of assets, and segregation of duties. Control activities can be categorized based on the nature of the agency’s objectives to which they relate: strategic, operations, reporting, and compliance. They provide reasonable assurance that objectives are being achieved in the areas of effectiveness and efficiency of operations, reliability of financial reporting, and compliance with applicable laws and regulations.

In selecting control activities, management considers how control activities are related to one another. In some instances, a single control activity addresses multiple risk responses. In other instances, multiple control activities are needed for one risk response. In still others, management might find that existing control activities are sufficient to provide reasonable assurance that new risk responses are executed effectively.

### Exhibit 24 – Control Activities – Applicable to All Fiscal Processes

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Appropriate policies and procedures have been developed and implemented for each of division's major processes.	5 4 3 2 1 NA	
2. Appropriate and timely actions are taken on exceptions to each division's policies and procedures.	5 4 3 2 1 NA	
3. Policies and procedures identify how processes are to be performed and monitored and who is responsible for carrying them out.	5 4 3 2 1 NA	
4. Control activities described in policy and procedure manuals are actually applied the way they are intended to be applied and clearly relate to designated risks.	5 4 3 2 1 NA	
5. Management clearly assigns responsibilities for training and monitoring of internal controls.	5 4 3 2 1 NA	
6. Controls are in place to provide reasonable assurance that management decisions are properly carried out.	5 4 3 2 1 NA	
7. Supervisory personnel with appropriate responsibilities, organizational experience, and knowledge of the organization's affairs periodically review and document the functioning and overall effectiveness of controls.	5 4 3 2 1 NA	





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This Control Implemented and Operating Effectively	Agree/Disagree	Comments
8. Appropriate criteria are established to evaluate controls.	5 4 3 2 1 NA	
9. Responsibilities in each division have been assigned in a manner that precludes any individual from processing data transactions in their entirety or from maintaining records for transactions in which the individual participated.	5 4 3 2 1 NA	
10. Effective procedures have been established for the routine verification of the accuracy of data when it is entered, processed, generated, distributed, or transferred.	5 4 3 2 1 NA	
11. Individuals from a division/ function have appropriately segregated responsibility for control over assets and data and the processing of transactions.	5 4 3 2 1 NA	
12. Effective contingency plans have been developed and documented for each division to deal with service interruptions if they occur.	5 4 3 2 1 NA	
13. Periodic tests of contingency and disaster recovery plans take place to make sure they are current, operational, and effective.	5 4 3 2 1 NA	
14. Appropriate controls are built-in as new information systems are designed and integrated into the agency.	5 4 3 2 1 NA	
<b>Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		

**Exhibit 25 – Control Activities – Applicable to Accounting Administration**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency has adequately detailed accounting policies and procedures.	5 4 3 2 1 NA	
2. Accounting policies and procedures manuals are updated timely.	5 4 3 2 1 NA	
3. Manuals are distributed or made available to appropriate personnel.	5 4 3 2 1 NA	



This Control Implemented and Operating Effectively	Agree/Disagree	Comments
4. The principal accounting officer of the agency has adequate authority over accounting employees and principal accounting records at all locations.	5 4 3 2 1 NA	
<b>Accounting Administration – Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		

### Exhibit 26 – Control Activities – Applicable to Any General Ledger

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Access to the general ledger and related records is restricted to those who are assigned general ledger responsibilities.	5 4 3 2 1 NA	
2. The responsibilities for maintaining the general ledger and custody of assets are segregated.	5 4 3 2 1 NA	
<b>General Ledger – Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		

### Exhibit 27 – Control Activities – Information System General Controls – System Risk Assessment

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Risk assessments are performed and documented regularly and whenever systems, facilities, or other conditions change.	5 4 3 2 1 NA	
2. Risk assessments consider data sensitivity and integrity.	5 4 3 2 1 NA	
3. Final risk determinations and managerial approvals are documented and kept on file.	5 4 3 2 1 NA	



**Exhibit 28 – Control Activities – Information System General Controls –  
Agency-wide Security Management Program**

<b>This Control Implemented and Operating Effectively</b>	<b>Agree/Disagree</b>	<b>Comments</b>
1. The agency has developed a plan that clearly describes the agency-wide security program and policies and procedures that support it.	5 4 3 2 1 NA	
2. Senior management has established a structure to implement and manage the security program throughout the agency, and security responsibilities are clearly defined.	5 4 3 2 1 NA	
3. The agency has implemented effective security-related personnel policies.	5 4 3 2 1 NA	
4. Management monitors the security program's effectiveness and periodically assesses the appropriateness of security policies and compliance with them.	5 4 3 2 1 NA	
5. If weaknesses in the security program are identified, corrective actions are promptly and effectively implemented and tested, and they are continually monitored.	5 4 3 2 1 NA	
6. Agency information technology policies and procedures are in accordance with VITA policies, standards and guidelines pertaining to internal control over information technology investments and infrastructure.	5 4 3 2 1 NA	

**Exhibit 29 – Control Activities – Information System General Controls – Access Control**

<b>This Control Implemented and Operating Effectively</b>	<b>Agree/Disagree</b>	<b>Comments</b>
1. The agency classifies information resources according to their criticality and sensitivity. Consider the following: <ul style="list-style-type: none"> <li>• Resource classifications and related criteria have been established and communicated to resource owners.</li> <li>• Resource owners have classified their information resources based on the approved criteria and with regard to risk determinations and assessments and have documented those classifications.</li> </ul>	5 4 3 2 1 NA	



This Control Implemented and Operating Effectively	Agree/Disagree	Comments
2. Resource owners have identified authorized users, and their access to the information has been formally authorized.	5 4 3 2 1 NA	
3. The agency has established physical and logical controls to prevent or detect unauthorized access.	5 4 3 2 1 NA	
4. The agency monitors information systems access, investigates apparent violations, and takes appropriate remedial and disciplinary action.	5 4 3 2 1 NA	

**Exhibit 30 – Control Activities – Information System General Controls – Application Software Development & Change Control**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Information system processing features and program modifications are properly authorized.	5 4 3 2 1 NA	
2. All new or revised software is thoroughly tested and approved.	5 4 3 2 1 NA	
3. The agency has established procedures to ensure control of its software libraries, including labeling, access restrictions, and use of inventories and separate libraries.	5 4 3 2 1 NA	

**Exhibit 31 – Control Activities – Information System General Controls – System Software Control**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency limits access to system software based on job responsibilities, and access authorization is documented.	5 4 3 2 1 NA	
2. Access to and uses of system software are controlled and monitored.	5 4 3 2 1 NA	
3. The agency controls changes made to the system software.	5 4 3 2 1 NA	



**Exhibit 32 – Control Activities – Information System General Controls – Segregation of Duties**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Incompatible duties have been identified and policies implemented to segregate those duties.	5 4 3 2 1 NA	
2. Access controls have been established to enforce segregation of duties.	5 4 3 2 1 NA	
3. The agency exercises control over personnel activities through the use of formal operating procedures, supervision, and review.	5 4 3 2 1 NA	

**Exhibit 33 – Control Activities – Information System General Controls – Service Continuity**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The criticality and sensitivity of computerized operations have been assessed and prioritized, and supporting resources have been identified.	5 4 3 2 1 NA	
2. The agency has taken steps to prevent and minimize potential damage and interruption through the use of data and program backup procedures including off-site storage of backup data as well as environmental controls, staff training, and hardware maintenance and management.	5 4 3 2 1 NA	
3. Management has developed and documented a comprehensive contingency plan.	5 4 3 2 1 NA	
4. The agency periodically tests the contingency plan and adjusts it as appropriate.	5 4 3 2 1 NA	
<b>Information Systems General Controls – Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		



## Information and Communication Assessment Tools

**Information** is needed at all levels of an organization to identify, assess, and respond to risks, and to otherwise run the agency and achieve its objectives. Operating information from both internal and external sources and both financial and non-financial, is essential for developing financial, compliance, and other reports.

### Exhibit 34 – Information Questionnaire

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Adequate information gathering mechanisms are in place to provide information to appropriate personnel so that they can carry out their operating, reporting, and compliance responsibilities.	5 4 3 2 1 NA	
2. Reports generated or used by each division are adequate and contain sufficient and meaningful information.	5 4 3 2 1 NA	
3. Mechanisms exist for identifying emerging information needs.	5 4 3 2 1 NA	
4. An information technology plan has been developed for each division that is linked to achieving the division's objectives.	5 4 3 2 1 NA	
5. Information technology plans are modified as needed to support new objectives.	5 4 3 2 1 NA	
<b>Conclusions Reached and Actions Needed:</b>		

**Communication** not only provides information to appropriate personnel to carry out their responsibilities but communication also takes place when dealing with expectations, responsibilities of individuals and groups, and other important matters.

Management provides specific and directed communication that addresses behavioral expectations and the responsibilities of personnel. This includes a clear statement of the agency's risk management philosophy and approach and a clear delegation of authority. Communication about processes and procedures should align with, and underpin, the desired culture. Communication should effectively convey the importance and relevance of internal control and the roles and responsibilities of personnel in affecting and supporting the components of internal control. Personnel must know what is deemed acceptable and unacceptable behavior.



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Front-line employees who deal with critical operating issues every day are often in the best position to recognize problems as they arise, and communications channels should ensure personnel can communicate risk-based information across divisions and processes as well as to their managers. Communication breakdowns can occur when individuals or units are discouraged from providing information important to others or do not have a vehicle to provide it. Personnel must believe their managers truly want to know about problems and will deal with them effectively. A relevant and comprehensive code of conduct, coupled with employee training sessions, and ongoing corporate communications and feedback mechanisms, along with the right example set by the actions of senior management, can reinforce these important messages.

### Exhibit 35 – Communication Questionnaire

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Management clearly and effectively communicates employees' internal control and risk assessment duties and responsibilities and these roles and responsibilities are uniformly understood.	5 4 3 2 1 NA	
2. Communication channels exist for employees to effectively communicate up, down and across within an agency.	5 4 3 2 1 NA	
3. Computer information/analytical reports are provided to the right people, with the right level of detail, at the right time.	5 4 3 2 1 NA	
4. Mechanisms are in place to identify emerging technology needs, establish priorities, and provide feedback on system performance.	5 4 3 2 1 NA	
5. A clear communication channel is available to report suspected improprieties.	5 4 3 2 1 NA	
6. Persons who report suspected improprieties are provided feedback and are immune from reprisals.	5 4 3 2 1 NA	
7. Realistic mechanisms are in place for employees to provide recommendations for improvement.	5 4 3 2 1 NA	
8. Good employee suggestions are acknowledged by providing incentives or other meaningful recognition.	5 4 3 2 1 NA	
9. Changes with respect to agency-wide objectives and strategies are communicated timely and effectively to all affected personnel.	5 4 3 2 1 NA	



This Control Implemented and Operating Effectively	Agree/Disagree	Comments
10. Outside parties understand the agency's ethical and behavioral standards and expectations regarding dealings with the agency.	5 4 3 2 1 NA	
11. Management is receptive to comments by internal and external auditors regarding control deficiencies or suggestions for process improvement. Appropriate actions are taken and documented.	5 4 3 2 1 NA	
<b>Conclusions Reached and Actions Needed:</b>		





## Monitoring Assessment Tools

Monitoring of the effectiveness of an agency's internal control can be done in two ways: through ongoing activities or separate evaluations. Ongoing monitoring is built into the normal, recurring operating activities of an agency, is performed on a real-time basis, reacts dynamically to changing conditions, and is ingrained in the agency. Ongoing monitoring often stems from regular management activities, which might involve analysis, comparison of information from disparate sources, and dealing with unexpected occurrences.

### Exhibit 36 – Monitoring Questionnaire

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Management has established performance measures for processes in a division and receives periodic reports of results against those measures.	5 4 3 2 1 NA	
2. Personnel responsible for reports in a division are required to "sign off" on their accuracy and integrity and are held accountable if errors are discovered.	5 4 3 2 1 NA	
3. In the event of known control breakdowns or deficiencies, controls that should have prevented or detected problems are reassessed and modified as appropriate.	5 4 3 2 1 NA	
4. Controls most critical to mitigating high priority risks in your function are evaluated with appropriate frequency.	5 4 3 2 1 NA	
5. Evaluations of the entire internal control system are performed when there are major strategy changes, major acquisitions or dispositions, or operations and methods of processing financial information are changed.	5 4 3 2 1 NA	
6. An appropriate level of documentation is developed by your function to facilitate the understanding of how your internal control system works.	5 4 3 2 1 NA	
7. Employees are provided with sufficient control and compliance training sessions and feedback opportunities.	5 4 3 2 1 NA	
8. Control deficiencies are identified by on-going monitoring activities of the agency, including managerial activities and everyday supervision of employees.	5 4 3 2 1 NA	
9. Control deficiencies are identified during separate evaluations of the agency's internal control system.	5 4 3 2 1 NA	



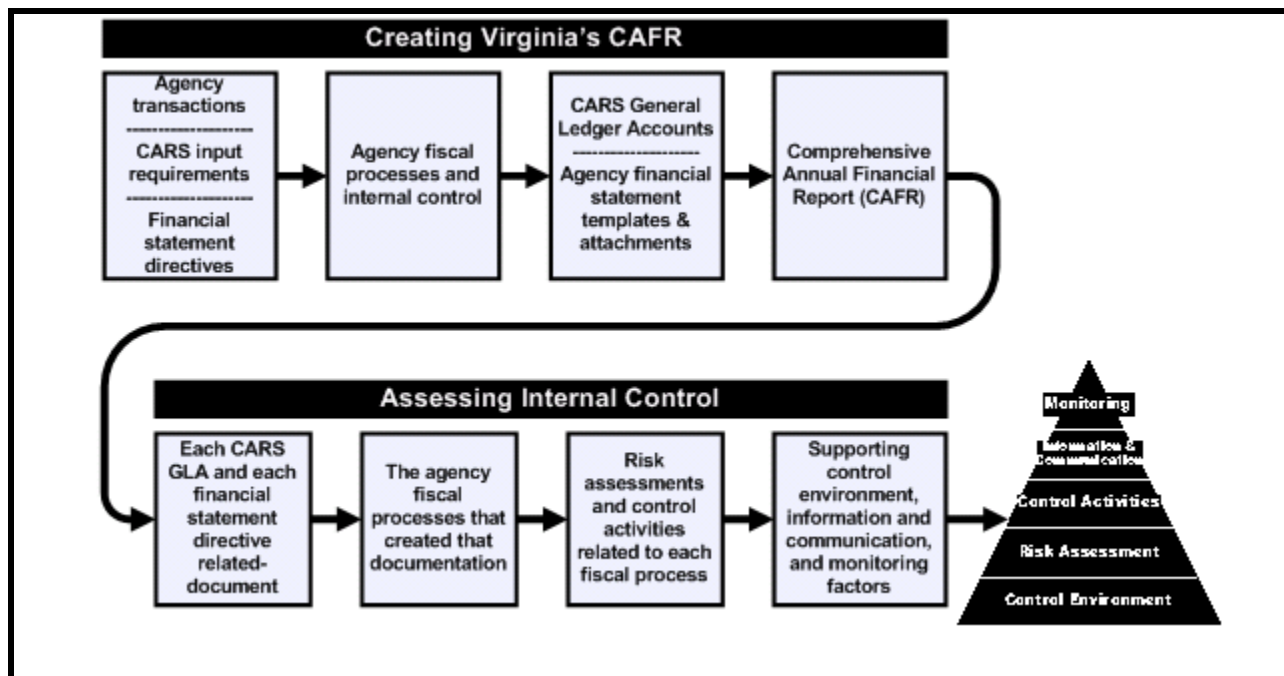
<b>This Control Implemented and Operating Effectively</b>	<b>Agree/Disagree</b>	<b>Comments</b>
10. Internal control deficiencies are reported to the person directly responsible for the activity and to a person at least one level higher.	5 4 3 2 1 NA	
11. Specifications have been established for deficiencies that should be reported to more senior management and to the board.	5 4 3 2 1 NA	
12. Senior management ensures that the necessary follow-up actions are taken in response to reported control deficiencies.	5 4 3 2 1 NA	
13. Current audit/compliance reporting procedures are timely and effective.	5 4 3 2 1 NA	
<b>Conclusions Reached and Actions Needed:</b>		



## Process or Transaction-Level Control Activity Assessment

Once the assessment of agency-level control activities has been performed and documented, agency management must evaluate the control activities related to the individual fiscal processes that generate transactions in CARS or in agency-based systems that transfer information to CARS. The first step in assessing the control activities involves identifying all significant agency fiscal processes. As shown in Exhibit 37 below, the recommended method of identifying fiscal processes begins with their “end product”, the Commonwealth’s Comprehensive Annual Financial Report (CAFR), and works backwards.

**Exhibit 37 – CAFR Links to Agency Internal Control**



To systematically assess internal control, reverse the process that reports agency transactions in the Commonwealth’s CAFR:

- Step 1. List every CARS general ledger account into which the agency posts transactions. (See Exhibit 38, *Sample List of CARS GLAs Posted*)
- Step 2. List every deliverable required for compliance with financial statement directives. (See Exhibit 39, *Sample List of Financial Statement Deliverables*)
- Step 3. Identify all of the fiscal processes that affect or should affect CARS GLA postings or financial statement directive submissions.



- Step 4. Perform a risk assessment of each fiscal process identified in Step 3. Use the questionnaires in Appendix A-1 to gain input on the processes.
- Step 5. Identify the control activities and control objectives for each fiscal process.
- Step 6. Test the effectiveness of control activities and document the results.

A detailed description of the process-level control activity assessment methodology is provided in the following sections.

### **Process Control Assessment Step 1 – List the CARS GLAs Posted**

This information appears in CARS Report ACTR0402. It also is available from FINDS downloads and other reports drawn from the CARS Fund Ledger File.

### **Exhibit 38 – Step 1 – Sample List of CARS GLAs Posted**

GLA No.	General Ledger Account
101	Cash with the Treasurer of Virginia
102	Allotments
103	Petty Cash Advances
122	Parking Fee Suspense Account
370	Equipment
371	Accumulated Depreciation – Equipment
703	Reserve for Allotments
798	Investment in General Fixed Assets
800	Fund Balance
801	Surplus Appropriated
892	Central / Outside Budget – Original
893	Central / Outside Budget – Adjusted
899	Contra Statistical Records
900	Appropriations
901	Expenditures
902	Expenditure Refunds
960	Estimated Revenue
961	Revenue
996	Cash Transfer In – General Fund



## Process Control Assessment Step 2 – List Deliverables Required by Financial Statement Directive

Each agency prepares and submits a list (similar to Exhibit 39, below) to DOA as part of complying with financial statement directive requirements. Exhibit 39 is only an example. The answers to Financial Reporting Directive Attachment One will depend upon whether an agency needs to complete the listed attachments.

### Exhibit 39 – Step 2 – Sample List of Financial Statement Deliverables

<u>Document or File</u>	<u>Submission Required?</u>
Comprehensive Annual Financial Report (CAFR)	No
Fund Descriptions	Yes
Revenue Classification Table	Yes
Attachment 1 – Checklist to Determine Information Required by Comptroller's Directive	Yes
Attachment 2 – Contact Survey	Yes
Attachment 3 – GASBS No. 14 Checklist – Modified to Reflect GASBS No. 39	No
Attachment 4 – Energy Efficiency Performance Contracts	Yes
Attachment 5 – Leave Liability Statement – CIPPS and Non-CIPPS Users	No
Attachment 6 – Schedule of Outstanding Installment Purchase Obligations	No
Attachment 7 – Schedule of Inventory on Hand at June 30	No
Attachment 8 – Governmental Fund Financial Statement Template	No
Attachment 9 – Enterprise Fund Financial Statement Template	No
Attachment 10 – Internal Service Fund Financial Statement Template	No
Attachment 11 – Private-Purpose Trust Fund Financial Statement Template	No
Attachment 12 – Agency Fund Financial Statement Template	No
Attachment 13 – Fixed Asset Accounting and Control System (FAACS) Analysis	Yes
Attachment 13A – GASBS No. 42 – Impairment of Capital Assets and Insurance Recoveries	Yes
Attachment 14 – Federal Schedules – Word Attachment	Yes
Attachment 14 – Federal Schedules – Federal Schedules	No
Attachment 14 – Federal Schedules – Reconciliation	No
Attachment 14 – Federal Schedules – Footnotes	No
Attachment 15 – GASBS No. 33 – Expenditure and Revenue Analysis	Yes
Attachment 16 – GASBS No. 38 – Short-term Debt	No
Attachment 17 – Internal Service Funds – Conversion to Government-wide Statement of Activities	No
Attachment 18 – Receivables as of June 30	No
Attachment 19 – Schedule of Retainage Payable	No
Attachment 20 – Schedule of Cash, Cash Equivalents, and Investments at June 30	Yes
Attachment 21 – Donor-Restricted Endowments	No
Attachment 22 – GASBS No. 33 Federal Fund Analysis – Advance Funded / Block Grants	No
Attachment 23 – Government-Wide Payables and Other Accruals at June 30	Yes
Attachment 24 – Direct Billed Central Services	No
Attachment 25 – Management Discussion and Analysis	No
Attachment 26 – Internal Control Statement	Yes
Attachment 27 – Adjustments	Yes
Attachment 28 – Report of Financial Condition – Submit to APA only	No
Attachment 29 – Supplementary – Revision Control Log	No



### Process Control Assessment Step 3 – Identify and Document Significant Fiscal Processes

Once the CARS GLAs that the agency posts to have been listed, the fiscal processes that affect those postings need to be identified. Fiscal officers may do this by querying their CARS data through the use of FINDS or an agency-based accounting system. A review of the transaction codes, batch types, and batch agencies embedded in CARS transactions should reveal the agency fiscal processes that generated the CARS entries. For agencies that do not have access to FINDS or another query system, DOA will query CARS history to produce a list of the GLAs posted to by the agency with related data (transaction agency, batch agency, batch type, and transaction code) that form an audit trail back from CARS to the agency fiscal processes that created the CARS transactions (see Exhibit 41). DOA will distribute this list in electronic format on an as-needed basis.

Similarly, fiscal officers should review their financial statement directive deliverables to identify each fiscal process that is associated with the creation of the deliverable data. Exhibit 40 shows an example of how data from CARS transactions and financial statement deliverables has been associated with agency fiscal processes.

#### Exhibit 40 – Step 3 – Identification of Fiscal Processes

DATA FROM DOA				INFORMATION FROM FISCAL OFFICER
GLA	Batch Type	Trans Code	Batch Agency	Agency Fiscal Process
101	3	324	151	Accounts Payable Processing (Richmond and Northern Virginia offices process accounts payable for all locations)
Directive – Attachment 7 – Schedule of Inventory on Hand at June 30				Physical Count of Inventory

Agency fiscal personnel should keep in mind that more than one fiscal process could be associated with a particular GLA/Trans Code combination or financial statement directive deliverable. For example, the GLA 101/Trans Code 324 combination might identify accounts payable fiscal processes at two different agency locations. If the accounts payable process differs at each location, the procedures used at each location must be separately documented and assessed. Likewise, if differing procedures exist for a particular code combination based on fund, program, project or other coding detail, all associated fiscal processes must be identified and documented.

Documentation of a process could include a step-by-step description of the process including examples of the process documents, the policies and procedures governing the process, or a



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process flow diagram. Process flow diagrams provide a standardized methodology for graphically illustrating the steps of a process.

**Exhibit 41 – Data Linking CARS GLAs to Agency Fiscal Processes**

GLA	Batch Type	Trans Code	Batch Agency	GLA	Batch Type	Trans Code	Batch Agency	GLA	Batch Type	Trans Code	Batch Agency	GLA	Batch Type	Trans Code	Batch Agency
101	2	332	151	101	5	200	997	800	5	714	997	901	4	180	158
101	2	468	151	101	5	380	997	801	5	008	997	901	4	180	161
101	3	149	151	101	5	710	997	801	5	022	997	901	4	180	182
101	3	324	151	101	5	711	997	801	5	200	997	901	4	180	194
101	3	334	151	101	6	180	151	801	8	020	122	901	4	180	199
101	3	342	997	101	6	193	151	801	8	024	122	901	4	180	201
101	3	935	151	101	6	230	151	801	8	028	122	901	4	180	212
101	4	136	143	101	6	340	151	801	8	034	122	901	4	180	245
101	4	180	111	101	6	380	151	801	8	038	122	901	4	180	261
101	4	180	136	101	7	001	151	892	O	879	122	901	4	180	409
101	4	180	152	101	7	002	151	892	O	880	122	901	4	180	501
101	4	180	154	101	7	003	151	893	O	881	122	901	4	180	601
101	4	180	156	101	7	003	997	899	O	879	122	901	4	180	701
101	4	180	158	101	8	038	122	899	O	880	122	901	4	180	750
101	4	180	161	101	9	228	997	899	O	881	122	901	4	180	765
101	4	180	182	101	9	246	997	900	5	022	997	901	4	180	777
101	4	180	194	101	9	252	997	900	8	020	122	901	4	180	999
101	4	180	199	101	P	334	151	900	8	024	122	901	4	380	151
101	4	180	201	101	X	334	151	900	8	028	122	901	4	380	194
101	4	180	212	102	8	051	122	900	8	034	122	901	5	180	997
101	4	180	245	103	7	002	151	900	8	038	122	901	5	380	997
101	4	180	261	122	6	230	151	901	P	334	151	901	6	180	151
101	4	180	409	122	9	228	997	901	X	334	151	901	6	380	151
101	4	180	501	370	5	713	997	901	2	332	151	901	9	246	997
101	4	180	601	370	F	619	997	901	2	468	151	901	9	252	997
101	4	180	701	371	F	625	997	901	3	149	151	902	4	193	239
101	4	180	750	371	5	714	997	901	3	324	151	902	6	193	151
101	4	180	765	371	F	640	997	901	3	334	151	902	7	003	151
101	4	180	777	703	8	051	122	901	3	342	997	902	7	003	997
101	4	180	999	798	F	619	997	901	3	935	151	960	5	008	997
101	4	193	239	798	F	625	997	901	4	180	111	961	4	136	143
101	4	380	151	798	F	640	997	901	4	180	136	961	5	136	997
101	4	380	194	800	5	710	997	901	4	180	152	961	6	340	151
101	5	136	997	800	5	711	997	901	4	180	154	961	7	001	151
101	5	180	997	800	5	713	997	901	4	180	156	996	8	038	122

Note – This exhibit is an example of a global chart of accounts for an agency. DOA will produce this information at the agency's request. The chart is intended to be useful to the agency in determining the fiscal processes used to generate and record financial activity in CARS.



#### **Process Control Assessment Step 4 – Perform a Risk Assessment of Each Fiscal Process**

Performing a risk assessment for each fiscal process involves identifying potential events or conditions that could have an impact on the functioning or outcome of the process. SWOT analysis should be employed again here at the process-level to classify events or conditions as either strengths, weaknesses, opportunities or threats. Once relevant events or conditions have been identified and classified, the next step is to assess the likelihood that the event(s) will occur and the impact that the occurrence would have on the agency. Agencies should then detail how they will respond to the risks associated with the fiscal process. Possible responses are to avoid, reduce, share or accept the risk. Details of how the particular risk response will be implemented should be provided. If acceptance of the risk is chosen as a risk response, an explanation should be provided to show that either the likelihood of the occurrence of the risk is sufficiently low or that the impact of it is of such a magnitude that it would pose little threat to the achievement of agency objectives. **Please keep in mind that risks which jeopardize the agency's ability to meet obligations for financial management, financial reporting or compliance with laws and regulations cannot be accepted. Plans to eliminate such risks must be detailed and implemented as soon as possible.**

Detailed questionnaires that can be used to identify common areas of risk and recommended controls by fiscal process are provided in Appendix A-1. The questionnaires are organized around the *Commonwealth Accounting Policies and Procedures Manual* (CAPP Manual) and highlight the required or recommended procedures for all types of fiscal processes. An example illustrating the completion of a risk assessment for a cash receipts fiscal process is shown in Appendix A-2. The example contains a sample completed questionnaire for the cash receipts accounting CAPP Topic 20205, *Deposits*.





### **Process Control Assessment Step 5 – Identify Control Activities and Control Objectives for Each Fiscal Process**

Control activities are policies and procedures that are established and implemented to provide reasonable assurance that the risk responses identified in Step 4 are effectively carried out. A control activity may be classified in one of the following eight broad categories as defined in the “Types of Control Activities” section of the *Standards* on pages 22-23:

- Authorization
- Review and approval
- Verification
- Reconciliation
- Physical security over assets
- Segregation of duties
- Education, training and coaching
- Performance planning and evaluation

A fiscal process may have several associated control activities in multiple categories. In performing the assessment document all control activities that apply.

In addition to classifying the control activities, the assessment should also identify the operational and/or compliance objectives that the control activities are designed to achieve. Examples of the control activities and objectives associated with a cash receipts fiscal process are shown in Appendix A-2.

### **Process Control Assessment Step 6 – Test the Effectiveness of Control Activities and Document the Results**

Once the control activities have been identified for each fiscal process, agency fiscal personnel should proceed to test them to ascertain if the activities are operating effectively and as intended. Professional judgment should be used to ascertain how best to test controls. Possible testing methods include:

1. Inquiry and observation of personnel performing the controls
2. Inspection of relevant documentation
3. Walkthroughs of the fiscal process by the examiner
4. Re-performance of the control by the examiner

The testing methods used and the results of the tests of controls should be documented. If a control is found to be working in a less than an optimal manner, reasons for the deficiency



should be investigated. If the deficiency is deemed to be an internal control weakness, a corrective action plan must also be developed and documented.



## **Corrective Action Plans**

Significant weaknesses in internal control that are identified through either the agency-level or process-level assessments must be documented and a corrective action plan developed. A corrective action plan must include at a minimum the following elements:

- Summary description of the deficiency in internal control.
- When the deficiency was identified.
- A target date for the completion of corrective action. The date of completion should be within the next fiscal year following the date of the assessment.
- Agency personnel responsible for monitoring progress.
- Indicators or statistics used to gauge resolution progress.
- A quantifiable target or qualitative characteristic that will indicate that the deficiency in internal control has been corrected.



## Appendix A-1 – Process or Transaction-Level Control Questionnaires

The following exhibits contain questionnaires to aid in obtaining input on fiscal process or transaction-level controls. These questionnaires link back to the *Commonwealth Accounting Policies and Procedures Manual* (CAPP Manual), the main source of fiscal policy for the Commonwealth. Agency fiscal personnel should review the topics addressed to ensure that adequate controls are in place to meet agency objectives in the areas of effectiveness and efficiency of operations, reliability of financial reporting, compliance with applicable laws and regulations, and safeguarding of assets. These questionnaires are not designed to be inclusive of all possible fiscal processes and financial management situations and agency fiscal personnel are expected to use their professional judgment in modifying the material accordingly.

### Exhibit 42 – CAPP 20105 – Appropriations – Appropriations, Allotments, and Transfers

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency does not expend funds against any appropriation until they have received an allotment of funds.	5 4 3 2 1 NA	
2. The agency monitors expenditures to ensure that appropriation, allotment and cash balances are not exceeded.	5 4 3 2 1 NA	
3. The agency does not expend appropriated or allotted funds for purposes that are not authorized by the Appropriation Act.	5 4 3 2 1 NA	

### Exhibit 43 – CAPP 20110 – Appropriations – Operating Expenditure Plan

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency has implemented procedures to ensure that the total of the agency's expenditure operating plans equals the total of the DPB operating plan.	5 4 3 2 1 NA	
<b>Appropriations – Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		



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**Exhibit 44 – CAPP 20205 – Cash Receipts – Deposits**

<b>This Control Implemented and Operating Effectively</b>	<b>Agree/Disagree</b>	<b>Comments</b>
1. The agency has developed internal processing systems capable of separating payments received from the related accounting documents at the earliest possible processing point.	5 4 3 2 1 NA	
2. The agency analyzes the full range of cash management techniques and banking services available to determine what benefit can be derived from their use.	5 4 3 2 1 NA	
3. Deposit policies and procedures are in accordance with federal and state requirements, clearly stated, and systematically communicated through manuals, handbooks, or other media.	5 4 3 2 1 NA	
4. All deposits are properly and accurately recorded and accounted for in CARS in a timely manner.	5 4 3 2 1 NA	
5. Check endorsements meet Federal Reserve requirements and include the phrase "For Deposit Only."	5 4 3 2 1 NA	
6. Responsibilities for collection and deposit preparation functions are segregated from those for recording cash receipts and general ledger entries.	5 4 3 2 1 NA	
7. Responsibilities for cash receipts functions are segregated from those for cash disbursements.	5 4 3 2 1 NA	
8. "Non sufficient funds" checks are delivered to someone independent of processing and recording of cash receipts.	5 4 3 2 1 NA	
9. Procedures exist for follow-up of "non sufficient funds" checks.	5 4 3 2 1 NA	
10. Receipts are controlled by cash register, prenumbered receipts, or other equivalent means if payments are made in person.	5 4 3 2 1 NA	
11. Receipts are accounted for and balanced to collections on a daily basis.	5 4 3 2 1 NA	
12. Facilities exist for protecting undeposited cash receipts.	5 4 3 2 1 NA	
<b>Cash Receipts Accounting – Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		



### Exhibit 45 – CAPP 20305 – Cash Disbursements – Receiving Reports

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency documents unacceptable materials and incomplete services on the receiving report and takes the appropriate corrective action with the vendor.	5 4 3 2 1 NA NA	
2. The agency ensures that the requisition and purchase order and vendor invoice are compared to the receiving report prior to approval and payment processing.	5 4 3 2 1 NA	
3. A designated individual who is not also authorized to make payments pursuant to the purchase order or contract authorizes receiving reports.	5 4 3 2 1 NA	

### Exhibit 46 – CAPP 20310 – Cash Disbursements – Expenditures

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Responsibilities for initiating a purchase are separate from responsibility for approving a payment.	5 4 3 2 1 NA	
2. Responsibilities for the invoice processing and accounts payable functions are adequately segregated from those for the general ledger functions.	5 4 3 2 1 NA	
3. The agency calculates and assigns the “required” payment due date in accordance with the Prompt Payment Requirements.	5 4 3 2 1 NA	
4. If the agency is decentralized, the payment processing documents are retained on file at the agency for the required retention period as specified in regulations promulgated by the Library of Virginia.	5 4 3 2 1 NA	
5. The agency has procedures to ensure the proper use of funds for all State expenditures.	5 4 3 2 1 NA	



### Exhibit 47 – CAPP 20315 – Cash Disbursements – Prompt Payment

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency reviews the CARS ACTR1305, Payments Made After the Due Date Report, and the ACTR1306, Due Date Monitoring Report, for compliance with the Prompt Payment Requirements.	5 4 3 2 1 NA	
2. The agency documents unacceptable materials and incomplete services on the receiving report and takes the appropriate corrective action with the vendor.	5 4 3 2 1 NA	
3. The agency ensures that the requisition and purchase order and vendor invoice are compared to the receiving report prior to approval and payment processing.	5 4 3 2 1 NA	
4. The agency calculates and assigns the “required” payment due date in accordance with the Prompt Payment Requirements.	5 4 3 2 1 NA	

### Exhibit 48 – CAPP 20325 – Cash Disbursements – Revenue Refunds

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. An authorized individual on the agency’s signatory form approves revenue refunds to ensure refunds are made in accordance with State regulations.	5 4 3 2 1 NA	

### Exhibit 49 – CAPP 20330 – Cash Disbursements – Petty Cash

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. There are at least two people (a cashier and an authorizing official) handling petty cash.	5 4 3 2 1 NA	
2. The bank statement is delivered unopened, directly to the person performing the reconciliation.	5 4 3 2 1 NA	
3. Someone other than the cashier or authorizing official reconciles the monthly petty cash bank statement.	5 4 3 2 1 NA	
4. The agency has a petty cash checking account where funds exceed \$200.	5 4 3 2 1 NA	



This Control Implemented and Operating Effectively	Agree/Disagree	Comments
5. Interest earned on the petty cash checking account is deposited at least quarterly with the Treasurer of Virginia.	5 4 3 2 1 NA	
6. The petty cash account is in the name of the agency.	5 4 3 2 1 NA	
7. All checks are serially prenumbered and imprinted with "Petty Cash Fund" and the name of the agency.	5 4 3 2 1 NA	
8. Checks are only signed upon presentation of satisfactory documentary evidence that the disbursement is proper.	5 4 3 2 1 NA	
9. The check register lists every check issued and provides date issued, check number, name of payee, amount disbursed, and the account to be charged.	5 4 3 2 1 NA	
10. When the monthly bank statement is received, the register is updated to reflect the checks that have been paid by the bank.	5 4 3 2 1 NA	
11. Cancelled checks or carbon copies of the checks and bank statements are maintained for audit by internal auditors and APA.	5 4 3 2 1 NA	
12. Spoiled checks are marked "VOID" and the signature line obliterated or mutilated.	5 4 3 2 1 NA	
13. Voided checks are filed in numerical sequence with cancelled checks.	5 4 3 2 1 NA	
14. The check register shows every bad check and provides the check date, name of maker, amount, and status of collection.	5 4 3 2 1 NA	
15. A record is made of every advance payment in a listing or the check register and the record provides the type of advance, the date issued, name of payee, amount disbursed, and date advance was repaid.	5 4 3 2 1 NA	
16. The different types of advances (temporary travel, permanent travel, salary, etc.) are recorded on separate pages of the register.	5 4 3 2 1 NA	
17. Receipts for all disbursements accompany the request for reimbursement.	5 4 3 2 1 NA	





### Exhibit 50 – CAPP 20340 – Cash Disbursements – Capital Outlay

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Actual expenditures are compared to planned amounts by project.	5 4 3 2 1 NA	
2. Capital outlay plans are updated to reflect approved change orders affecting the original budget.	5 4 3 2 1 NA	
3. Plans are set up at only one level (project, task, or phase) for the same project.	5 4 3 2 1 NA	
4. The total of the budgeted items at all levels does not exceed the amount fixed for the project plus any change order adjustments.	5 4 3 2 1 NA	

### Exhibit 51 – CAPP 20345 – Cash Disbursements – Moving and Relocation

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Agency moving and relocation rules, policies, and procedures are not in conflict with the CAPP Manual regulations.	5 4 3 2 1 NA	
2. Agency rules, policies, and procedures are submitted to the State Comptroller for review before becoming effective.	5 4 3 2 1 NA	

### Exhibit 52 – CAPP 20350 – Cash Disbursements – Non-State Funds

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency has developed procedures governing the processing of non-state fund reimbursements.	5 4 3 2 1 NA	
2. Goods and services procured are in accordance with the Virginia Public Procurement Act.	5 4 3 2 1 NA	



This Control Implemented and Operating Effectively	Agree/Disagree	Comments
3. Expenditures submitted for reimbursement are properly charged against non-state funds and processed in accordance with statewide disbursement guidelines.	5 4 3 2 1 NA	
4. Duties are segregated between the individuals processing the reimbursement batches and the individuals performing the non-state fund payment review and approval processes.	5 4 3 2 1 NA	
5. Each reimbursement voucher is properly completed and the appropriate authorizing signature obtained.	5 4 3 2 1 NA	
6. An acceptable receipt such as the vendor's sales document evidencing the purchase/receiving date and the amount paid supports all disbursements in the reimbursement batch.	5 4 3 2 1 NA	
7. All payments contained in the reimbursement batch are processed in accordance with the statewide policies and laws governing disbursements.	5 4 3 2 1 NA	

### Exhibit 53 – CAPP 20355 – Cash Disbursements – Purchase Charge Cards

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency has developed and documented internal control procedures for the purchasing charge card activities that comply with CAPP Manual Topics 20310, Expenditures; 20315, Prompt Payment; 20320, Information Returns Reporting; 20335, State Travel Regulations; 20350, Non-State Funds; 20355, Purchasing Charge Card; and 30105, Fixed Assets.	5 4 3 2 1 NA	
2. The agency has developed and documented internal control procedures that are in compliance with Commonwealth procurement rules and regulations.	5 4 3 2 1 NA	
3. The agency has developed and documented internal control procedures that are in compliance with Corporate Purchasing Card contract provisions.	5 4 3 2 1 NA	
4. All payments to the Purchase Charge Card Vendor are made by the corresponding due date.	5 4 3 2 1 NA	



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This Control Implemented and Operating Effectively	Agree/Disagree	Comments
5. Purchase logs and cardholder statements are obtained and reconciled with the corresponding purchase charge card vendor statement prior to receipt of the next purchase charge card vendor statement.	5 4 3 2 1 NA	
6. Reconciled statements are reviewed and approved in writing by the cardholder's supervisor.	5 4 3 2 1 NA	
7. Unacceptable materials and incomplete services are documented and the purchaser takes the appropriate corrective action with the vendor.	5 4 3 2 1 NA	
8. Original payment processing documents are maintained in an agency file for audit purposes.	5 4 3 2 1 NA	
<b>Cash Disbursements Accounting – Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		

**Exhibit 54 – CAPP 20405 – Inter-Agency Transactions**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Before processing IATs, the agency ensures that the IAT is properly completed by the originating agency or returns the IAT to that agency.	5 4 3 2 1 NA	
2. An individual authorized on the agency's signatory form approves interagency transfers.	5 4 3 2 1 NA	

**Exhibit 55 – CAPP 20410 – Intra-Agency Transactions**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The preparation and approval functions of journal entries are segregated.	5 4 3 2 1 NA	
2. All journal entries are adequately explained and supported.	5 4 3 2 1 NA	
3. The approving officer reviews supporting documentation to ensure the journal entry contains proper coding for the adjustment.	5 4 3 2 1 NA	



This Control Implemented and Operating Effectively	Agree/Disagree	Comments
4. An authorized individual in the agency approves all ATVs.	5 4 3 2 1 NA	
Inter-Agency and Intra-Agency Transactions – Conclusions Reached and Actions Needed: <i>[enter here]</i>		

### Exhibit 56 - CAPP 20505 – Accounts Receivable

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Accounts receivable policies and procedures are in accordance with Attorney General and Comptroller requirements, clearly stated, and systematically communicated through manuals, handbooks, or other media.	5 4 3 2 1 NA	
2. All receivable transactions are properly and accurately recorded, aged, and accounted for in the agency-based accounting system.	5 4 3 2 1 NA	
3. Billings are timely and accurately recorded and documented on the date the revenue transaction is completed, or on the nearest normal billing cycle date.	5 4 3 2 1 NA	
4. All collections on accounts receivable are deposited and the source and date of payment are recorded in a timely manner.	5 4 3 2 1 NA	
5. Responsibilities for billing for services and fees are adequately segregated from those for collection and accounting.	5 4 3 2 1 NA	
6. Responsibilities for maintaining detailed accounts receivable records are adequately segregated from those for collection, deposit, and general ledger posting.	5 4 3 2 1 NA	
7. All adjustments, write-offs, and discharges are properly authorized, documented, and made in accordance with established policies, procedures and legal requirements.	5 4 3 2 1 NA	
8. Uncollected accounts are periodically reviewed and collection actions taken in accordance with established policies, procedures, and legal requirements.	5 4 3 2 1 NA	
9. Account balances are aged periodically and reviewed by an official not involved in cash receipts and disbursements.	5 4 3 2 1 NA	



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This Control Implemented and Operating Effectively	Agree/Disagree	Comments
10. Recorded balances of receipts and accounts receivable and related transaction activity are periodically substantiated and evaluated.	5 4 3 2 1 NA	
11. Required report information is accurately prepared, keyed, and transmitted to the DOA web-based Accounts Receivable Data Entry system by the due date.	5 4 3 2 1 NA	
<b>Accounts Receivable – Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		

**Exhibit 57 – CAPP 20605 – Federal Grants Management**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Federal grant acquisition and management policies and procedures are in accordance with federal and State requirements, clearly stated and systematically communicated through manuals, handbooks, or other media.	5 4 3 2 1 NA	
2. Required federal reports are accurately prepared and submitted by the required due date.	5 4 3 2 1 NA	
3. All grant transactions are properly and accurately recorded and accounted for in CARS, either through direct input or interface of an agency-based accounting system, with subsequent reconciliation or correction, as needed.	5 4 3 2 1 NA	
4. Requests for advance or reimbursement funds are submitted on a timely basis with accurate and appropriate documentation, minimizing the amount and time federal funds are held.	5 4 3 2 1 NA	
<b>Federal Grants Management – Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		

**Exhibit 58 – CAPP 20705 – Indirect Cost Recovery**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Unallowable costs are not charged to federal awards either directly or indirectly.	5 4 3 2 1 NA	
2. The agency's organizational structure has been reviewed to determine the appropriate proposal methodology.	5 4 3 2 1 NA	



This Control Implemented and Operating Effectively	Agree/Disagree	Comments
3. An indirect cost rate proposal or cost allocation plan has been prepared according to requirements set forth in OMB Circular A-87, Cost Principles for State and Local Governments, or OMB Circular A-21, Cost Principles for Educational Institutions.	5 4 3 2 1 NA	
4. The completed indirect cost rate proposal or cost allocation plan has been submitted, negotiated and approved by the cognizant agency in a timely manner.	5 4 3 2 1 NA	
5. The approved indirect cost rate or amount has been applied against grant awards.	5 4 3 2 1 NA	
<b>Indirect Cost Recovery – Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		

### Exhibit 59 – CAPP 20805 – Loans Payable

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Treasury loan application, use, accounting and reporting, and repayment policies and procedures are in accordance with State requirements, clearly stated, and systematically communicated through manuals, handbooks or other media.	5 4 3 2 1 NA	
2. All loan transactions are properly and accurately recorded and accounted for in the agency-based accounting system.	5 4 3 2 1 NA	
3. Required reports are accurately prepared and submitted by the due date.	5 4 3 2 1 NA	
<b>Loans – Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		

### Exhibit 60 – CAPP 20905 – CARS Reconciliation Procedures

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Agency procedures for reconciliation of internally prepared accounting records, data submission logs and other accounting data to reports produced by CARS are fully documented.	5 4 3 2 1 NA	



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This Control Implemented and Operating Effectively	Agree/Disagree	Comments
2. Reconciliation procedures that differ from those in CAPP Topic 20905, <i>CARS Reconciliation Procedures</i> , are fully documented and have been approved by the Director of the Department of Accounts General Accounting Unit.	5 4 3 2 1 NA	
3. A <i>CARS Transaction and Batch Control Log</i> of all CARS transactions is maintained.	5 4 3 2 1 NA	
4. Source document detail is reconciled to the agency internal accounting system (if applicable) and to the CARS ACTR0401 report on a <u>weekly</u> basis.	5 4 3 2 1 NA	
5. Corrections to CARS via ATV or IAT or corrections to internal accounting systems via adjusting journal entries are made on a timely basis.	5 4 3 2 1 NA	
6. The CARS Error File is cleared each day.	5 4 3 2 1 NA	
7. The monthly Confirmation of Agency Reconciliation to CARS Reports (Exception Register) is submitted by the fiscal officer through the Internet-based system by the due date.	5 4 3 2 1 NA	
8. Annual certification by the agency head and fiscal officer that all CARS general ledger account balances for the agency as of June 30 final close are correct is submitted by the due date.	5 4 3 2 1 NA	
<b>CARS Reconciliation Procedures – Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		

**Exhibit 61 – CAPP 70220 – CARS Security**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency has controls over access to CARS.	5 4 3 2 1 NA	
2. Access to CARS is limited to individuals who need the access to perform their job responsibilities.	5 4 3 2 1 NA	
3. The agency has assigned a CARS Security Officer.	5 4 3 2 1 NA	



This Control Implemented and Operating Effectively	Agree/Disagree	Comments
4. The CARS Security Officer is responsible for the comprehensive system of internal control over both on-line and off-line access to CARS tables and files.	5 4 3 2 1 NA	
<b>CARS Security – Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		

### Exhibit 62 – CAPP 30105 – Fixed Assets – FAACS Overview

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Access to FAACS is limited to those individuals who need the access to perform their job responsibilities.	5 4 3 2 1 NA	
2. Fixed assets are only acquired for use in furthering the agency's programs and missions.	5 4 3 2 1 NA	
3. All assets within the required capitalization or control limits are recorded in FAACS.	5 4 3 2 1 NA	
4. Proper stewardship and control over assets is carried out, including periodic inventories.	5 4 3 2 1 NA	
5. Financial records and reports properly reflect fixed asset balances.	5 4 3 2 1 NA	
6. Assets are reasonably protected from theft.	5 4 3 2 1 NA	
7. Internal procedures are documented in writing.	5 4 3 2 1 NA	
8. Proper segregation of duties is maintained between recording of fixed assets in FAACS and the purchase and disposal of fixed assets.	5 4 3 2 1 NA	
<b>FAACS Overview – Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		





**Exhibit 63 – CAPP 30205 – Fixed Assets – Fixed Assets Acquisition Method**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. All assets are acquired using an acceptable method of acquisition.	5 4 3 2 1 NA	
2. All assets are recorded in a timely manner.	5 4 3 2 1 NA	
3. All assets are properly accounted for.	5 4 3 2 1 NA	

**Exhibit 64 – CAPP 30210 – Fixed Assets – Fixed Assets Acquisition Valuation**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. All assets are recorded at their proper value.	5 4 3 2 1 NA	
2. The method of valuation is properly documented.	5 4 3 2 1 NA	
3. All assets are periodically reviewed to avoid material overstatement.	5 4 3 2 1 NA	
<b>Asset Acquisition and Valuation – Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		

**Exhibit 65 – CAPP 30305 – Fixed Assets – Classification – Capitalized or Controlled Fixed Assets**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Fixed assets purchased with federal grant funds are recorded appropriately in FAACS.	5 4 3 2 1 NA	
2. Controls are in place to exclude the depreciation of capitalized fixed assets purchased with Federal grant funds from the indirect cost recovery plan.	5 4 3 2 1 NA	



This Control Implemented and Operating Effectively	Agree/Disagree	Comments
3. Assets are properly classified for financial reporting purposes.	5 4 3 2 1 NA	
4. Record keeping procedures exist that account for excludable assets.	5 4 3 2 1 NA	
5. Excludable assets are safeguarded against damage or theft.	5 4 3 2 1 NA	
6. A periodic inventory is performed of excludable assets.	5 4 3 2 1 NA	
7. Assets are recorded in FAACS in a timely manner.	5 4 3 2 1 NA	
8. Assets are adequately safeguarded and controlled.	5 4 3 2 1 NA	

**Exhibit 66 – CAPP 30310 – Fixed Assets – Classification – Fixed Asset Categorization**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Assets are properly categorized into the prescribed major asset categories.	5 4 3 2 1 NA	
2. All expenditures are properly recorded in CARS to ensure completeness of data for review and evaluation.	5 4 3 2 1 NA	
3. All asset expenditures are recorded in a timely and accurate manner and supported by detail documentation.	5 4 3 2 1 NA	
4. All assets are further categorized, as appropriate, into more detailed categories necessary for various programmatic cost recoveries.	5 4 3 2 1 NA	
5. Appropriate detail is maintained to reconcile data in FAACS with data maintained in the Real Property Management System (RPMS) maintained by the Bureau of Real Property Management (BRPM).	5 4 3 2 1 NA	



**Exhibit 67 – CAPP 30315 – Fixed Assets – Classification – Nomenclature Codes**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Assets are assigned the appropriate nomenclature code.	5 4 3 2 1 NA	
2. Assets are assigned the correct depreciation type.	5 4 3 2 1 NA	
3. Form 83, "Nomenclature Table Specification," is submitted to DOA for assets requiring a new nomenclature code or changes to an existing nomenclature code.	5 4 3 2 1 NA	
<b>Asset Classification – Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		

**Exhibit 68 – CAPP 30405 – Fixed Assets – Asset Revaluations – Additions, Renovations, and Repairs**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. All transactions involving additions, renovations, and repairs are evaluated on a case-by-case basis to determine whether costs should or should not be entered on FAACS.	5 4 3 2 1 NA	
2. Costs to be entered into FAACS are properly referenced against the underlying original asset.	5 4 3 2 1 NA	
3. Proper transaction dates are used for financial reporting and depreciation calculations.	5 4 3 2 1 NA	
<b>Asset Revaluations – Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		



**Exhibit 69 – CAPP 30505 – Fixed Assets – Asset Control and Management – Physical Inventory**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. All asset transactions are entered into FAACS in a timely manner.	5 4 3 2 1 NA	
2. A responsible person whose duties encompass property management approves all adjustments to FAACS data.	5 4 3 2 1 NA	
3. All FAACS reports are reviewed in a timely manner for accuracy and completeness.	5 4 3 2 1 NA	
4. Discrepancies are thoroughly researched and brought to management's attention.	5 4 3 2 1 NA	
5. Inventories are taken at least once every two years.	5 4 3 2 1 NA	

**Exhibit 70 – CAPP 30510 – Fixed Assets – Asset Control and Management – Maintenance**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. All pertinent maintenance information and costs are entered in FAACS in a timely manner.	5 4 3 2 1 NA	
2. Maintenance costs are periodically reviewed and analyzed.	5 4 3 2 1 NA	
3. Maintenance contracts are current and cover only assets approved by management.	5 4 3 2 1 NA	
4. Maintenance costs are not incurred for assets covered under comparable warranties.	5 4 3 2 1 NA	
5. Warranty expirations are reviewed so maintenance can be continued, when and where necessary.	5 4 3 2 1 NA	
<b>Asset Control and Management – Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		



**Exhibit 71 – CAPP 30605 – Fixed Assets – Asset Depreciation – Useful Life**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. A realistic useful life is assigned to all depreciable assets.	5 4 3 2 1 NA	
2. Major assets are periodically examined for major occurrences, which may increase or decrease the existing useful life.	5 4 3 2 1 NA	
3. Assets are properly revalued and updated on a timely basis so that proper costs exist for depreciation calculation.	5 4 3 2 1 NA	

**Exhibit 72 – CAPP 30610 – Fixed Assets – Asset Depreciation – Methods and Calculations**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Asset acquisition cost, acquisition date, and useful life are properly recorded so that accurate depreciation is calculated.	5 4 3 2 1 NA	
2. Reconciliations are performed in a timely manner between FAACS straight-line depreciation and any other depreciation method used by the agency.	5 4 3 2 1 NA	
3. Depreciation is reviewed for accuracy for inclusion in the financial records and reports.	5 4 3 2 1 NA	
<b>Asset Depreciation – Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		

**Exhibit 73 – CAPP 30705 – Fixed Assets – Surplus Property – Surplus Property Management**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. All assets are periodically reviewed as to proper status of available, unavailable or surplus.	5 4 3 2 1 NA	
2. All surplus items, which are sold or transferred, are properly recorded as disposals.	5 4 3 2 1 NA	



This Control Implemented and Operating Effectively	Agree/Disagree	Comments
3. Depreciation on surplus assets is not included in the overhead pool for federal indirect cost recovery.	5 4 3 2 1 NA	
4. Depreciation on all assets, including those that are surplus, are accounted for in the agency financial records and reports, where required.	5 4 3 2 1 NA	
<b>Surplus Property – Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		

### Exhibit 74 – CAPP 30805 – Fixed Assets – Asset Disposal – Disposal Management

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Disposal reports are reviewed to detect the existence of poor asset control.	5 4 3 2 1 NA	
2. Adequate segregation of duties exists between asset physical control and disposal approval.	5 4 3 2 1 NA	
3. Procedures exist for the identification and evaluation of disposals of a suspicious nature.	5 4 3 2 1 NA	
4. Disposal reports are reviewed to provide more precise definitions of an asset's useful life.	5 4 3 2 1 NA	
5. The proper condition exists for the disposal action to occur.	5 4 3 2 1 NA	
6. The disposed asset is removed from FAACS in a timely manner.	5 4 3 2 1 NA	
7. The effective date of the transaction posted in FAACS is the actual date the condition occurred.	5 4 3 2 1 NA	
8. Stolen property is removed from FAACS or reported to security in a timely manner.	5 4 3 2 1 NA	
9. If assets are transferred to another agency, all required IATs are issued and appropriate FAACS disposal entries are made.	5 4 3 2 1 NA	
<b>Asset Disposal – Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		



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**Exhibit 75 – CAPP 30905 – Fixed Assets – Reconciliation and Error Correction**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Controls are maintained over all transactions that affect the fixed assets of the agency as recorded in central FAACS.	5 4 3 2 1 NA	
2. Timely and accurate property management and financial information are provided through FAACS reports for agency management decisions.	5 4 3 2 1 NA	
3. Clear audit trails from source documents are provided to FAACS accounts for all agency fixed asset transactions.	5 4 3 2 1 NA	
4. The reconciliation and error correction processes are well documented and reviewed periodically by senior management.	5 4 3 2 1 NA	
<b>Reconciliation and Error Correction – Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		

**Exhibit 76 – CAPP 31005 – Fixed Assets – Fiscal Year-End Reporting**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. All changes to fixed assets are reviewed for reasonableness.	5 4 3 2 1 NA	
2. All reporting requirements set in the Comptroller's annual financial statement directive are met.	5 4 3 2 1 NA	
3. All federal reporting requirements are met.	5 4 3 2 1 NA	
4. Procedures exist to ensure depreciation on federally funded assets is excluded for indirect cost recovery.	5 4 3 2 1 NA	
5. All amounts reported in financial records and reports are fully reconciled to FAACS and CARS.	5 4 3 2 1 NA	



### Exhibit 77 – CAPP 31010 – Fixed Assets – Summary User Reporting

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Assets are adequately controlled and safeguarded.	5 4 3 2 1 NA	
2. Proper reconciliation procedures are in effect and corrections made in a timely manner.	5 4 3 2 1 NA	
3. All necessary financial reporting for both state and federal requirements are done in a timely and accurate manner.	5 4 3 2 1 NA	
4. All depreciation, where appropriate, is calculated, summarized and reported on a basis consistent with GAAP.	5 4 3 2 1 NA	
5. Internal controls are established which satisfy the requirements of APA.	5 4 3 2 1 NA	
<b>Reporting – Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		

### Exhibit 78 – CAPP 31105 – Fixed Assets – Federal Fixed Asset Accounting Requirements

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency ensures that assets purchased with federal grant funds conform to State and federal rules and regulations.	5 4 3 2 1 NA	
2. Cost principles and administrative requirements pertaining to federally funded assets are followed.	5 4 3 2 1 NA	
3. Depreciation is computed using a generally accepted method and consistently applied for a particular class of assets.	5 4 3 2 1 NA	
4. Controls are in place to exclude the depreciation on capitalized fixed assets purchased with federal grant funds and on surplus property from the indirect cost pool.	5 4 3 2 1 NA	
5. The grantor is notified when capitalized assets acquired with grant funds are no longer used in the grant program.	5 4 3 2 1 NA	
<b>Federal Asset Accounting – Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		





### Exhibit 79 – CAPP 70305 – Fixed Assets – Online FAACS Overview

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Procedures are in place to ensure that data element field coding defaults are identified and changes to these fields are made when necessary.	5 4 3 2 1 NA	
2. Procedures are in place to ensure the proper identification of data element fields entered in FAACS.	5 4 3 2 1 NA	
3. Procedures are in place regarding appropriate reviews and reconciliations to ensure that actual data input to FAACS is accurate and correct.	5 4 3 2 1 NA	

### Exhibit 80 – CAPP 70310 – Fixed Assets – Online FAACS Security

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency has developed internal procedures to ensure assets are properly recorded in FAACS and verification of data on the MASTER FILE is made with the source documents.	5 4 3 2 1 NA	
2. The security officer reminds users about the importance of maintaining secret passwords to restrict access to Online FAACS to only authorized personnel.	5 4 3 2 1 NA	

### Exhibit 81 – CAPP 70360 – Fixed Assets – Online FAACS Interface Requirements

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency has procedures to ensure that accurate, uniform and timely information is reported and interfaced.	5 4 3 2 1 NA	
2. FAACS and CARS reconciliation procedures are followed.	5 4 3 2 1 NA	
Online FAACS – Conclusions Reached and Actions Needed: <i>[enter here]</i>		



### Exhibit 82 – CAPP 31210 – Lease Accounting – Economic Analysis

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Procedures exist to identify when an economic analysis should be performed.	5 4 3 2 1 NA	
2. Every effort is made to obtain favorable rates of interest in the lease or installment purchase.	5 4 3 2 1 NA	
3. The agency head or designee approval is obtained for all leases shown to have unfavorable terms.	5 4 3 2 1 NA	
4. Interest rates are compared to incremental borrowing rates and Treasury Board Financing Program rates.	5 4 3 2 1 NA	
5. Treasury Board approval is obtained for alternative financing arrangements for items exceeding prescribed limits.	5 4 3 2 1 NA	

### Exhibit 83 – CAPP 31215 – Lease Accounting – LAS Transactions

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Access to the lease accounting system is limited to individuals who need the access to perform their job responsibilities.	5 4 3 2 1 NA	
2. Potential agreements to acquire property, plant and equipment are properly evaluated to determine if the transaction is truly a lease.	5 4 3 2 1 NA	
3. All leases are properly classified as either operating or capital.	5 4 3 2 1 NA	
4. All leasehold improvements are properly evaluated for inclusion in FAACS.	5 4 3 2 1 NA	

### Exhibit 84 – CAPP 31220 – Lease Accounting – LAS Reporting

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. All leases are properly classified and included in LAS.	5 4 3 2 1 NA	



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This Control Implemented and Operating Effectively	Agree/Disagree	Comments
2. All rental expense and income transactions are posted in CARS.	5 4 3 2 1 NA	
3. Assets included in the lease accounting system which are also included in FAACS are properly coded to eliminate duplicate reporting.	5 4 3 2 1 NA	
4. Rent expense is reviewed and reconciled for proper disclosure.	5 4 3 2 1 NA	
5. The agency ensures familiarity with the FASB and GASB statements and compliance with the Comptroller's Directive on Financial Statement Preparation.	5 4 3 2 1 NA	
<b>Lease Accounting – Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		

**Exhibit 85 – CAPP 70605 – Lease Accounting – LAS Input Documents**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. All lease activity is properly controlled by the submission of appropriate lease input documents.	5 4 3 2 1 NA	
2. Lease input documents are prepared in a timely and accurate manner.	5 4 3 2 1 NA	
3. Lease input documents are reviewed and approved by authorized personnel.	5 4 3 2 1 NA	
4. Lease data entered into the system is reconciled to source documentation.	5 4 3 2 1 NA	

**Exhibit 86 – CAPP 70610 – Lease Accounting – LAS Reports**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Files of all active leases are maintained and include LAS reports on each lease and agency-wide "roll up" reports for the most recent fiscal year.	5 4 3 2 1 NA	



This Control Implemented and Operating Effectively	Agree/Disagree	Comments
Lease Accounting System – Conclusions Reached and Actions Needed: <i>[enter here]</i>		

### Exhibit 87 – CAPP 40105, 40205, 40210, 40305, 40405 – CIPPS Leave Accounting

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency has established procedures to ensure accurate leave balances are available to employees each payday.	5 4 3 2 1 NA	
2. The agency has established appropriate processes governing leave form preparation, authorization, submission, data entry, and reconciliation.	5 4 3 2 1 NA	
3. The agency retains documentation supporting entries establishing leave balances.	5 4 3 2 1 NA	
4. The agency ensures that maintenance transactions are authorized and entered on a timely basis.	5 4 3 2 1 NA	
5. The agency has ensured that employee leave documents are stored in a secure location to maintain the confidentiality of the data.	5 4 3 2 1 NA	
6. The agency has appropriately separated tasks related to leave activity to ensure that no one person has control of a transaction from beginning to end.	5 4 3 2 1 NA	
Leave Accounting – Conclusions Reached and Actions Needed: <i>[enter here]</i>		

### Exhibit 88 – CAPP 50105 – Introduction to CIPPS

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency ensures that employees comply with work schedules.	5 4 3 2 1 NA	
2. Overtime is properly authorized.	5 4 3 2 1 NA	



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This Control Implemented and Operating Effectively	Agree/Disagree	Comments
3. Proper tax withholdings are based on accurate employee information.	5 4 3 2 1 NA	
4. The agency has ensured that management and staff are properly trained in the use of CIPPS and the controls available within the system.	5 4 3 2 1 NA	
5. The agency has appropriately segregated payroll-processing tasks to ensure that no one person has control of a transaction from beginning to end.	5 4 3 2 1 NA	
6. The agency has policies in place to ensure that only authorized persons have access to essential data and are able to make changes to employee pay records.	5 4 3 2 1 NA	
7. The agency has policies in place to ensure that paychecks are not distributed prior to payday.	5 4 3 2 1 NA	

**Exhibit 89 – CAPP 50115 – CIPPS Menu and Link Functions**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Proper paperwork and authorizations are in place prior to entering payroll data.	5 4 3 2 1 NA	
2. Payroll and fiscal officers review data entry prior to certification.	5 4 3 2 1 NA	
3. All applicable forms/applications used to establish an employee record or to make a change to the current information are maintained by the agency for audit purposes.	5 4 3 2 1 NA	

**Exhibit 90 – CAPP 50120 – CIPPS Automated Changes**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. All reports generated from the use of mass transactions and automated interface processes are reviewed to verify accuracy of master file changes and updates.	5 4 3 2 1 NA	



### Exhibit 91 – CAPP 50125 – CIPPS Programmatic Data

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. All funding information is approved and established for agency use in CARS prior to entry into CIPPS.	5 4 3 2 1 NA	

### Exhibit 92 – CAPP 50130 – CIPPS Batch Processing and Balancing

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. All batch transactions are complete, properly authorized, and accurately entered into CIPPS.	5 4 3 2 1 NA	
2. Out-of-balance payroll batches are reviewed and evaluated to ensure proper payroll processing.	5 4 3 2 1 NA	
3. Documentation supporting the batch data entry is available for review during the pre- and post-certification process and is retained for audit purposes.	5 4 3 2 1 NA	

### Exhibit 93 – CAPP 50135 – CIPPS Pending File

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Documentation and authorization exists for all employee record changes and payroll transactions and is retained for audit purposes.	5 4 3 2 1 NA	
2. Pending file reports are reviewed routinely and all outdated or unnecessary transactions are deleted.	5 4 3 2 1 NA	
<b>CIPPS Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		

### Exhibit 94 – CAPP 50205 – CIPPS Agency Profiles – Agency Information

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Agency management obtains the appropriate federal and state employer identification numbers required to withhold payroll taxes.	5 4 3 2 1 NA	



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This Control Implemented and Operating Effectively	Agree/Disagree	Comments
2. The agency sends employer name/address changes and key personnel changes timely to ensure no disruption in communications or payroll reporting.	5 4 3 2 1 NA	
3. The agency researches and corrects charges made to the default expenditure coding for the CIPPS general ledger interface and the automated healthcare reconciliation.	5 4 3 2 1 NA	
4. The agency reviews Report 59, Gross Pay Limit Exceeded, and all payments or hours paid in a particular pay period that exceed agency default values are researched and verified for accuracy.	5 4 3 2 1 NA	

**Exhibit 95 – CAPP 50210 – CIPPS Agency Profiles – User Security**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency CIPPS Security Officer verifies the appropriateness of security actions and levels prior to the submission of the CIPPS Security Authorization Request form to DOA.	5 4 3 2 1 NA	
2. The agency has developed procedures governing the levels of security requested.	5 4 3 2 1 NA	
3. The agency requires the timely submission of requests to delete access for terminated/transferred employees so as to safeguard the assets of the Commonwealth.	5 4 3 2 1 NA	
4. All copies of the CIPPS Security Authorization Requests and agency Security Spreadsheets are maintained by the agency for audit purposes.	5 4 3 2 1 NA	
5. The agency responds timely to the annual distribution of the security verification report, noting required changes or acceptance of existing security.	5 4 3 2 1 NA	
6. The agency has policies in place to ensure that Individuals with Certification access do not have access to Update Payroll.	5 4 3 2 1 NA	
<b>Maintain Agency Profile Information – Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		



### Exhibit 96 – CAPP 50305 – CIPPS Employee Profiles – New Employee Add

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The documentation supporting the hiring of employees is properly completed and authorized before processing.	5 4 3 2 1 NA	
2. Prior to certification, a review of all information pertaining to the new hires is performed to ensure the correctness of the data entry.	5 4 3 2 1 NA	
3. The agency has developed policies and procedures concerning the data entry and review processes.	5 4 3 2 1 NA	
4. The agency maintains, for audit purposes, all applicable forms/applications used to establish an employee record or to make a change to the current information.	5 4 3 2 1 NA	

### Exhibit 97 – CAPP 50310 – CIPPS Employee Profiles – Rehires and Employee Data Changes

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Documentation supporting rehires and employee maintenance is completed and authorized prior to data entry.	5 4 3 2 1 NA	
2. Agency management ensures the correctness of data entry by reviewing information pertaining to rehires and employee master file changes.	5 4 3 2 1 NA	
3. The agency has developed policies and procedures concerning the data entry and review processes.	5 4 3 2 1 NA	
4. The agency maintains for audit purposes all applicable forms/applications used to establish an employee record or to make a change to the current information.	5 4 3 2 1 NA	

### Exhibit 98 – CAPP 50315 – CIPPS Employee Profiles – Employee Tax Maintenance

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency ensures that all employees complete both federal and state withholding forms.	5 4 3 2 1 NA	





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This Control Implemented and Operating Effectively	Agree/Disagree	Comments
2. The agency withholds the allowances claimed by the employee on Form W-4s and any additional amount requested on both the federal and state withholding forms.	5 4 3 2 1 NA	
3. The agency ensures that all reciprocal tax agreements with other states are honored and taxes are withheld and reported to those states.	5 4 3 2 1 NA	
4. The agency sends copies of W-4s to the IRS on a quarterly basis when the employee claims more than ten exemptions.	5 4 3 2 1 NA	
5. The agency requires eligible employees to complete a new W-5, Earned Income Credit form, by certification of the first pay period of the new calendar year.	5 4 3 2 1 NA	
6. The agency ensures that Local Income Taxes are withheld as required.	5 4 3 2 1 NA	

**Exhibit 99 – CAPP 50320 – CIPPS Employee Profiles – Terminations**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency verifies that CIPPS information concerning terminating employees is complete, properly authorized, and entered accurately into CIPPS.	5 4 3 2 1 NA	
2. The agency's fiscal officer ensures that all payments have been properly and accurately issued and that any outstanding advances or agency property have been recovered prior to the final payment issued to the employee.	5 4 3 2 1 NA	
3. The agency ensures that all benefit deductions are adjusted as required prior to final payment to the employee.	5 4 3 2 1 NA	
4. The agency ensures that all debt-set off amounts have been recovered and processed.	5 4 3 2 1 NA	
<b>CIPPS Employee Profiles – Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		



### Exhibit 100 – CAPP 50405 – CIPPS Deductions – Court-Ordered Withholdings

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency ensures that third-party payments are deducted in accordance with the Court Order or levy and applicable laws governing debt collections.	5 4 3 2 1 NA	
2. Third-party payments are forwarded to the creditor by the due date.	5 4 3 2 1 NA	
3. The agency ensures that processing fees are withheld as appropriate.	5 4 3 2 1 NA	
4. The agency ensures that deductions for third-party payments are turned off in compliance with return dates.	5 4 3 2 1 NA	

### Exhibit 101 – CAPP 50410 – CIPPS Deductions – Retirement – VRS and ORP

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Retirement, retirement credit, group insurance, and long-term disability and other corresponding retirement plan deductions are established properly in CIPPS.	5 4 3 2 1 NA	
2. The monthly reconciliation of retirement plan contributions is performed timely and any IAT or 1501 adjustments are processed promptly.	5 4 3 2 1 NA	
3. Employee enrollment information and any supporting documentation are maintained for audit purposes.	5 4 3 2 1 NA	



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**Exhibit 102 – CAPP 50415 – CIPPS Deductions – Retirement – Salary Reduction Plans**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Proper documentation exists prior to initiating any change to an employee master file and changes are made accurately and timely.	5 4 3 2 1 NA	
2. Reports 855 or 857 (Deferred Compensation/Annuity Excess Deduction Reports) are used to assist in identifying employees who may be approaching or exceeding plan contribution limits.	5 4 3 2 1 NA	

**Exhibit 103 – CAPP 50420 – CIPPS Deductions – Cash Match Plans**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency uses the Report 906 to identify potential exceptions for the cash match.	5 4 3 2 1 NA	
2. For employees reported on Report 906, the agency verifies the accuracy of the Cash Match deduction amounts and makes any necessary changes to the amounts to be in compliance with the rules of the Cash Match program.	5 4 3 2 1 NA	

**Exhibit 104 – CAPP 50425 – CIPPS Deductions – Group and Optional Life Insurance**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency ensures that group and optional group life plan deductions are established properly in CIPPS.	5 4 3 2 1 NA	
2. A monthly reconciliation of group and optional group life contributions is performed and any adjustments to correct employee records are performed timely.	5 4 3 2 1 NA	
3. Employee enrollment information and any supporting documentation are maintained for audit purposes.	5 4 3 2 1 NA	
4. The agency ensures that Imputed Life is accurately entered in CIPPS.	5 4 3 2 1 NA	



### Exhibit 105 – CAPP 50430 – CIPPS Deductions – Health Insurance

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency ensures that all employee and agency premiums due according to BES are paid.	5 4 3 2 1 NA NA	
2. The monthly reconciliation of health care premiums collected through payroll to authorization in BES is performed timely and any IAT adjustments processed.	5 4 3 2 1 NA NA	
3. The agency ensures that applicable forms affecting employee healthcare plan eligibility and the related payroll deductions are maintained for audit.	5 4 3 2 1 NA	

### Exhibit 106 – CAPP 50435 – CIPPS Deductions – Flexible Spending Accounts

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency ensures that there is proper documentation (e.g. BES turnaround document) prior to initiating any change to an employee's reimbursement account.	5 4 3 2 1 NA	
2. Maximum deferral amounts are not exceeded.	5 4 3 2 1 NA	
3. The agency ensures that deductions are processed appropriately for terminated employees or employees on LWOP.	5 4 3 2 1 NA	

### Exhibit 107 – CAPP 50440 – CIPPS Deductions – Savings Bonds

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency verifies that CIPPS bonds information is complete, properly authorized, and entered accurately into the system.	5 4 3 2 1 NA	



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**Exhibit 108 – CAPP 50445 – CIPPS Deductions – Direct Deposit**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Direct deposit payments are made to the correct employee bank account.	5 4 3 2 1 NA	
2. Any stop payment/reversal required is communicated immediately to DOA to enable a successful retrieval of funds.	5 4 3 2 1 NA	
3. The agency maintains copies of employee direct deposit enrollment applications.	5 4 3 2 1 NA	

**Exhibit 109 – CAPP 50450 – CIPPS Deductions – Parking and Transportation**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency ensures that employees pay for assigned parking spaces and obtain appropriate salary reduction agreements for pre-tax deductions.	5 4 3 2 1 NA	
2. The agency reconciles the DGS Parking Fee Suspense Account monthly.	5 4 3 2 1 NA	
3. The agency retains supporting payroll documents for audit purposes.	5 4 3 2 1 NA	

**Exhibit 110 – CAPP 50455 – CIPPS Deductions – Miscellaneous Employee Deductions**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency ensures that all required employee authorizations are obtained before the deduction is established in CIPPS.	5 4 3 2 1 NA	
2. The agency retains supporting payroll documents for audit purposes.	5 4 3 2 1 NA	
<b>CIPPS Deductions – Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		



### Exhibit 111 – CAPP 50505 – CIPPS Employee Pay – Time and Attendance

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency verifies that all source documents such as timecards, timesheets, or any other authorization used to pay or adjust an employee's pay, have been properly completed, authorized by the appropriate party, and entered accurately into CIPPS.	5 4 3 2 1 NA	
2. CIPPS payroll duties are segregated between the person who collects and processes the source documents and the fiscal manager who oversees the payroll operations to ensure consistent application of internal control procedures.	5 4 3 2 1 NA	
3. Proper source documentation is maintained and accessible for current or future review.	5 4 3 2 1 NA	
4. The agency reviews the DOA centralized post audit of all CIPPS payments under the CIPPS/PMIS compare program and researches, explains and takes corrective action where necessary.	5 4 3 2 1 NA	

### Exhibit 112 – CAPP 50510 – CIPPS Employee Pay – Unpaid Leaves of Absence and Overpayments

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Accurate and complete timekeeping is performed to ensure that all periods of LWOP are reported and salary payments docked accordingly.	5 4 3 2 1 NA	
2. The agency has implemented policies and procedures concerning LWOP and overpayments.	5 4 3 2 1 NA	
3. All reductions in an employee's salary are properly authorized and entered into CIPPS correctly and timely.	5 4 3 2 1 NA	
4. The agency retains supporting payroll documents for audit purposes.	5 4 3 2 1 NA	
5. The agency has procedures in place to ensure that benefits are adjusted appropriately.	5 4 3 2 1 NA	



### Exhibit 113 – CAPP 50515 – CIPPS Employee Pay – Special Payments

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency verifies that information pertaining to special payments is complete, properly authorized, and entered accurately into CIPPS.	5 4 3 2 1 NA	
2. Policies and procedures have been established to ensure the proper review of information entered into CIPPS before the certification process.	5 4 3 2 1 NA	
3. CIPPS payroll duties are segregated between the person who collects and processes the source documents and the fiscal manager who oversees the payroll operations to ensure consistent application of internal control procedures.	5 4 3 2 1 NA	

### Exhibit 114 – CAPP 50520 – CIPPS Employee Pay – Workers' Compensation

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency has established and maintained consistent standards and procedures for the payment of workers' compensation awards and the calculation of related pay, fringe benefits, and leave.	5 4 3 2 1 NA	
2. The agency verifies that the information processed is complete, properly authorized, and entered accurately into CIPPS.	5 4 3 2 1 NA	
3. Payroll actions made to CIPPS are segregated between the person who collects and processes the source documents and the fiscal manager who oversees the payroll operations to ensure consistent application of internal control procedures.	5 4 3 2 1 NA	
4. The agency retains supporting payroll documents for audit purposes.	5 4 3 2 1 NA	

### Exhibit 115 – CAPP 50525 – CIPPS Employee Pay – Virginia Sickness and Disability Program

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency has policies and procedures in place governing VSDP claim payment processing.	5 4 3 2 1 NA	



This Control Implemented and Operating Effectively	Agree/Disagree	Comments
2. The procedures incorporate employee notification, receipt of VSDP TPA action reports, compliance with the VSDP program guidelines, and employee leave usage.	5 4 3 2 1 NA	
3. Agency payroll personnel, fiscal officers, and human resource personnel coordinate effectively to ensure proper payment to employees.	5 4 3 2 1 NA	

### Exhibit 116 – CAPP 50530 – CIPPS Employee Pay – Void Payments

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. All voids submitted to DOA for processing are properly prepared by the payroll technician and reviewed by the fiscal manager to ensure validity.	5 4 3 2 1 NA	
2. The fiscal manager documents evidence of the review of the appropriate documents and reports by providing a signature and date of the review.	5 4 3 2 1 NA	
3. The agency has procedures in place to ensure that void checks are processed within 45 days from the check date.	5 4 3 2 1 NA	
<b>CIPPS Employee Pay– Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		

### Exhibit 117 – CAPP 50605 – CIPPS Tax and Deduction Adjustments and Overrides

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency verifies that changes to employee and tax master files have been properly authorized and entered accurately into CIPPS.	5 4 3 2 1 NA	
<b>CIPPS Tax and Deduction Adjustments – Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		





### Exhibit 118 – CAPP 50705 – CIPPS Employee and Tax Master File Updates

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Before entering a manual pay set, the agency ensures that proper documentation (i.e. memorandums, authorizations) has been received and approved by appropriate parties.	5 4 3 2 1 NA	
2. After entering a manual pay set, the agency verifies the results to ensure the entries are processed as expected.	5 4 3 2 1 NA	
<b>CIPPS Master File Updates – Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		

### Exhibit 119 – CAPP 50805, 50810, 50815 – CIPPS Payroll Certification

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency has policies and procedures governing the certification process.	5 4 3 2 1 NA	
2. The person responsible for data entry of the payroll is not the person responsible for certification of payroll.	5 4 3 2 1 NA	
3. There is an assigned primary certifier and backup in cases when the primary certifier is not available.	5 4 3 2 1 NA	
4. There are procedures in place to ensure that unauthorized personnel do not breach the certification security.	5 4 3 2 1 NA	
5. There are procedures in place to ensure that security is continuously updated.	5 4 3 2 1 NA	

### Exhibit 120 – CAPP 50820 – CIPPS Payroll Certification – Post-Certification Activities

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency has policies and procedures governing the post-certification process.	5 4 3 2 1 NA	



This Control Implemented and Operating Effectively	Agree/Disagree	Comments
2. Procedures are in place to ensure that unauthorized personnel do not breach the certification security.	5 4 3 2 1 NA	
3. Procedures are in place to reconcile the pre- and post-certification amounts and resolve any discrepancies that may exist.	5 4 3 2 1 NA	
4. Procedures are in place to ensure employees are not paid more than they are entitled to or paid less than they are entitled to.	5 4 3 2 1 NA	
<b>CIPPS Payroll Certification – Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		

#### Exhibit 121 – CAPP 50905 – CIPPS Reconciliation – Monthly Reconciliation

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency completes and submits required reconciliations in a timely manner.	5 4 3 2 1 NA	
2. The agency ensures that all records are maintained accurately and completely.	5 4 3 2 1 NA	

#### Exhibit 122 – CAPP 50910 - CIPPS Reconciliation - Quarterly Reconciliation and Certification

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Fiscal management ensures that all quarterly reports have been reviewed and audited.	5 4 3 2 1 NA	
2. Fiscal management ensures that all appropriate adjustments have been made prior to the certification of the final year-to-date totals on the quarterly report.	5 4 3 2 1 NA	



**Exhibit 123 – CAPP 50915 – CIPPS Reconciliation – Calendar Year-End  
Reconciliation and Certification**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Fiscal management ensures that year-end reports have been reviewed and audited.	5 4 3 2 1 NA	
2. Fiscal management ensures that all appropriate adjustments have been made prior to the certification of final year-to-date totals.	5 4 3 2 1 NA	
3. Fiscal management ensures that all deadlines are adhered to and W-2s issued in compliance with all regulations.	5 4 3 2 1 NA	
<b>CIPPS Reconciliation – Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		

**Exhibit 124 – CAPP 70510 – CIPPS Magnetic Media Interface Requirements**

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Batch transactions procedures ensure valid transactions are properly recorded and executed.	5 4 3 2 1 NA	
2. The agency has procedures to ensure batches are not duplicated.	5 4 3 2 1 NA	
3. Fiscal positions, responsible for approving and releasing transactions to DOA, are defined within the agency.	5 4 3 2 1 NA	
4. Adequate security measures are followed to ensure confidentiality of data being transmitted.	5 4 3 2 1 NA	
5. Agency procedures pertaining to the transaction approval process, submission of batch transactions, and the assignment of CIPPS access capabilities and user levels for agency personnel are developed and documented in such a manner that they can audited by APA.	5 4 3 2 1 NA	
<b>Payroll Accounting – CIPPS Magnetic Media Interface Requirements – Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		



### Exhibit 125 – CAPP 70735 – CIPPS FINDS Payroll Audit Tool

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. Policies and procedures specify how PAT Reports will be used for general information, payroll certification, budgeting, or other processes internally.	5 4 3 2 1 NA	
<b>FINDS CIPPS Payroll Audit Tool – Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		

**CONTROL ACTIVITIES COMPONENT SUMMARY – Conclusions Reached and Actions Needed:**  
*[enter here]*

### Exhibit 126 – CAPP 70105 – Agency-Based Automated Accounting Systems

This Control Implemented and Operating Effectively	Agree/Disagree	Comments
1. The agency planned and conducted the design, development, implementation, operation, or modification of automated accounting systems in accordance with the information systems security, development and maintenance policies and regulations of the Virginia Information Technologies Agency.	5 4 3 2 1 NA	
2. The agency has procedures in place to reconcile records in agency systems to central systems.	5 4 3 2 1 NA	
<b>Agency-Based Automated Accounting Systems – Conclusions Reached and Actions Needed:</b> <i>[enter here]</i>		



## Appendix A-2 – Process Control Assessment Example

An example of the assessment of the control activities associated with a cash receipts process for checks follows. In this example agency fiscal personnel have analyzed the agency's CARS GLA postings as described in *Appendix A – Process or Transaction-Level Control Activity Assessment, Steps 1-3*, pp. 61-64, and have found that the code combination of Fund 09XX, GLA 101, Trans Code 001 relates to its cash-received-on-account fiscal process. The agency receives payments by check through the mail from customers who have previously been billed for services. After the fiscal process has been identified, the process control activity assessment continues with the process documentation portion of Step 3 and with the remaining steps of the process control assessment as follows:

- Steps
- 3) Documentation of the process
  - 4) Risk assessment of the process
  - 5) Identification of control activities for the process
  - 6) Control activity testing

### Step 3 – Documentation of the Process

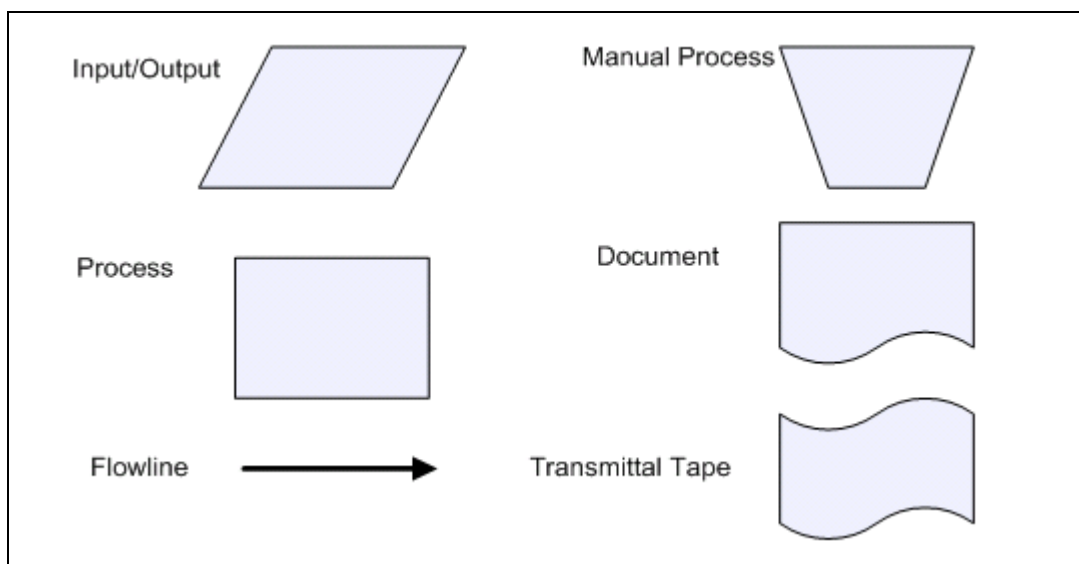
Documentation of the process should begin with a review of the existing written procedures for the process. A current walk-through of the process should also be performed to ascertain if any procedures have changed since the written procedures were last updated. The tasks involved in the current process consist of the following:

- Task 1. The mailroom clerk opens the mail and separates the checks and remittance advices received from customers. The checks are restrictively endorsed and totaled. The remittance advices are date stamped, and a list of the remittances is prepared. The remittance list and advices are forwarded to Accounts Receivable. The checks, a copy of the remittance list, and the control total are forwarded to Cash Receipts.
- Task 2. The cash receipts clerk receives the checks and assembles the bank deposit, preparing the deposit slip in triplicate. The clerk's supervisor approves the deposit slip after making sure that the remittance list and control totals match the deposit total. The cash receipts clerk forwards the deposit receipts and two copies of the deposit slip to the bank. A validated copy of the deposit slip is returned from the bank and filed.
- Task 3. The cash receipts clerk uses the remittance list to post the receipts to the cash receipts journal. The clerk also prepares a deposit certificate (DC) for entry to CARS. The DC is forwarded to the CARS data entry clerk.
- Task 4. The validated deposit slips, remittance lists, cash receipts journal and DCs are reconciled to the CARS ACTR0401 report on a weekly basis.



Once the tasks of the process are documented in narrative form, process flow analysis can be used to diagram the process to better understand interrelationships among process inputs, tasks, outputs, and responsibilities. In order to diagram the process, the entities and documents involved in the process must be identified. In this case the entities are the mailroom clerk, the cash receipts clerk, the accounts receivable clerk and the CARS data entry clerk. The input documents for the process are the remittance advices and checks. There are numerous output documents including the deposit slip, remittance list and CARS deposit certificate. The analysis follows the flow of events from inputs to outputs, connecting the two through the appropriate processes. Standard symbols for the elements of a process are shown in Exhibit 127.

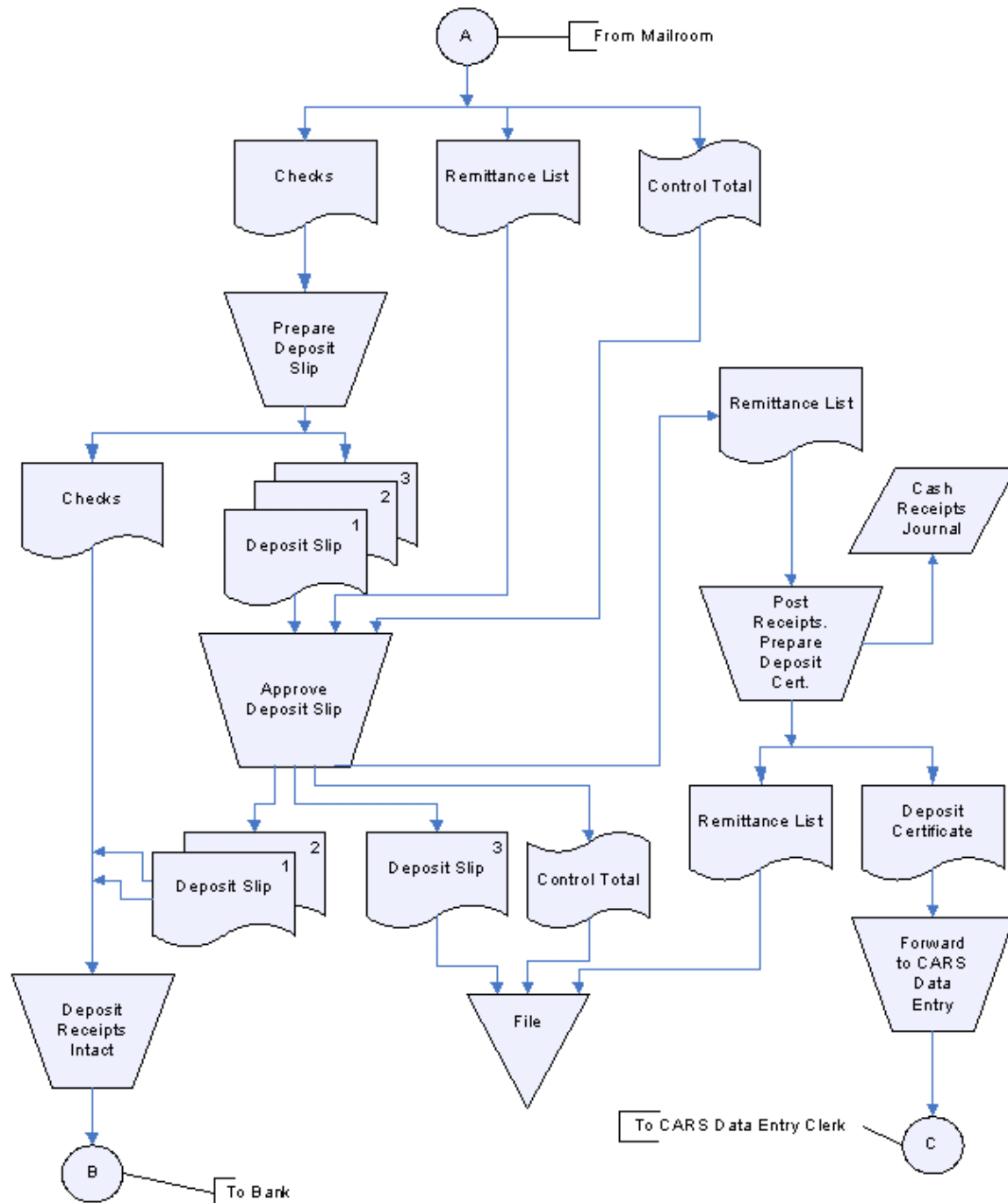
### Exhibit 127 – Symbols for Flowcharting a Process



A process flow diagram for part of the cash receipts process is shown on the next page. Tasks 2 and 3 are diagrammed. The lettered circles are connectors that represent either preceding or succeeding tasks or tasks performed by others that are outside of the scope of the analysis. The circle labeled “A” represents Task 1 of the process that occurs in the mailroom. In a full analysis there would be another diagram of the mailroom portion of the cash receipts process. The circle labeled “C” refers to succeeding processes such as CARS data entry of the DCs and CARS reconciliations. The circle labeled “B” represents the bank’s processing of the deposit, but because the bank is an outside entity, its process is not analyzed.



**Exhibit 128 – Process Flow Diagram for the Cash Receipts Process**





## **Steps 4 and 5 – Risk Assessment and Identification of Control Activities**

Once the steps of a fiscal process are documented, agency fiscal personnel can proceed to analyzing the risks involved in the process. Potential adverse events or breakdowns in the process should be identified and classified as to their likelihood of occurrence and potential impact on the achievement of the agency's objectives. Control activities designed to prevent or detect these potential risk events are then identified. At this point gaps in control activities should be readily apparent. If a control gap relates to a highly likely and/or high impact risk event, measures for remedying the deficiency should be outlined in a corrective action plan.

The process control activity questionnaires provided in Appendix A-1 can be used to gain additional input on a process during the risk assessment. The questionnaires are intended to highlight typical areas of concern for a particular process. Answering the questions could pinpoint areas where controls are weak or where more extensive testing may need to be done to determine the exact level of effectiveness of the control. A completed questionnaire (Exhibit 129) and a matrix relating fiscal process tasks to risk events and control activities and objectives (Exhibit 130) for the cash receipts for checks process example are provided starting on page 114.

## **Step 6 – Control Activity Testing**

Completing the risk assessment for a fiscal process will aid in determining the nature and extent of the testing of controls. Control activities associated with tasks with a high likelihood of misstatement or whose potential risk events would have a high impact should receive more extensive testing. The testing program and results should be thoroughly documented. In the cash receipts for checks process example the Process Control Assessment matrix contains columns for documenting how the control was tested and what the results of the test were.





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**Exhibit 129 – Completed Cash Receipts Process Questionnaire**

<b>This Control Implemented and Operating Effectively</b>	<b>Agree/Disagree</b>	<b>Comments</b>
1. The agency has developed internal processing systems capable of separating payments received from the related accounting documents at the earliest possible processing point.	5 4 3 2 1 NA Answer – 5 Strongly Agree	Checks are separated from remittance documents as soon as the mail is opened.
2. The agency analyzes the full range of cash management techniques and banking services available to determine what benefit can be derived from their use.	5 4 3 2 1 NA Answer – 3 Somewhat Agree	Agency has not investigated alternate processing services in some time.
3. Deposit policies and procedures are in accordance with federal and state requirements, clearly stated, and systematically communicated through manuals, handbooks, or other media.	5 4 3 2 1 NA Answer – 5 Strongly Agree	Deposit policies and procedures are fully documented and in accordance with state policies.
4. All deposits are properly and accurately recorded and accounted for in CARS in a timely manner.	5 4 3 2 1 NA Answer – 3 Somewhat Agree	During periods of high receipt activity checks are not always deposited within two banking days as required by state policy.
5. Check endorsements meet Federal Reserve requirements and include the phrase "For Deposit Only."	5 4 3 2 1 NA Answer – 5 Strongly Agree	All checks are restrictively endorsed as soon as received.
6. Responsibilities for collection and deposit preparation functions are segregated from those for recording cash receipts and general ledger entries.	5 4 3 2 1 NA Answer – 5 Strongly Agree	The clerk who prepares the deposit has no responsibilities for recording deposit certificates in CARS.
7. Responsibilities for cash receipts functions are segregated from those for cash disbursements.	5 4 3 2 1 NA Answer – 5 Strongly Agree	Clerks who are responsible for cash receipts functions do not prepare cash disbursements.
8. Receipts are accounted for and balanced to collections on a daily basis.	5 4 3 2 1 NA Answer – 5 Strongly Agree	Remittance lists are reconciled to deposits on a daily basis. Cash Receipts Journals are reconciled to CARS general ledger reports on a weekly basis.



This Control Implemented and Operating Effectively	Agree/Disagree	Comments
9. Facilities exist for protecting undeposited cash receipts.	5 4 3 2 1 NA Answer – 5 Strongly Agree	Undeposited cash receipts are stored in a secure area.
<p><b>Cash Receipts Accounting – Conclusions Reached and Actions Needed:</b></p> <p>Tests should be performed to ensure that the controls identified through questions 1, 5, 8 and 9 are operating effectively and as intended. The results of the tests of controls should be thoroughly documented. (See Exhibit 130, Process Control Activity Assessment for tests of controls and test results)</p> <p>Personnel testing controls over the cash receipts process should pay particular attention to controls related to the timeliness of deposits (Question 4) to determine how often deposits are not made within two banking days of the receipt of checks. If tests of these controls yield unacceptable results, a plan for improvement should be made.</p> <p>It would also be advisable for the agency to investigate alternate cash management techniques, such as the use of lockbox services that could improve receipt processing efficiency and timeliness.</p>		



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**Exhibit 130 - PROCESS CONTROL ACTIVITY ASSESSMENT – CASH RECEIPTS PROCESS FOR CHECKS**

<b>Task</b>	<b>Potential Risk Event</b>	<b>Potential Problem or Misstatement</b>	<b>Risk Event Likelihood &amp; Response</b>	<b>Control Activities</b>	<b>Control Objectives</b>	<b>Test of Control</b>	<b>Control Test Results</b>
1. Mailroom Clerk stamps checks with restrictive endorsement and remittances advices with date.	<ul style="list-style-type: none"> <li>Mailroom Clerk fails to stamp check.</li> </ul>	<ul style="list-style-type: none"> <li>Check is credited to incorrect account by bank.</li> </ul>	<ul style="list-style-type: none"> <li>Low – Reduce</li> </ul>	Verification – Cash Receipts Clerk verifies that checks have been stamped with a restrictive endorsement.	Stewardship over assets	Make inquiries of staff and observe immediate restrictive endorsement of incoming checks.	Cash Receipts Clerk reports that the Mailroom Clerk sometimes fails to stamp checks with the restrictive endorsement. Compensating control – Cash Receipts Clerk stamps any checks that are missing the endorsement. Reiterate to Mailroom Clerk the importance of stamping checks. Control is effective.
	<ul style="list-style-type: none"> <li>Mailroom Clerk fails to stamp remittance advice.</li> </ul>	<ul style="list-style-type: none"> <li>Incorrect receipt date is recorded in Accounts Receivable subsidiary ledger.</li> </ul>	<ul style="list-style-type: none"> <li>Low – Reduce</li> </ul>	Verification - A/R clerk verifies that remittance advices have been date stamped.	Reliability of financial records – Receipt transactions should be recorded accurately in the correct period.	Obtain sample of remittance advices from file and examine for date stamp.	



**Exhibit 130 - PROCESS CONTROL ACTIVITY ASSESSMENT – CASH RECEIPTS PROCESS FOR CHECKS**

Task	Potential Risk Event	Potential Problem or Misstatement	Risk Event Likelihood & Response	Control Activities	Control Objectives	Test of Control	Control Test Results
2. Mailroom clerk prepares a remittance list and check control total and forwards the list and remittance advices to Accounts Receivable. A copy of the remittance list and the check control total are forwarded to Cash Receipts.	<ul style="list-style-type: none"> <li>Mailroom Clerk fails to record check details.</li> <li>Mailroom Clerk records incorrect check details.</li> </ul>	<ul style="list-style-type: none"> <li>Incorrect amount is credited to customer account.</li> <li>Amount is credited to incorrect account.</li> </ul>	<ul style="list-style-type: none"> <li>Low - Reduce</li> </ul>	Review and Approval – A/R Clerk reviews remittance list for accuracy and completeness before entry into A/R subsidiary ledger.	Reliability of financial records – Receipt transactions should be recorded accurately in the correct period.	<p>Trace from remittance list to cash receipts journal.</p> <p>Examine remittance list for indication of internal verification by A/R Clerk.</p>	Control is effective.



**Exhibit 130 - PROCESS CONTROL ACTIVITY ASSESSMENT – CASH RECEIPTS PROCESS FOR CHECKS**

Task	Potential Risk Event	Potential Problem or Misstatement	Risk Event Likelihood & Response	Control Activities	Control Objectives	Test of Control	Control Test Results
3. Cash Receipts Clerk prepares deposit.	<ul style="list-style-type: none"> <li>Cash Receipts Clerk totals deposit incorrectly.</li> </ul>	<ul style="list-style-type: none"> <li>Incorrect deposit amount is recorded by bank.</li> </ul>	<ul style="list-style-type: none"> <li>Low –Reduce</li> </ul>	<ul style="list-style-type: none"> <li>Review and Approval – Cash Receipts Supervisor approves deposit slip by verifying deposit total against remittance list and check control total prepared by Mailroom Clerk.</li> </ul>	<p>Reliability of financial records – Receipt transactions should be recorded accurately in the correct period.</p>	<p>Trace filed check control totals to deposit records.</p> <p>Examine filed deposit slips for indication of internal verification by Cash Receipts Supervisor.</p>	Control is effective.
	<ul style="list-style-type: none"> <li>Cash Receipts Clerk misappropriates check.</li> </ul>	<ul style="list-style-type: none"> <li>Embezzlement of public funds is not prevented.</li> </ul>	<ul style="list-style-type: none"> <li>Medium - Reduce</li> </ul>	<ul style="list-style-type: none"> <li>Safeguarding of Assets – Checks are restrictively endorsed immediately upon receipt.</li> </ul>	<p>Stewardship over assets</p>	<p>Make inquiries of staff and observe immediate restrictive endorsement of incoming checks.</p>	See control test results for Task 1.



**Exhibit 130 - PROCESS CONTROL ACTIVITY ASSESSMENT – CASH RECEIPTS PROCESS FOR CHECKS**

Task	Potential Risk Event	Potential Problem or Misstatement	Risk Event Likelihood & Response	Control Activities	Control Objectives	Test of Control	Control Test Results
4. Checks are deposited. Validated copy of deposit slip is filed.	<ul style="list-style-type: none"> <li>Check is lost while in route to bank.</li> </ul>	<ul style="list-style-type: none"> <li>Recorded receipts do not match cash deposited.</li> </ul>	<ul style="list-style-type: none"> <li>Low – Reduce</li> </ul>	<ul style="list-style-type: none"> <li>Safeguarding of Assets – Checks to be deposited are placed in a sealed envelope.</li> </ul>	Stewardship over assets  Reliability of financial records	Observe preparation of deposit.	Control is effective.
	<ul style="list-style-type: none"> <li>Checks are not deposited on a timely basis.</li> </ul>	<ul style="list-style-type: none"> <li>Agency fails to meet state policy to deposit funds within two banking days of receipt.</li> </ul>	<ul style="list-style-type: none"> <li>Medium – Reduce</li> </ul>	<ul style="list-style-type: none"> <li>Review and Approval – Cash Receipts Supervisor reviews workflow to ensure that receipts are processed promptly.</li> <li>Safeguarding of assets – Undeposited cash receipts are stored in a secure area.</li> </ul>	Compliance with laws and regulations  Stewardship over assets	Compare dates of deposits with dates in the cash receipts journal and remittance listings.  Observe handling of undeposited checks. Make inquiries as to how checks are secured.	Not always effective during periods of high receipt activity. Review staffing levels and procedures to improve compliance.  Control is effective.
	<ul style="list-style-type: none"> <li>Stamped deposit slip lost.</li> </ul>	<ul style="list-style-type: none"> <li>Verification of deposit is lost.</li> </ul>	<ul style="list-style-type: none"> <li>Low - Accept</li> </ul>	N/A	N/A	If needed, deposit can be verified through the bank.	N/A



**Exhibit 130 - PROCESS CONTROL ACTIVITY ASSESSMENT – CASH RECEIPTS PROCESS FOR CHECKS**

Task	Potential Risk Event	Potential Problem or Misstatement	Risk Event Likelihood & Response	Control Activities	Control Objectives	Test of Control	Control Test Results
5. Cash Receipts Clerk posts remittances to Cash Receipts Journal.	<ul style="list-style-type: none"> <li>Cash Receipts Clerk fails to record check details.</li> <li>Cash Receipts Clerk records incorrect check details.</li> </ul>	<ul style="list-style-type: none"> <li>Accounting records are inaccurate or incomplete.</li> </ul>	<ul style="list-style-type: none"> <li>Medium – Reduce</li> </ul>	<ul style="list-style-type: none"> <li>Reconciliation – Source documents and Cash Receipts Journal are reconciled to CARS reports on a weekly basis.</li> </ul>	Reliability of financial records – Receipt transactions should be recorded accurately in the correct period.	Review documentation of reconciliation of source documents and Cash Receipts Journal to CARS reports.	Control is effective.





**Exhibit 130 - PROCESS CONTROL ACTIVITY ASSESSMENT – CASH RECEIPTS PROCESS FOR CHECKS**

Task	Potential Risk Event	Potential Problem or Misstatement	Risk Event Likelihood & Response	Control Activities	Control Objectives	Test of Control	Control Test Results
6. Cash Receipts Clerk prepares Deposit Certificate (DC) and forwards it to CARS Data Entry Clerk.	<ul style="list-style-type: none"> <li>DC batch total or coding is incorrect.</li> </ul>	<ul style="list-style-type: none"> <li>Accounting records are inaccurate or incomplete.</li> </ul>	<ul style="list-style-type: none"> <li>Medium – Reduce</li> </ul>	<ul style="list-style-type: none"> <li>Review and Approval – Cash Receipts Supervisor reviews DC batches before they are released in CARS.</li> <li>Reconciliation – Source documents and Cash Receipts Journal are reconciled to CARS reports on a weekly basis.</li> </ul>	Reliability of financial records – Receipt transactions should be recorded accurately in the correct period.	Examine DC batches for indication of supervisory approval.	Control is effective.
	<ul style="list-style-type: none"> <li>Cash Receipts Clerk alters accounting records to cover defalcation of funds.</li> </ul>	Embezzlement of public funds is not prevented.	<ul style="list-style-type: none"> <li>Medium - Avoid</li> </ul>	<ul style="list-style-type: none"> <li>Segregation of Duties – No individual has uncontrolled access to both cash receipts and the accounting records for those receipts.</li> </ul>	Stewardship over assets  Reliability of financial records	Review documentation of reconciliation of source documents and Cash Receipts Journal to CARS reports.  Observe segregation of duties.	Control is effective.  Control is effective.



## IN THIS SECTION:



### **Responsible for Maintenance: Chief of Police**

#### Mission

The mission of the Richard Bland College (RBC) Department of Campus Safety & Police ("Department") is to provide a safe and secure living, learning, and working environment for the students, faculty, staff, and visitors of the College by actively pursuing a positive relationship with the campus community, preserving public order, , protecting the life and property of all, and providing education and training to law enforcement personnel and the College community. The Department is staffed by certified police officers 24 hours a day, seven days a week. The Department enforces all traffic, parking, and criminal laws on campus and provides initial emergency medical response to medical emergencies. The Department should be the first contact for any emergency and for assistance involving any criminal or policy violation. If counseling is needed after an incident, the police will connect the student with the appropriate counseling service. There are several emergency call boxes located at various sites across campus.

Contact the RBC Department of Campus Safety & Police at 804-862-6111 for all fire, medical, and police related emergencies. The department is located at 510 Carson Drive, next to the facilities building.

#### Emergency Call Boxes

Emergency call boxes are located strategically across campus. They are relatively simple to use and may be activated to request any type of assistance. Once a person presses the red button, the call box sends a message to the police officer's radio from the particular call box that was activated. The police officer may communicate with the person via police radio until they arrive at the location.

Press and hold the red button to talk and then release the button to hear the police officer. If a student has any questions concerning the call boxes, please call Campus Safety and Police at (804) 862-6111.



## Medical Needs

A student in need of medical attention should use the medical guide found in Appendix VIII for reference.

## Campus Parking, Vehicle Registration, and Traffic Rules

This policy establishes parking and traffic rules and imposes the requirement of vehicle registration for faculty, students, and staff to park their vehicles on the College campus. All motor vehicles are subject to College traffic rules and Virginia traffic laws while on campus. The College assumes no responsibility for loss or damage to private property. All traffic signs must be obeyed. The operation of any motor vehicle in such a manner as to create excessive noise or smoke, or operation of any vehicle in a parking lot in an unsafe manner, will result in revocation of parking privileges. Pedestrians shall have the right-of-way at all times, on campus. The maximum speed for a vehicle on Johnson Road and Carson Drive is 25 miles per hour when classes are in-session.

The College parking and traffic rules are designed to allow safe pedestrian and vehicular movement, to ensure emergency vehicles and personnel access to buildings and spaces, to provide orderly parking of vehicles on campus, and to provide for an equitable distribution of parking spaces with appropriate priorities.

All information regarding these rules can be found in the Richard Bland College Policy Manual at <https://www.rbc.edu/policy-manual-2019/campus-safety-and-police-policies/>.

## Campus Safety & Security

Students are urged to be cognizant of their safety and security needs while on and off campus. An escort service is available by contacting Richard Bland College (RBC) Police at 804-862-6111.

Students and other authorized personnel must utilize their RBC Identification Card (herein referred to as the "RBC Card") issued by RBC. The RBC Card is issued to each student during their initial registration, and is valid their entire stay at RBC. The RBC Card provides access to services offered by the cafeteria, the Department of Athletics, the bookstore, and the library, as well as to the front door entrance to the residence halls. All cards will be deactivated at the close of each semester to ensure the residents' safety and security. Carry your RBC Card with you at all times. There is a \$20.00 fee for replacing a lost card. Please take note of the following:

- Though RBC takes all reasonable precautions, our campus is a public area and therefore not immune to the dangers of modern society. Therefore, as RBC cannot absolutely guarantee the safety and security of the premises at all times, the College expects students to take reasonable precautions to protect themselves and their property.
- Residents may not lend their RBC Card to anyone; your RBC Card is for your use only.

Failure to comply with this requirement will result in immediate disciplinary action as it endangers the safety of all residents.

- Do not hold the front door open for other people. All authorized residents have an access card.
- **Do not prop doors open.** For safety and security reasons, exterior, stairwell, and fire doors should never be propped or intentionally unsecured at any time.
- Keep your residential room door locked at all times.
- Immediately report a lost key or lost access card to the Office of Residence Life or the Department of Campus Safety & Police.
- Do not allow other students to borrow your key or access card.
- Report doors that do not close and/or lock, lights that do not work, or any other safety or security problem in your academic building or residential building to the Office of Residence Life or the Department of Campus Safety & Police.
- Report suspicious circumstances (people or events) to the residence hall staff or RBC Department of Campus Safety & Police.
- The roofs, attics, and mechanical equipment rooms of all college buildings are restricted areas and may not be entered.

### **Bomb Threats**

All bomb threats will be considered real. The person receiving the bomb threat call should then immediately call the Department of Campus Safety & Police at 804-862-6111. Similarly, suspicious packages, boxes, or other containers containing possible explosive devices or contaminants should not be handled by students and police should be contacted immediately.

### **Fire Evacuation Procedures**

Students are required to know and understand the following procedure for evacuating a campus building when the fire alarm is activated. Richard Bland College will not be held liable for students demonstrating noncompliant evacuation behaviors.

#### **General rules for fire evacuation**

1. When the fire alarm sounds, all occupants must leave the building immediately.
2. No one is to return to the building until the RBC Campus Police or designees give permission.
3. All persons should proceed to the nearest parking area and must stand at least 50 feet away from the buildings.
4. All persons must stand clear of roadways to allow firefighting equipment to reach buildings.

#### **In case of an actual fire**

1. Pull alarm and evacuate the building.

2. Call Campus Police at 804-862-61111.

3. Fire alarm pull stations are to be used only for fire and fire drills.

### **Bicycle Policy**

All bicycle users must adhere to the Virginia laws relating to bicycles. Bicycle racks are provided by the College for students to secure their bikes. Locking or leaning bicycles against poles, buildings, benches, trees, signs, porch railings, and other college property is prohibited.

### **Skateboard Policy**

Richard Bland College does not authorize activities that have the potential to create excessive noise or inflict damage upon college property or cause physical injury. Students are expected to use good judgment and common sense when riding bicycles, skateboards, longboards, scooters, and rollerblades on campus. **Hoverboards are banned from campus due to fire hazards.** The College permits the use of skateboards on the campus sidewalks only. Skateboards may not be used on the streets, campus roads, buildings, the building porches, or on the walkway between the campus and the Student Village.

## Fire Safety

Richard Bland College places high importance on promoting fire safety and encouraging all students to take personal responsibility in this area. Students will participate in regular fire drills and attend periodic fire safety programs in order to understand how to manage the risks and respond appropriately in case of emergency. Students living on campus must exercise care and caution to prevent fires. All students and visitors must abide by all fire safety regulations. Fire safety equipment is installed in each building on campus. **Students or guests are not permitted to tamper with fire safety equipment, including fire extinguishers, smoke detectors, sprinklers, and fire exit doors.** Setting off false alarms or discharging fire extinguishers are serious violations. Students and guests are not permitted to have in campus buildings items with open flames, including, but not limited to candles, hot plates, grills, and space heaters. Residential students should review the non-permitted items list for a complete listing. The Office of Residence Life reserves the right to reject any electrical appliance that it considers as potentially hazardous to the safety of students and others. All students are expected to observe the following regulations critical to the prevention of residence hall fires:

1. The use or possession of any dangerous chemical or explosive material, such as fireworks, gun powder, gasoline, etc., is prohibited within the residence halls.
2. The integrity of all ceilings, floors, and walls must remain intact and not be disturbed. Light fixtures must have a proper globe or deflector in place. Any open bulb fixtures are a fire hazard and must be reported to ORL.
3. The possession or use of halogen lamps is prohibited.
4. The possession, lighting, or burning of candles, incense, oil lamps, gas lanterns, outdoor grills, or any device capable of producing an open or enclosed flame or odor is prohibited in all student residences.

5. Students found to be tampering with fire alarms, smoke detectors, or fire extinguishers are subject to RBC disciplinary action and legal prosecution. The same sanctions apply for calling an ambulance or firefighting apparatus without just cause.
6. Window decorations other than college furnished shades, drapes, or blinds may be used but must carry a recognized fire rating and be constructed of fire retardant material.
7. According to the International Fire Code 805.1.2, adopted as law by the Commonwealth of Virginia, no more than 10% of a residence hall room's wall surface area may be covered by potentially flammable objects. This includes but is not limited to posters, framed pictures, photos, flags, tapestries, or any other decorative object that is mounted on the wall. Residents in residence hall rooms that approach or surpass this 10% level may be required to remove items as necessary to comply with fire safety requirements. Additional wall coverings (e.g. paneling, wallpaper, tapestries, etc.) may not be installed by occupants. In addition, wall hangings should not come into contact with electrical outlets or come closer than 12 inches to the heating unit. Hanging any object or item from ceilings or fire sprinkler heads is prohibited.
8. Room doors, corridors, stairways, and building exits must be kept clear of obstructions at all times. Fire doors on corridors and in stairways must be kept closed at all times.
9. All residents and guests must evacuate any building in which a fire alarm sounds. Persons refusing to evacuate constitute a hazard to fire officials and will be subject to disciplinary action.



## IN THIS SECTION:



### Responsible for Maintenance: Student Conduct Coordinator

#### Student Code of Conduct

The Richard Bland College (RBC) community shares a commitment to achieving our educational mission, vision, and strategic goals. The William & Mary Board of Visitors and the RBC President bear ultimate responsibility and authority; however, faculty, staff, and students share a responsibility to help maintain on campus, in the classrooms, and in the residence halls, an environment that supports the pursuit of academic learning and activities, respect for others, and the opportunity for personal growth and development. The College expects students and student organizations to abide by the Student Code of Conduct both on and off campus. The Student Code of Conduct for students applies to conduct that occurs on college property, at college sponsored events and activities, and to off-campus conduct when the conduct adversely affects the College community and the pursuit of its objectives. This Student Code of Conduct exists to provide an environment conducive to the mission, vision, and values of the institution. Through this Code, the College seeks to guide the development of personal responsibility, respect for others, and mature behavior. The students' observance of college regulations and policies is important, as is the observance of public laws. The *Code of Virginia* contains public laws governing the conduct of all citizens and also contains specific provisions relating to colleges and universities. Violations of the *Code of Virginia* may result in the application of the College's Student Code of Conduct procedures, which may result in a student's expulsion from RBC.

**For misconduct involving student or employee discrimination, harassment or retaliation pursuant to the College's Policy Prohibiting Discrimination, Harassment and Retaliation (Non-Title IX), please refer to the RBC Policy Manual for applicable policies and procedures.**

**For complaints involving student or employee sexual and/or gender-based harassment and other forms of interpersonal violence, pursuant to Title IX, please refer to the RBC website at <https://www.rbc.edu/my-rbc/title-ix/> for applicable policies and procedures.**



QUESTIONS? ASK STATESMAN

**PCPS**

# Code of Student Conduct



Petersburg City  
Public Schools

2020-2021



# **Petersburg City Public Schools**

## **Code of Student Conduct**

### **Philosophy & Purpose**

Petersburg City Public Schools takes seriously its responsibility to provide a safe, supportive school environment for ALL students that enables them to graduate having met the profile of a Virginia Graduate as defined by the Virginia Department of Education (VDOE). We recognize that our students, families, and school personnel have rights as members of our school community, as well as a responsibility in providing a safe, supportive school environment that maximizes opportunities for both curricular and extracurricular success of PCPS students. Along with communicating the rights and responsibilities, it is important to establish and communicate clear expectations for student behavior across the division. As a cohort division implementing the VDOE's Virginia Tiered Systems of Support (VTSS), each school has established age, developmentally, and contextually appropriate school-wide behavioral expectations that align with this *Code of Student Conduct*. We employ a proactive, preventative, instructional approach to addressing student behavior and providing support for students who need them in order to be successful.

This PCPS *Code of Student Conduct* has been developed in alignment with the Virginia Board of Education's *Model Guidance for Positive and Preventative Code of Student Conduct Policy & Alternatives to Suspension*. In addition to clearly defining behavioral expectations for students, this *Code* lists a menu of behavior interventions and responses to student behavior used by teachers and school administrators in equitably supporting students' behavioral success. Disciplinary action will be determined based on the facts and context of each incident at the reasonable discretion of the school board and other appropriate school officials. Disciplinary responses to student behavior will be aligned with the *Leveled Behavioral Interventions and Responses to Student Behavior* established in this *Code*.

This *Code of Student Conduct* applies to ALL Petersburg City Public Schools students when they are under the jurisdiction of the School Board. As such, students are subject to disciplinary action for misconduct that occurs:

- In school or on school property
- On vehicles owned by the School Board
- On the way to and from school
- Traveling to, at, and from bus stops
- While participating in or attending any school-sponsored activity or trip
- Off school property, when the acts lead to
  - (i) an adjudication of delinquency or a conviction for an offense listed in § 16.1-305.1. of the *Code of Virginia* (unlawful purchase, possession or use of a weapon,

homicide, felonious assault and bodily wounding, criminal sexual assault, manufacture, sale, gift, distribution or possession of Schedule I or II controlled substances or marijuana, arson, and related crimes, and burglary and related offenses), criminal street gang activity or recruitment for such activity, or an act of violence by a mob, or a charge that would be a felony if committed by an adult.

## **Rights & Responsibilities**

### **Parents/Guardians/Families**

These responsibilities of parents are included in the Parent Guide to Understanding Student Discipline Policies and Practices in Virginia Schools:

- Support your school's efforts to provide a safe, orderly environment conducive to learning for your child and all students.
- Read carefully the school division's standards of student conduct. If something is unclear or concerns you, talk with your child's principal.
- Review the standards of student conduct with your child to ensure that they understand the expectations and possible consequences for breaking them.
- If your child does not follow a behavioral expectation and is disciplined, talk with your child to learn their version of what occurred. Meet with the teacher and school administrator immediately to talk about the incident and to develop strategies for preventing it from happening again.
- Understand that Virginia law gives the local school board final administrative authority in all discipline matters.
- Work with your child's school to achieve the goal of responsible behavior.

### **School Personnel**

According to the Standards of Accreditation 8VAC20-131220, "The professional teaching staff shall be responsible for providing instruction that is educationally sound in an atmosphere of mutual respect and courtesy...." Teachers are responsible for establishing and maintaining a safe, supportive environment that is developmentally and culturally appropriate and that promotes student academic, behavior, and social-emotional development. Because there is a correlational link among student behaviors, positive school climate, and academic achievement, PCPS staff will:

- Develop positive relationships;
- Develop a safe and positive physical environment;
- Teach (and re-teach when necessary) behavioral expectations;
- Reinforce positive behavior;

- Provide instructional feedback on behaviors;
- Utilize the school's tiered framework of interventions and supports for students who are not meeting behavioral expectations;
- Recognize personal stress, reactions that may escalate negative student behavior, and personal bias; and
- Use individual and classroom data to progress monitor student behavior and the teacher's responses to behavior.

## **Students**

Every student shall be guaranteed all the rights and freedoms as are applicable and provided by the U.S. Constitution and the Virginia Constitution. These rights include but are not limited to

- All students have the right to a free public school education from kindergarten to age 21.
- Students have a right to be educated in a safe and supportive learning environment that is respectful of all persons safe from discrimination, harassment and bullying.
- All students have the right to be treated fairly and to be given due process in all disciplinary situations in accordance with this document and the policies of this school division.

These responsibilities of students are included in the Parent Guide to Understanding Student Discipline Policies and Practices in Virginia Schools:

- To attend school and get to class on time.
- To follow school behavioral expectations set forth in the school division.
- To adhere to the standards of student conduct; these policies and rules apply when going to and returning from school, on the bus and at school-sponsored activities — even away from school and outside school hours.
- To follow school and classroom expectations that are typically listed in school handbooks and posted in classrooms.
- To show respect to other students and school staff.
- To not bring to school, use or possess drugs, alcohol or tobacco products.
- To not bring to school, use, or possess any weapon or other banned object.
- To not participate in any gang or gang-related activity.
- To not participate in fights or other forms of violence.

## **Search and Seizure**

A search involves an invasion of privacy. Whether a search of a student is permissible depends on a balancing of the student's right to privacy and freedom from unreasonable search and seizure against the school division's responsibility to protect the health, safety and welfare of all persons in the school community and to carry out its educational mission. To maintain order and discipline in the schools and to protect the health, safety and welfare of students and school personnel, school authorities may search a student, student belongings, student lockers, or student automobiles whenever the official has reasonable suspicion to believe that the student has violated or is about to violate the law or a school rule and that the search will yield evidence of the violation. School officials may seize any illegal, unauthorized, or contraband materials discovered in the search.

## **Discipline of Students with Disabilities**

Disciplinary actions for students with disabilities will be determined in accordance with all relevant state and federal laws and regulations. Students with disabilities may be suspended out of school for ten days or less at a time in accordance with regular suspension procedures. The imposition of any additional short-term suspension after the first ten days cumulative in a school year must be reviewed to determine whether it will result in a change in placement. If it is found to result in a change in placement, then the discipline procedures for a suspension of greater than 10 school days must be followed. Students with disabilities may also be long-term suspended or expelled in accordance with procedures governing such suspension and expulsion recommendations.

## **Leveled Behavioral Interventions and Responses to Student Behavior**

Petersburg City Public Schools is committed to improving student behavior. In an effort to intervene early and support students who struggle displaying appropriate behavior, PCPS staff will teach appropriate behavior and provide opportunities for students to practice what they have learned and will use interventions and responses designed to improve student behavior and keep students in school before exclusionary practices are considered in situations where student and staff safety is not threatened. The family-school collaborative partnership is integral to the overall success of our students; as such, teachers and administrators will communicate and problem solve with families in order to provide behavioral interventions and support for students that are age, developmentally, and contextually appropriate. To implement a positive approach to student conduct, Petersburg City Public Schools will follow these levels of responses:

<b>Level 1</b>	<i>Intended to prevent further behavioral issues while keeping the student in school</i>
<ul style="list-style-type: none"> <li>● Re-teaching or modeling of desired behavior</li> <li>● Administrator-student conference and/or administrator-student-teacher conference</li> <li>● Written reflection or letter of apology</li> <li>● Peer mediation or conflict resolution</li> <li>● Behavior progress chart</li> <li>● School-based community service (appropriate to correct the behavior)</li> </ul>	<ul style="list-style-type: none"> <li>● Restitution</li> <li>● Seat change</li> <li>● Loss of school privileges</li> <li>● Confiscation by the administration</li> <li>● Administrator-teacher-parent/guardian conference</li> <li>● Detention (before school, at lunch, after school)</li> <li>● RAM/MIP/HIP (up to two days) with behavioral instruction and academic support*</li> <li>● Student support plan</li> </ul> <p>*RAM: Reading and Math Intervention Program  MIP: Middle School Intervention Program  HIP: High School Intervention Program</p>

<b>Level 2</b>	<i>Designed to prevent further behavioral issues and keep the student in school; depending on the severity of the behavior, short-term removal of the student from the classroom may be appropriate.</i>
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<ul style="list-style-type: none"> <li>● Student conference</li> <li>● Administrator-teacher-counselor-student conference (includes re-teaching of expected behavior)</li> <li>● Administrator-teacher-parent/guardian conference</li> <li>● Check-in/check-out</li> <li>● Mediation or conflict resolution</li> <li>● Detention (before school, at lunch, after school)</li> <li>● Referral to support services (for example: school counselor, behavior specialist, mentor program, student support specialist, problem-solving team, substance use and intervention program)</li> <li>● Referral to individualized education program (IEP) team</li> </ul>	<ul style="list-style-type: none"> <li>● Schedule change</li> <li>● School-based community service (appropriate to correct the behavior)</li> <li>● Referral for community-based services</li> <li>● Saturday school</li> <li>● Restitution</li> <li>● Confiscation</li> <li>● Temporary loss of privileges</li> <li>● RAM/MIP/HIP with behavioral interventions and/or restorative practices (one to three days)</li> <li>● Student support plan</li> </ul>
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<b>Level 3</b>	<i>Depending on the severity, chronic nature of the behavior and/or safety concerns, Level 3 behaviors may result in the student's short-term removal from school.</i>
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<ul style="list-style-type: none"> <li>• Administrator-teacher-parent/guardian conference</li> <li>• Detention</li> <li>• RAM/MIP/HIP with restorative practices (three-plus days not to exceed five days)</li> <li>• Referral to support services (for example: school counselor, behavior specialist, mentor program, student support specialist, problem solving team, therapeutic day treatment, substance use and intervention program)</li> <li>• Referral for community-based services</li> <li>• Functional behavioral assessment and behavior intervention plan development (special education students)</li> <li>• Functional behavioral assessment and behavior support plan development (general education students)</li> </ul>	<ul style="list-style-type: none"> <li>• School-based community service</li> <li>• Revocation of privileges</li> <li>• Restitution</li> <li>• Referral to alternative education programs</li> <li>• Short-term out-of-school suspension (1-3 days for elementary students; 1-5 days for secondary students) with a conference upon return</li> <li>• Behavior agreement (developed with and signed by the student, parent/guardian and school officials)*</li> <li>• Student support plan</li> <li>• Referral to law enforcement when required</li> </ul> <p>*A behavior agreement is not used in isolation; rather, it is one among several responses and should anchor those responses.</p>
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<b>Level 4</b>	<i>Some Level 4 behaviors require a report to the superintendent or superintendent's designee as outlined in the Code of Virginia §22.1-279.3:1. Local school board policy may require additional reporting. A referral to the superintendent or superintendent's designee does not automatically result in a long-term suspension, change of placement, or expulsion. After a review of the incident in context, the superintendent or designee may return the student to the comprehensive setting with additional supports and/or interventions.</i>
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<ul style="list-style-type: none"> <li>• Threat assessment as indicated by the behavior</li> <li>• Referral to law enforcement as required</li> <li>• Parent-administrator-teacher-student behavior agreement</li> <li>• Long-term revocation of privileges</li> <li>• Restitution via written agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Referral for community-based services</li> <li>• Schedule change</li> <li>• Student support plan</li> <li>• Short-term out-of-school suspension (1-3 days for PreK-3rd grade students; 4-10 days for 4th-6th grade students; 5-10 days for 7th -12th grade students)</li> <li>• Recommendation for a long-term</li> </ul>
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	suspension as determined by local policy or by the Code of Virginia (11 to 45 days as defined in §22.1-276.01)
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<b>Level 5</b>	<i>Level 5 responses are reserved for behaviors that require a referral to the superintendent or designee. For prekindergarten to third-grade students, any suspension beyond three days must be referred to the superintendent. A referral to the superintendent or designee may not automatically result in an expulsion, alternative placement, school reassignment or long-term suspension.</i>
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<ul style="list-style-type: none"> <li>● Required school-based administrative responses to Level 5 behavior <ul style="list-style-type: none"> <li>○ Threat assessment as indicated by the behavior</li> <li>○ Student support plan</li> <li>○ Referral to law enforcement as required</li> <li>○ Referral to superintendent or designee</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Examples of superintendent or designee responses to Level 5 behavior <ul style="list-style-type: none"> <li>○ Long-term suspension (11 to 45 days as defined in §22.1-276.01 of the Code of Virginia)</li> <li>○ Alternative placement</li> <li>○ Expulsion</li> </ul> </li> </ul>
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## Categories of Behavior: Descriptors and Levels

To facilitate the equitable, responsive application of this *Code of Student Conduct*, five categories of behavior are defined and aligned with the aforementioned leveled responses.

### Category A: Behaviors that Impede Academic Progress (BAP)

Behaviors in this category impede the academic progress of the student or of other students.

- Interfering with learning in the classroom (talking, excessive noise, off-task, out of seat, possessing items that distract)
- Interfering with learning outside of the classroom (excessive noise, interrupting a class, etc.)
- Scholastic dishonesty (cheating, plagiarism)
- Unexcused tardiness to class
- Unexcused tardiness to school



### **Category B: Behaviors Related to School Operations (BSO)**

These behaviors interfere with the daily operation of school procedures.

- Altering an official document or record
- Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building
- Dress Code Violation
- Failure to be in one's assigned place on school grounds
- Failure to attend assigned disciplinary setting
- Gambling (games of chance for money or profit)
- Giving false information to staff
- Refusal to comply with requests of staff in a way that interferes with the operation of school
- Unauthorized use of school electronic or other equipment
- Vandalism, graffiti, or other damage to school or personal property
- Violation of the Acceptable Use of Technology/internet policy
- Violation of school board policy regarding the possession or use of portable communication devices

### **Category C: Relationship Behaviors (RB)**

Behaviors in this category create a negative relationship between two or more members of the school community (No physical harm is done.)

- Bullying with no physical injury
- Cyberbullying
- Failure to respond to questions or requests by staff
- Inappropriate physical contact that is sexual in nature or violates school rules regarding contact
- Posting, distributing, displaying, or sharing material or literature that is libelous, including using electronic means to post such material
- Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature
- Speaking to another in an uncivil, discourteous manner
- Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight
- Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs or gestures)
- Using slurs based upon the actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, gender, gender identity, gender expression, sexual orientation, or disability

### **Category D: Behaviors of a Safety Concern (BSC)**

Behaviors in this category create unsafe conditions for students, staff, and/or visitors to the school. (LE) denotes that law enforcement must be notified as required by law.

- Alcohol: Possessing or using alcohol (**LE**)
- Alcohol: Distributing alcohol to other students (**LE**)

- Bullying Behavior without physical injury that continues after intervention; bullying that leads to physical injury should be classified as Assault and Battery.
- Bus: Distracting the bus driver
- Bus: Endangering the safety of others on the bus
- Cyberbullying that continues after intervention; cyberbullying that relates a threat to the safety of students and staff should be treated with a higher level of intervention and consequences.
- Drugs: Possessing drug paraphernalia
- Drugs: Violating school board non-prescription (Over the counter) medication policy
- Engaging in reckless behavior that creates a risk of injury to self or others
- Exposing body parts, lewd or indecent public behavior
- Fire alarm: Falsely activating alarm or other disaster alarm
- Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke
- Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students
- Leaving school grounds without permission
- Physical contact of a sexual nature – patting body parts, pinching, tugging clothing
- Physical sexual aggression and/or forcing another to engage in sexual activity **(LE)**
- Shoving, pushing, striking a student with no visible injury
- Stealing money or property without physical force
- Stealing money or property using physical force; no weapon involved
- Stealing money or property using weapons or dangerous instruments
- Throwing an object that has the potential to cause a disturbance, injury, or property damage
- Tobacco: Possessing/Using tobacco products, electronic cigarettes, vaping equipment
- Trespassing
- Weapons: Possessing or selling any weapon as defined by school board policy, not including firearms

### **Category E: Behaviors that Endanger Self or Others (BESO)**

Behaviors in this category endanger the health, safety, and/or welfare of either the student or others in the school community.

- Assault: Intending to cause physical injury to another person
- Assault and Battery: Causing physical injury to another person **(LE)**
- Bomb threat – Making a bomb threat **(LE)**
- Drugs: Possessing controlled substances, illegal drugs or synthetic hallucinogens or unauthorized prescription medications **(LE)**
- Drugs: Being under the influence of controlled substances, illegal drugs, or synthetic hallucinogens or unauthorized prescription medications
- Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications **(LE)**
- Drugs: Distributing controlled substances or prescription medications or illegal drugs or synthetic hallucinogens or alcohol to another student(s) **(LE)**
- Fighting: The use of physical violence between students or on another person where there is no injury as determined by the school administration

- Fire: Attempting to set, aiding in setting, or setting a fire
- Gang-Related Behavior: Engaging in threatening or dangerous behavior that is gang-related as defined in §18.2-46.1.
- Hazing as defined in §18.2-56. and noted in § 22.1-279.6.
- Striking Staff: The use of force against a staff member when no injury is caused
- Threatening or instigating violence, injury, or harm to a staff member
- Threatening or instigating violence, injury, or harm to a staff member
- Possession of a firearm or destructive device as defined in § 22.1-277.07. **(LE)**
- Using any weapon to threaten or attempt to injure school personnel, students, or others **(LE)**

### **Elementary SBAR Codes and Levels**

<b>Category A: Behaviors that Impede the Academic Progress (BAP) of the student or of other students</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Notify Law Enforcement</b>
Interfering with learning in the classroom (talking, excessive noise, off-task, out of seat, possessing items that distract)	x	x				
Interfering with learning outside of the classroom (excessive noise, interrupting a class, etc.)	x	x				
Scholastic dishonesty (cheating, plagiarism)	x	x				
Unexcused tardiness to class	x	x				
Unexcused tardiness to school	x	x				

<b>Category B: Behaviors related to School Operations (BSO) interfere with the daily operation of school procedures (Elementary Schools)</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Notify Law Enforcement</b>
Altering an official document or record	x					
Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building	x	x	x			
Dress Code Violation	x	x				
Failure to be in one's assigned place on school grounds	x	x				
Failure to attend assigned disciplinary setting (detention, in-	x	x				

school suspension, Saturday school)						
Gambling (games of chance for money or profit)	x	x				
Giving false information to staff	x	x				
Refusal to comply with requests of staff in a way that interferes with the operation of school	x	x	x			
Unauthorized use of school electronic or other equipment	x	x				
Vandalism, graffiti or other damage to school or personal property	x	x	x			
Violation of the Acceptable Use of Technology/Internet Policy	x	x				
Violation of school board policy regarding the possession or use of portable communication devices	x	x				

<b>Category C: Relationship Behaviors (RB) create a negative relationship between two or more members of the school community (No physical harm is done.)</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Notify Law Enforcement</b>
Bullying with no physical injury	x	x				
Cyberbullying		x	x	x	x	
Failure to respond to questions or requests by staff	x	x				
Inappropriate physical contact that is sexual in nature or violates school rules regarding contact	x	x	x			
Posting, distributing, displaying, or sharing material or literature that is libelous, including using electronic means to post such material	x	x				
Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature	x	x				
Speaking to another in an uncivil, discourteous manner	x	x				

Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight	x	x	x			
Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs or gestures)	x	x	x			
Using slurs based upon the actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, gender, gender identity, gender expression, sexual orientation, or disability	x	x				

<b>Category D: Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school.</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Notify Law Enforcement</b>
Alcohol: Possessing or using alcohol	x	x	x			X
Alcohol: Distributing alcohol to other students		x	x	x		X
Bullying Behavior without physical injury that continues after intervention			x	x		
Bus: Distracting the bus driver	x	x				
Bus: Endangering the safety of others on the bus	x	x				
Cyberbullying that continues after intervention			x	x	x	
Drugs: Possessing drug paraphernalia	x	x	x			
Drugs: Violating school board non-prescription (Over the counter) medication policy	x	x	x			
Engaging in reckless behavior the creates a risk of injury to self or others	x	x	x			
Exposing body parts, lewd or indecent public behavior	x	x	x			
Fire Alarm: Falsely activating a or other disaster alarm		x	x			X
Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke	x	x	x			X
Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students	x	x	x			
Leaving school grounds without permission	x	x	x			

Physical contact of a sexual nature – patting body parts, pinching, tugging clothing,	x	x	x			
Physical sexual aggression and/or forcing another to engage in sexual activity					x	X
Shoving, pushing, striking a student with no visible injury	x	x	x			
Stealing money or property without physical force	x	x				
Stealing money or property using physical force (no weapon involved)			x	x		
Stealing money or property using weapons or dangerous instruments					x	X
Throwing an object that has the potential to cause a disturbance, injury, or property damage	x	x				
Tobacco: Possessing/Using tobacco products, electronic cigarettes, vaping equipment		x	x			
Trespassing		x	x			
Weapons: Possessing or selling any weapon as defined by school board policy , not including firearms				x	x	

<b>Category E: Behaviors that Endanger Self or Others (BESO) These behaviors endanger the health, safety, or welfare of either the student or others in the school community.</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Notify Law Enforcement</b>
Assault: Intending to cause physical injury to another person	x	x	x			
Assault and Battery: Causing physical injury to another person			x	x	x	X
Bomb threat –Making a bomb threat	x	x	x	x	x	X
Drugs: Possessing controlled substances, illegal drugs or synthetic hallucinogens or unauthorized prescription medications			x	x	x	X
Drugs: Being under the influence of controlled substances, illegal drugs, or synthetic hallucinogens or unauthorized prescription medications			x	x	x	
Drugs: Distributing controlled substances or prescription medications or illegal drugs or			x	x	x	X

synthetic hallucinogens or alcohol to another student(s)						
Fighting: The use of physical violence between students or on another person where there is no injury as determined by the school administration	x	x	x			
Fire: Attempting to set, aiding in setting, or setting a fire		x	x	x		
Gang-Related Behavior: Engaging in threatening or dangerous behavior that is gang-related	x	x	x	x		X
Hazing	x					X
Striking Staff: The use of force against a staff member when no injury is caused	x	x	x	x		
Threatening or instigating violence, injury or harm to another student	x	x	x			
Threatening or instigating violence, injury or harm to a staff member	x	x	x	x		
Weapon: Possession of a weapon, other than a firearm, as defined by school board policy					x	X
Possession of a firearm or destructive device as defined in § 22.1-277.07.					x	X
Weapon: Using any weapon to threaten or attempt to injure school personnel, students, or others			x	x	x	X

### **Secondary SBAR Codes and Levels**

<b>Category A: Behaviors that Impede the Academic Progress (BAP) of the student or of other students</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Notify Law Enforcement</b>
Interfering with learning in the classroom (talking, excessive noise, off-task, out of seat, possessing items that distract)	x	x				
Interfering with learning outside of the classroom (excessive noise, interrupting a class, etc.)	x	x				

Scholastic dishonesty (cheating, plagiarism)	x	x				
Unexcused tardiness to class	x	x				
Unexcused tardiness to school	x	x				

<b>Category B: Behaviors related to School Operations (BSO) Interfere with the daily operation of school procedures</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Notify Law Enforcement</b>
Altering an official document or record	x	x	x			
Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building	x	x	x	x		
Dress Code Violation	x	x				
Failure to be in one's assigned place on school grounds	x	x	x			
Failure to attend assigned disciplinary setting (detention, in-school suspension, Saturday school)	x	x	x			
Gambling (games of chance for money or profit)	x	x	x	x		
Giving false information to staff	x	x	x			
Refusal to comply with requests of staff in a way that interferes with the operation of school	x	x	x	x		
Unauthorized use of school electronic or other equipment	x	x				
Vandalism, graffiti or other damage to school or personal property	x	x	x	x	x	X
Violation of the Acceptable Use of Technology/internet policy	x	x				
Violation of school board policy regarding the possession or use of portable communication devices	x	x	x			



<b>Category C: Relationship Behaviors (RB) create a negative relationship between two or more members of the school community (No physical harm is done.)</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Notify Law Enforcement</b>
Bullying with no physical injury <i>(Investigation must occur immediately for ALL LEVELS with resolution within 30 Days. Parental contact must be made for all students involved immediately after reported)</i>	x	x	x			
Cyberbullying	x	x	x			
Failure to respond to questions or requests by staff	x	x	x			
Inappropriate physical contact that is sexual in nature or violates school rules regarding contact			x	x	x	X
Posting, distributing, displaying, or sharing material or literature that is libelous, including using electronic means to post such material	x	x	x	x	x	
Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature			x	x	x	
Speaking to another in an uncivil, discourteous manner	x	x	x			
Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight	x	x	x			
Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs or gestures)	x	x	x			
Using slurs based upon the actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, gender, gender identity,	x	x	x			

gender expression, sexual orientation, or disability						
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<b>Category D: Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school.</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Notify Law Enforcement</b>
Alcohol: Possessing or using alcohol				x	x	X
Alcohol: Distributing alcohol to other students				x	x	X
Bullying Behavior without physical injury that continues after intervention				x		
Bus: Distracting the bus driver	x	x	x			
Bus: Endangering the safety of others on the bus	x	x	x			
Cyberbullying that continues after intervention			x	x	x	
Drugs: Possessing drug paraphernalia			x	x	x	X
Drugs: Violating school board non-prescription (Over the counter) medication policy			x	x	x	X
Engaging in reckless behavior the creates a risk of injury to self or others			x	x		
Exposing body parts, lewd or indecent public behavior			x	x	x	
Fire alarm: Falsely activating a or other disaster alarm		x	x			
Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke				x	x	X
Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students				x	x	X

Leaving school grounds without permission		x	x			
Physical contact of a sexual nature – patting body parts, pinching, tugging clothing,			x	x	x	
Physical sexual aggression and/or forcing another to engage in sexual activity				x	x	X
Shoving, pushing, striking a student with no visible injury	x	x	x	x		
Stealing money or property without physical force		x	x	x		
Stealing money or property using physical force (no weapon involved)			x	x	x	X
Stealing money or property using weapons or dangerous instruments				x	x	X
Throwing an object that has the potential to cause a disturbance, injury, or property damage		x	x	x	x	X
Tobacco: Possessing/Using tobacco products, electronic cigarettes, vaping equipment	x	x	x			
Trespassing		x	x	x		
Weapons: Possessing or selling any weapon as defined by school board policy , not including firearms				x	x	X

<b>Category E: Behaviors that Endanger Self or Others (BESO) These behaviors endanger the health, safety, or welfare of either the student or others in the school community.</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Notify Law Enforcement</b>
Assault: Intending to cause physical injury to another person			x	x	x	X

Assault and Battery: Causing physical injury to another person			x	x	x	X
Bomb threat –Making a bomb threat				x	x	X
Drugs: Possessing controlled substances, illegal drugs or synthetic hallucinogens or unauthorized prescription medications				x	x	X
Drugs: Being under the influence of controlled substances, illegal drugs, or synthetic hallucinogens or unauthorized prescription medications				x	x	
Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications				x	x	X
Drugs: Distributing controlled substances or prescription medications or illegal drugs or synthetic hallucinogens or alcohol to another student(s)				x	x	X
Fighting: The use of physical violence between students or on another person where there is no injury as determined by the school administration			x	x		
Fire: Attempting to set, aiding in setting, or setting a fire				x	x	X
Gang-Related Behavior: Engaging in threatening or dangerous behavior that is gang-related				x	x	X
Hazing					x	X
Striking Staff: The use of force against a staff				x	x	X

member when no injury is caused						
Threatening or instigating violence, injury or harm to a staff member			x	x	x	
Threatening or instigating violence, injury or harm to another student			x	x	x	
Possession of a firearm or destructive device					x	X
Using any weapon to threaten or attempt to injure school personnel, students, or others					x	X

## Student Dress Code

The Petersburg School Board acknowledges the right of students and their parents to exercise personal judgment, within certain boundaries, in matters of dress and grooming. The Board also recognizes that neatly attired and well-groomed students take more pride in themselves and are more likely to practice habits of self-discipline and to display a more positive attitude and demeanor toward all aspects of the division's educational program. To that end, appropriate dress and grooming contribute to a more productive learning environment.

All students are expected to be neatly groomed and dressed appropriately for school and school activities. Any form of dress that is disruptive in appearance including being ill-fitting, see-through or has holes in pants or tops or hangs off the body is detrimental to the proper conduct of the school and will not be permitted. All students must observe the following guidelines:

- Shorts and skirts must be worn no more than two inches above the knee when standing and five inches above the knee when sitting.
- Leggings can only be worn with skirts and dresses that are no more than two inches above the knee when standing and five inches above the knee when sitting. Leggings cannot be worn alone with T-shirts or blouses.
- Tank tops, tube tops, halter tops, see-through shirts, mesh shirts and clothing that exposes the midriff or chest are not appropriate. Shirts and tops should be buttoned high enough to cover the chest. Jerseys cannot be worn without T-shirts.
- Tight-fitting clothing is not permitted. Sweats, exercise, aerobic suits, pajamas and lounging sets are not permitted.
- Pants and shirts must be proportionate to body size; no oversized clothing.

- T-shirts and other clothing that depict references to controlled substances, gang affiliations, unacceptable language and symbols or that may be sensitive to the culture of students or staff members are prohibited. No clothing will be permitted that may be offensive or suggestive to any race, gender or religion.
- Pants and trousers must be fastened properly at the natural waist, using a belt worn through the belt loops and buckled at all times so no undergarment is visible.
- Shoes must be worn at all times. Sandals are permissible, but appropriate athletic shoes must be worn in PE and during recess. *Neither the School Board of Petersburg City nor Petersburg City Public Schools is responsible for any injuries that may occur due to students who wear improper shoes.*
- No sunshade glasses are to be worn in the building unless it is medically prescribed that they be worn indoors.
- Religiously and ethnically specific or significant head coverings and hairstyles are permitted, including hijabs, yarmulkes, headwraps, braids, locs, and cornrows, as well as head coverings needed for medical reasons and headgear approved for school activities are permitted. No other headgear (hats, caps, hoods, bandanas, bonnets, curlers, do-rags, sweatbands, etc.) is to be worn inside the building.

Appropriate disciplinary action will be taken for violations of the dress code. Any violation will result in an administrator referring the student to the office, where the student will be provided appropriate attire. If proper attire is not available, a parent will be called to bring appropriate clothing. The student will wait for the clothing in in-school suspension. Enforcement of this dress code will be done in a manner that protects students' rights and preserves students' dignity.

### **Attendance/Truancy**

If a student must be absent, the parent/guardian is responsible for notifying the school. Upon the student's return to school, a written note which provides the dates and reason for the absence and is signed by the parent is the preferred verification of absence. This note must be provided by the second day the student returns to school. Parent notes may not exceed a student's absence of two days. If a student is absent three or more days, a medical note is required.

Verified absences for these reasons qualifies the student for an exemption from attendance policy procedures:

#### **Chronic/Extended Illness**

A student absent because of a chronic illness must provide medical documentation to the school administrator and complete the Chronic Illness form. The Chronic Illness form is secured at the school level.

If a student is absent because of a chronic/extended illness and is in need of homebound services, the parent must contact the Student Support Services Department for the homebound form. Documentation from a physician will be required.

### **Suspension**

A parent/guardian must accompany students back to school after an out of school suspension, three to ten days, for a conference with the school administrator.

### **Make-up Assignments**

A student who has an excused absence, including in-school and out of school suspension, will be provided class work and homework material, if requested by the parent and/or student, so the student may remain current with school instruction as long as the student is enrolled in school.

### **Electronic Devices**

Students may possess a cellular telephone, smart phone, or other communication device on school property, including school buses, provided that the power on these devices are turned off prior to entering the classroom/school building. Students may utilize such electronic devices while traveling to and from school provided that these items are not a distraction to the bus driver and/or do not compromise safety.

### **Substance Possession, Use, and Distribution**

Students shall not use, be under the influence of, or have in their possession any alcoholic beverages on school property, going to or coming from school, or at school-sponsored activities. This also includes the intent to sell, give, share, pass, or arrange for a sale to occur on school property, going to or coming from school, or at school-sponsored activities. Students shall be subject to disciplinary actions.

Students shall not use, give to another, possess, be under the influence, including suspicion of being under the influence, of marijuana, controlled substances, look-alike-controlled substances, or possessing drug paraphernalia on school property, going to or coming from school, or at school-sponsored activities. As such, students shall be subject to disciplinary actions.

### **Dangerous Objects and Firearms (Including Look-Alikes)**

In order to assure the safety and welfare of students, staff and other persons, weapons and other prohibited items shall not be permitted on any school property, on school buses, going to or from school, or at any school-related activity, regardless of the location of the activity. A student will not distribute, handle, use, transmit, or possess a weapon or any object that is designed or used to

inflict bodily injury or place a person in fear of bodily injury or any object which can reasonably be considered a weapon. This includes, but is not limited to, look-a-like pistols and fireworks. Virginia law and School Board policy prohibits these items. Students shall be subject to disciplinary actions up to expulsion. Police notification is mandatory for these offenses.

### **Assault/Fighting/Threats**

Students and school personnel are entitled to a school environment free from threat and the physical aggression of others. The following acts are prohibited: two or more parties striking each other for the purpose of causing bodily harm, threatening, posturing to fight, instigation, gang activity, bullying and cyberbullying. Videotaping fights is considered instigation. A student who is assaulted and retaliates by any physical means, will result in corrective action for fighting.

### **Integrity**

Students are expected to perform honestly through the development of their own work and refrain from cheating, plagiarism, and falsification.

### **Theft**

A student shall not take or attempt to take school property or personal property of others without permission. Violators are subject to corrective action at school and may be referred to appropriate authorities for legal action.

### **Transportation**

Riding the school bus is a privilege. Good behavior is required going to, coming from, and at bus stops (i.e. door to door) and while riding the bus. School bus stops are considered school property. The privilege of riding the school bus may be suspended if misconduct jeopardizes the safe operation of the school bus or the safety of students riding the bus. The driver shall be responsible for maintaining good conduct on the bus. Drivers shall report any violation of their rules and expectations to the school administration. Students who violate the Code of Conduct and bus rules may lose the privilege of riding the bus for a specified time or permanently.

### **Tobacco Products (Including Smokeless)**

Petersburg City Public Schools are smoke-free environments. Students are prohibited from possessing, selling, trading or offering to do so, smoking and/or using tobacco products or nicotine vapor or alternative nicotine vapor, vapor paraphernalia, cigarettes, matches, or lighters,



on school buses, in school buildings, on school property, going to or from school, or at any school-related activity, regardless of the location of the activity.

### **Trespassing**

Students are considered to be trespassing if they are present at a school other than the school in which they are enrolled unless they are attending an approved school activity or have the approval of school administration. Students serving an out-of-school suspension, or disciplinary cases are pending a long-term suspension or expulsion decision, are not allowed on any school property without the permission of the school administration; including but not limited to, school buses, school bus stops, and or at any school-related activity, regardless of the location of the activity.

### **Vandalism**

Students shall not willfully or maliciously damage or deface any school building or other property owned or under the control of the School Board. In addition, students shall not willfully or maliciously damage or deface property belonging to or under the control of any other person at school, on a school bus or at school-sponsored events regardless of the location of the activity.

### **Sexual Harassment/Inappropriate Sexual Behavior**

Sexual harassment is a form of discrimination based on a person's sex even if the persons are the same sex. It occurs when a student or staff is treated unfairly because of the student's sex, or when a student feels hurt or uncomfortable because of what is said or done by another person (student or staff). Words (spoken or written), actions, or bodily contact may be considered sexual harassment if they are connected in some way with a person's sex, and if they are considered to be unwanted or harmful by the student, and if they create an unsafe learning environment.

### **Bullying/Harassment**

Bullying/harassment is a conduct which annoys, threatens, intimidates, alarms, or puts a person in fear of the student's safety. It is unwanted, unwelcomed, and uninvited behavior that demeans, threatens, or offends others. A student, either individually or as a part of a group, shall not harass or bully others. The prohibited conduct may include physical, verbal, or written intimidation, taunting, name-calling, insults, rumors, being threatened or forced to do things. The combination of prohibited activities includes verbal or written consisting of comments directed toward and based upon a person's race, religion, sex, sexual orientation, national origin, disability, or physical abilities or characteristics, or intellectual ability, or associates of the targeted person or group.

Any aggressive behavior that involves unwanted negative actions and a pattern of behavior repeated over time, is considered bullying. Similarly, as bullying, cyberbullying refers to any threats by one student towards another or as a group, typically through emails or on websites (e.g. blogs, social networking sites, electronic communications) that support deliberate, hurtful messages intended to harm others including but not limited to sending mean, vulgar, or threatening messages or images, posting sensitive, private information about another student, pretending to be someone else in order to make that student look bad, and defamatory online personal polling websites.

### **Arson**

Student conduct which may put others in danger will not be permitted. This includes but is not limited to violations of fire regulations; lighting matches, incendiary or explosive materials (i.e. firecrackers, fireworks), and trash can fire would be included in this category if they were contributing factors to a damaging fire, to burn, or to destroy, in any manner, school property or the property of school staff or students.

### **Bomb Threats**

Students shall not engage in any illegal conduct involving firebombs, explosive or incendiary materials or devices or hoax of explosive devices or chemical bombs as defined in the Code of Virginia. Moreover, students shall not make any threats or false threats, through oral, written, or electronic transmission, to bomb school personnel or school property.

### **Technology/Acceptable Use**

Acceptable use of technology includes use of computers, computer networks, and other electronic technology used only for valid educational purposes and only with the approval of a school staff member. When using electronic technology in the school or school setting, students are required to abide by the *Code of Conduct* and by Petersburg City School Division's Acceptable Computer Use Policy and Regulation. Unacceptable use of technology off school property which has a material effect on the operation or general prosperity of the School Division, impacts the integrity of the educational process, and threatens a safe learning environment for students and staff.

## Suspensions, Expulsions, and Appeals

While suspensions are a last resort in responding to student behavior, there are times when exclusionary practices are warranted to ensure safe learning environments for students and staff. Students may be assigned in-school suspension, bus suspension, or out-of-school suspension by the principal, assistant principal, or in their absence, any teacher (administrative aide), and dean of students. Before students can be suspended, whether in-school or out-of-school, they must be informed of which SBAR code has been violated; given an explanation of the facts as known by school personnel; and given an opportunity to provide their version of what occurred. Students are not allowed on any Petersburg City Public Schools property or event during the suspension period unless an exception has been granted by the principal.

Students and/or their parents have the right to appeal in-school, bus suspensions, and out-of-school suspensions. Appeals must be received in writing as described below. **Failure to submit an appeal request within the specified timeframe constitutes a waiver of the right to appeal.** Unless an appeal hearing is expressly requested in the written appeal request, the appeal will consist of a review of the incident and the student's record with the following considerations: (A) whether the facts warranted the suspension; (B) if the consequences were appropriate for the behavior; and (C) whether school or division procedures were followed. **Students will remain suspended during the appeal process.**

### *In-School Suspension and Bus Suspension Appeal Process*

- If the student and/or parent/guardian disagrees with a suspension assigned by the assistant principal or teacher (administrative aide), and dean of students, the parent/guardian and/or student may appeal to the principal to review the suspension. The appeal must be in writing and submitted within two (2) business days of being notified of the suspension.
- The principal will review the suspension assigned by the assistant principal or teacher (administrative aide), and dean of students and either uphold, modify, or overturn the suspension based on an examination of the incident and the student's record. The principal will notify the parent/guardian in writing within two (2) business days of the decision to uphold, modify, or rescind the suspension.
- The decision of the principal will be final.
- If the suspension was assigned by the principal, the student and/or parent/guardian may appeal to the Hearing Officer to review the suspension.
- The Hearing Officer will review the suspension assigned by the principal and either uphold, modify, or overturn the suspension based on an examination of the incident and the student's record. The Hearing Officer will notify the parent/guardian in writing within three (3) business days of the decision to uphold, modify, or overturn the suspension.

- The decision of the Hearing Officer will be final.

### ***Short-Term (10 days or less) Suspension***

Students who have been assigned a short-term suspension are expected to make up their schoolwork within ten (10) school days, effective the date of their return to school. For suspensions longer than three (3) school days, the parent/guardian will coordinate the pick-up and return of the student's work with the designated school personnel according to the school's established procedures.

### ***Short-Term Suspension Appeal Process***

- If the student and/or parent/guardian disagrees with a suspension assigned by the assistant principal or teacher (administrative aide), and dean of students, the parent/guardian and/or student may appeal to the principal to review the suspension. The appeal must be in writing and submitted within two (2) business days of being notified of the suspension.
- The principal will review the suspension assigned by the assistant principal or teacher (administrative aide), and dean of students and either uphold, modify, or overturn the suspension based on an examination of the incident and the student's record. The principal will notify the parent/guardian in writing within two (2) business days of the decision to uphold, modify, or rescind the suspension.
- If the student and/or parent/guardian disagrees with the appeal decision made by the principal, the student and/or parent/guardian can appeal to the Hearing Officer to review suspension. The appeal must be in writing and submitted within two (2) business days of being notified of the principal's appeal decision.
- The Hearing Officer will review the suspension and either uphold, modify, or overturn the suspension based on an examination of the incident and the student's record. The Hearing Officer will notify the parent/guardian of the decision in writing within three (3) business days.
- The decision of the Hearing Officer will be final.
- If the suspension was assigned by the principal, the student and/or parent/guardian may appeal to the Hearing Officer to review the suspension.
- The Hearing Officer will review the suspension assigned by the principal and either uphold, modify, or overturn the suspension based on an examination of the incident and the student's record. The Hearing Officer will notify the parent/guardian of the decision in writing within three (3) business days.

- The decision of the Hearing Officer will be final.

### ***Long-Term (11 days - 45 days) Suspension***

Under certain conditions, school administrators may recommend to the Superintendent (or designee) that a student be long-term suspended from school attendance in Petersburg City Public Schools. The student and his/her parent/guardian must receive written notice of:

- the recommended expulsion,
- the reason(s) for the suspension,
- the right to a due process hearing with the Hearing Officer within ten (10) school days of the original suspension date,
- the right to be represented by legal counsel at the hearing,
- the appeal process to be followed, and
- information regarding the availability of community-based education programs, alternative education programs, and/or intervention programs.

The Hearing Officer will conduct a hearing during which he/she will receive evidence and testimony by the student, parent/guardian, principal, and other necessary parties invited to participate by the Hearing Officer. The Hearing Officer will determine whether sufficient evidence exists that warrants a long-term suspension, as well as the length of the suspension. The Hearing Officer will notify the student/parent/guardian of the decision in writing within three (3) business days.

- If the student and/or parent/guardian disagrees with the decision made by the Hearing Officer, the student and/or parent/guardian can appeal to the School Board Disciplinary Committee to review the suspension. The appeal must be in writing and submitted within two (2) business days of being notified of the Hearing Officer's decision.
- The School Board Disciplinary Committee will review the suspension and either uphold, modify, or overturn the suspension based on an examination of the incident and the student's record. The Hearing Officer will notify the student/parent/guardian of the Committee's decision in writing within three (3) business days.
- If the student and/or parent/guardian disagrees with the decision made by the School Board Disciplinary Committee, the student and/or parent/guardian can appeal to the full School Board to review the suspension. The appeal must be in writing and submitted within two (2) business days of being notified of the Hearing Officer's decision.
- The School Board will review the suspension and either uphold, modify, or overturn the suspension based on an examination of the incident and the student's record and render a decision within thirty (30) business days.

### ***Expulsion (365 Calendar Days)***

Under certain conditions, school administrators may recommend to the School Board that a student be suspended with a recommendation for expulsion from school attendance in Petersburg City Public Schools. The student and his/her parent/guardian must receive written notice of:

- the recommended expulsion,
- the reason(s) for the suspension,
- the right to a due process hearing with the Hearing Officer within ten (10) school days of the original suspension date,
- the right to be represented by legal counsel at the hearing,
- the appeal process to be followed, and
- information regarding the availability of community-based education programs, alternative education programs, and/or intervention programs.

The Hearing Officer will conduct a hearing during which he/she will receive evidence and testimony by the student, parent/guardian, principal, and other necessary parties invited to participate by the Hearing Officer. The Hearing Officer will determine whether sufficient evidence exists that warrants forwarding the recommendation for expulsion to the School Board. The Hearing Officer will notify the student/parent/guardian of the decision in writing within three (3) business days. If the Hearing Officer determines that there is insufficient evidence for the expulsion recommendation, the Hearing Officer will determine an appropriate alternative consequence.

If sufficient evidence exists that warrants forwarding the recommendation for expulsion to the School Board, the School Board will review the recommendation, along with the student's record, and render a decision within thirty (30) business days.

The School Board may expel a student from attending Petersburg City Public School after notifying the parent/guardian of the following:

- length of the expulsion,
- reason for the expulsion,
- right of the student to a due process hearing before the School Board,
- right to be represented by legal counsel at the hearing,
- availability of community-based programs for education, alternative education programs, and/or intervention programs,
- eligibility or requirement of the student to attend a School Board approved or sponsored alternative education program or adult education program during or following the expulsion period, and
- the student's right to petition the School Board for readmission at the conclusion of the expulsion period (one (1) calendar year from the effective date of the expulsion) and the procedures for requesting readmission.

Recommendations for expulsion shall be based on consideration of the following factors:

- (1) the nature and seriousness of the violation;
- (2) the degree of danger to the school community;

- (3) the student's disciplinary history, including the seriousness and number of previous infractions;
- (4) the appropriateness and availability of an alternative education placement or program;
- (5) the student's age and grade level;
- (6) the results of any mental health, substance abuse, or special education assessments;
- (7) the student's attendance and academic records; and
- (8) such other matters as the division superintendent or his designee deems appropriate.

No decision to expel a student will be reversed on the grounds that such factors were not considered. The School Board may consider any of these factors as "special circumstances" when considering disciplinary action pursuant to Virginia Code §22.1-277.07 and §22.1-277.08. The costs of any community-based education, alternative education, or intervention program that is not part of the educational program provided by Petersburg City Public School will be the responsibility of the student's parent/guardian.

An expelled student may not enter any school building or come onto any school property during the period of expulsion **except with the prior permission of the principal.**

#### **Admission of Students Suspended or Expelled from Another School Division or Private School**

The Petersburg City Public Schools School Board may exclude from attendance any student who has been expelled or suspended for more than thirty (30) school days from attendance at school by a school board or private school in the Commonwealth of Virginia or in another state, or whose admission has been withdrawn by a private school in the Commonwealth of Virginia or in another state regardless as to whether the student has been admitted to another school division or private school in the Commonwealth of Virginia or another state following the expulsion, suspension, or withdrawal of admission.

Such an exclusion may occur after:

- the student/parent/guardian receives written notice that the student may be subject to exclusion, including the rationale for such, and the opportunity to a hearing with the Superintendent (or designee) regarding the exclusion.
- a hearing has been conducted by the Superintendent (or designee) and the decision has been made to exclude the student from attendance.

The decision of the Superintendent (or designee) will be final unless altered by the School Board. Students/parents/guardians must submit a written appeal to the School Board within ten (10) business days of notification of the Superintendent's (or designee's) decision, requesting that the School Board review the student's record.

In the case of a suspension period of greater than thirty (30) school days, the length of the exclusion may not exceed the length of the suspension. When excluding an expelled student from school attendance, the School Board may accept or waive any or all conditions for readmission imposed by the expelling school board pursuant to Virginia Code §22.1-277.06. The School Board shall not impose additional conditions for readmission to school. The School Board may permit or require students who have been excluded from school attendance to attend an alternative education program during the exclusionary period.

### **Policies Undergirding the *Code of Student Conduct***

Each of the policies below can be viewed by accessing the *Petersburg City Public Schools Policy Manual* via <https://go.boarddocs.com/vsba/pitpsva/Board.nsf/Public?open&id=policies>.

<b>Attendance</b>		
<b>File</b>	<b>Title</b>	<b>Statutory Requirements</b>
<a href="#">JEA</a>	Compulsory Attendance	<a href="#">§ 22.1-254. Compulsory attendance</a>
<a href="#">JED</a>	Student Absences/Excuses/Dismissals	<a href="#">8VAC20-730-10. Definitions</a>
<a href="#">JED-R</a>	Student Absences/Excuses/Dismissals	
<a href="#">JEG</a>	Exclusions and Exemptions from School Attendance	
<b>Student Dress</b>		
<b>File</b>	<b>Title</b>	<b>Statutory Requirements</b>
<a href="#">JFCAA</a>	Student Dress and Grooming	<a href="#">§ 22.1-279.6. School board regulations.</a>
<b>Suspension/Expulsion</b>		
<b>File</b>	<b>Title</b>	<b>Statutory Requirements</b>
<a href="#">JFC</a>	Student Conduct	<a href="#">§ 22.1-279.6. School board regulations.</a>
<a href="#">JFCD</a>	Weapons in School	
<a href="#">JFCE</a>	Gang Association	
<a href="#">JFCF</a>	Drugs in School	
<a href="#">JGD/JGE</a>	Student Suspension/Expulsion	
<a href="#">JGDA</a>	Disciplining Students with Disabilities	
<a href="#">JGDB</a>	Disciplining Students with Disabilities for Infliction of Serious Bodily Injury	



Alternative Education Programs		
File	Title	Statutory Requirements
<a href="#">IGBH</a>	Alternative School Programs	<a href="#">§ 22.1-253.13:1</a>



DINWIDDIE COUNTY  
PUBLIC SCHOOLS

**DEEP ROOTS • GREAT HEIGHTS**

## **CODE OF STUDENT CONDUCT**

**2021 - 2022**

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## Superintendent's Message

Dear Parents and Guardians:

Welcome to the 2021-2022 school year! On behalf of your child's school and our school division, I look forward to partnering with you for another successful year in your child's academic growth.

Dinwiddie County is home to one of the best school divisions in the state. As such, it is imperative that we all – administrators, teachers, parents and students – work together to ensure every child's educational experience is as successful as possible. That work includes each of us doing our part to maintain safe and productive learning environments.

This Code of Student Conduct is a great resource for students and parents in that it clearly outlines School Board policies and expectations for student behavior and conduct in the classroom, on the bus, and at all school-related activities. This document also reflects our commitment as a division to use positive behavioral interventions and supports to help our students develop socially and emotionally as well as academically.

I ask that each of you take the time to review and discuss the importance of the Code of Student Conduct with your child/children. Understanding these important guidelines and committing to following them is the first step toward student success. After you have this discussion, please sign, date, and return the Acknowledgement Form found on page 34 to your child's school within the first two weeks of school.

Thank you for your continued partnership and support of Dinwiddie County Public Schools. I look forward to a successful 2020-2021 school year.

A handwritten signature in black ink, appearing to read "Kari Weston". The signature is fluid and cursive, with the first name "Kari" being more prominent than the last name "Weston".

Dr. Kari Weston

Superintendent

## Preface

The purpose of this publication is to provide students, parents, school personnel, and the public with a concise and comprehensive description of the minimum standards of behavior for all students enrolled in the public schools of Dinwiddie County. It defines appropriate student conduct and presents a menu of alternative interventions and responses to be employed by teachers and/or school administrators to address individuals who exhibit inappropriate behavior. Emphasis is placed upon behavioral expectations of Dinwiddie students in clear and consistent language for common understanding and support in meeting the expectations.

This *Code of Student Conduct* applies to all DCPS students. It is enforced when they are:

- On school property.
- Traveling to school or from school.
- Traveling to, at, and from bus stops.
- In vehicles of DCPS.
- In attendance at school or at any school-sponsored activity.

In addition, this *Code* applies to incidents off school property as referred to in *Definitions - Alternative Placements/Suspensions/Expulsions*. This *Code* also applies to a student's conduct which interferes with the orderly operation of the school system or the safety/welfare of students, employees, or volunteers. Students who observe or are subjected to inappropriate actions as described in this *Code* are expected to report such incidents to their school administration. In addition, all students must report to a school staff member any information concerning threats or disruptions involving the safety of students, staff, or the school environment.

This *Code of Student Conduct* specifically outlines fifteen major categories of behavior and states consequences which may occur as a result of misconduct. The following factors are used in determining the consequences for a specific violation of the *Code*:

- Age, health, and disability or special education status of the student.
- Appropriateness of student's academic placement.
- Student's prior conduct and record of behavior.
- Student's understanding of the impact of his/her behavior and attitude.
- Student's willingness to repair the harm caused by his/her behavior.
- Seriousness of the behavior offense and the degree of harm caused.
- Impact of the incident on overall school community.
- Whether the student's violation threatened the safety of any student or staff member.
- The possibility that a lesser intervention would adequately address the violation.

When enforcing this *Code*, students and their property, including but not limited to, backpacks, purses, other containers, automobiles, lockers, desks, computers, and electronic devices may be searched. Metal detectors, surveillance cameras, and detection dogs may be used on school property and at school-sponsored activities in order to maintain a safe and productive learning environment. Search and seizure is defined in more detail in the definitions section of this *Code*. Surveillance videos are not considered educational records; therefore, viewing shall be limited to the Director of Transportation, building principals, Superintendent, Superintendent's Designee and/or law enforcement officers.

The School Board of Dinwiddie County, Virginia, complies with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Improvement Act of 1990, and the Individuals with Disabilities Education Act. The School Board does not discriminate on the basis of race, color,

national origin, religion, sex, age, or disability in any of its programs and activities. Students with disabilities shall be disciplined in accordance with School Board Policy JGDA.

### **Rights and Responsibilities of Students**

#### **Students' rights include, but are not limited to:**

- Attending school where your parent or legal guardian lives and receive a free and appropriate public education.
- Expecting that your school will be a safe and orderly place that is focused on providing equitable educational opportunities.
- Being respected and treated courteously and fairly by other students and school staff.
- Expressing your ideas verbally and/or in writing in accordance with policies and procedures of DCPS.
- Dressing in a way that expresses your personality while following the dress code of DCPS.
- Having appropriate opportunities to participate in school activities.
- Having access to relevant information concerning drug and alcohol abuse.
- Learning in an environment free from intimidation, harassment, or discrimination by employees or students on school property or at a school sponsored event, function, or activity.

#### **Students' responsibilities include, but are not limited to:**

- Attending school daily, regularly, and on time, performing to the best of your ability, being prepared to learn and taking advantage of educational opportunities.
- Being aware of all expectations regulating behavior and conducting yourself in accordance with these guidelines.
- Expressing opinions and ideas, as well as, treating everyone in the school community with respect in accordance with policies and procedures of DCPS.
- Dressing appropriately in accordance with the school division's dress code.
- Seeking information and services that can help you with personal problems.
- Helping create a school environment that is free from intimidation, harassment, or discrimination.
- Reporting and encouraging others to report any incidents of intimidation, harassment, or discrimination.

### **Rights and Responsibilities of Parents/Guardians**

#### **Parents'/Guardians' rights include, but are not limited to:**

- Being actively involved in their child's/children's education.
- Being treated courteously, fairly and respectfully by all employees of DCPS.
- Receiving information about the policies and procedures of the Dinwiddie County School Board that relate to your children's education.
- Receiving regular reports (written or oral) from school staff regarding your children's academic progress or behavior, including but not limited to report cards, behavior progress reports, and conferences.
- Receiving information and prompt notification of inappropriate or disruptive behaviors by your children and any disciplinary actions taken by administrators or school staff.
- Receiving information about due process procedures for disciplinary matters concerning your children, including information on conferences and appeals.
- Receiving information from school staff about ways to improve your children's academic or behavioral progress.
- Receiving information about services for students with disabilities and English language learners, when applicable.
- Receiving communication through provided translators.

#### **Parents'/Guardians' responsibilities include, but are not limited to:**

- Having children regularly attend school on time, and communicating reasons for absences and tardiness.
- Informing DCPS staff about any concerns and/or complaints in a respectful and timely manner.

- Working with school administrators and teachers to address any academic or behavioral problems your children may experience.
- Supporting DCPS by communicating with your children about acceptable and expected school behavior.
- Becoming familiar and complying with the policies of the Dinwiddie County School Board, administrative regulations and the *Code of Student Conduct*.
- Providing and maintaining updated contact information to DCPS and your children's individual school(s).
- Supporting student completion of homework and participation in offered academic support programs.
- Being respectful and courteous to staff, other parents, guardians and students at all times.

## **Rights and Responsibilities of DCPS Employees**

### **DCPS Employees' rights include, but are not limited to:**

- Working in a safe and orderly environment.
- Being treated courteously, fairly, and respectfully by students, parents/guardians, and other school staff.
- Communicating concerns, suggestions, and complaints to appropriate DCPS administration or Central Office without fear of intimidation, reprisal, retaliation, etc.
- Receiving appropriate professional development and training.
- Receiving the necessary resources to deliver quality instruction.
- Modifying instruction, if consistent with the policies of the Dinwiddie County School Board and other applicable laws and regulations.
- Working in an environment free from intimidation, harassment, or discrimination by employees or students on school property or at a school sponsored event, function, or activity.

### **DCPS Employees' responsibilities include, but are not limited to:**

- Attending work daily, being punctual, and implementing well-planned, differentiated, rigorous, and engaging instructional plans daily according to the standards for professional practice.
- Maintaining safe and orderly schools by using prevention and intervention strategies, and by following the *Code of Student Conduct*.
- Being respectful and courteous to students, parents and guardians, serving as role models for students.
- Being knowledgeable about the policies of the Dinwiddie County School Board and other applicable laws and regulations, and enforce them fairly and consistently.
- Being knowledgeable about federal and state laws, as well as, regulations about the disciplinary process for students with disabilities.
- Communicating proactively and regularly with parents about student progress, DCPS policies, building expectations, and responding to complaints or concerns in a timely manner.

## Leveled Responses

DISPOSITION LEVEL	Elementary (K - 5) Responses	Secondary (Grades 6 - 12) Responses
LEVEL 1	<ul style="list-style-type: none"> <li>Classroom-based responses, intervention, and management</li> </ul>	<ul style="list-style-type: none"> <li>Classroom-based responses, intervention, and management</li> </ul>
LEVEL 2	<ul style="list-style-type: none"> <li>Classroom-based responses</li> <li>Administrative intervention and response</li> <li>In-school suspension up to 3 days</li> </ul>	<ul style="list-style-type: none"> <li>Classroom-based responses</li> <li>Administrative intervention and response</li> <li>In-school suspension up to 3 days</li> </ul>
LEVEL 3	<ul style="list-style-type: none"> <li>Administrative intervention and response</li> <li>Alternatives to suspension</li> <li>In-school suspension up to 3 days</li> <li>Out-of-school suspension up to 3 days</li> </ul>	<ul style="list-style-type: none"> <li>Administrative intervention and response</li> <li>Alternatives to suspension</li> <li>In-school suspension up to 5 days</li> <li>Out-of-school suspension up to 5 days</li> </ul>
LEVEL 4	<ul style="list-style-type: none"> <li>Administrative intervention and response</li> <li>Alternatives to suspension</li> <li>In-school suspension up to 3 days</li> <li>Out-of-school suspension up to 10 days</li> <li>Recommendation for Long-term Suspension (LTS) / Expulsion</li> </ul>	<ul style="list-style-type: none"> <li>Administrative intervention and response</li> <li>Alternatives to suspension</li> <li>In-school suspension up to 5 days</li> <li>Out-of-school suspension up to 10 days</li> <li>Recommendation for Long-term Suspension (LTS) / Expulsion</li> </ul>
LEVEL 5	<ul style="list-style-type: none"> <li>Out-of-school suspension (10 days) and Recommendation for LTS / Expulsion <b><i>required</i></b></li> </ul>	<ul style="list-style-type: none"> <li>Out-of-school suspension (10 days) and Recommendation for LTS / Expulsion <b><i>required</i></b></li> </ul>
<p>Note: Preschool – 3<sup>rd</sup> grade, levels 2-5 cannot exceed 3 days unless special circumstances exist see page 22 for further explanation. Intervention plans will be developed, reviewed, and/or modified , at minimum, for students who have five (5) or more office disciplinary referrals in a school year OR three(3) or more physical altercations in a school year. Restorative practices can be a part of a whole school approach to wrong-doing. Restorative practice involves the intentional intervention on the part of the school administration or student success teams to remediate harm done. This will enable us to monitor compliance and ensure support is provided to repeat offenders and those with physical aggression. In determining which of the disciplinary consequences are most appropriate, the following shall be considered: a) the nature and seriousness of the violation b) the student's age and previous disciplinary record c) any other relevant circumstances. <b>Out-of-school removals must be paired with an intervention to teach and/or review expected school behavior (e.g. Three days suspension and counseling).</b></p>		



# STUDENT BEHAVIORS

Please be advised that per Virginia law and/or the policies of the School Board of Dinwiddie County Public Schools, violations of certain codes of conduct require that the student be recommended for expulsion from Dinwiddie County Public Schools.

## **Behaviors that Impede the Academic Progress (BAP) of the student or other students**

- Interfering with learning in the classroom (talking, excessive noise, off-task, out of seat, possessing items that distract)
- Interfering with learning outside of the classroom (excessive noise, interrupting a class, etc.)
- Scholastic dishonest (cheating, plagiarism)
- Unexcused tardiness to class
- Unexcused tardiness to school

## **Unexcused tardiness to class and/or school**

Students arriving after the start of the school day shall be considered tardy. Students shall not be tardy to school or class without written explanation or verbal notification from parents/guardians, teachers or administrators.

Student must be punctual and attend all assigned classes. Student attendance is a cooperative effort and schools shall involve parents/guardians and student in accepting responsibility for regular attendance. Each parent/guardian of a child within the compulsory school attendance age shall be responsible for the child as required by law. Students shall not be absent from or tardy to school. Nor shall students leave school prior to the end of the school day without parental permission, school permission or any other valid excuse. Unexcused absence shall include, but not be limited to, leaving school premises without authorization.

## **Behaviors related to School Operations (BSO) Interfere with the daily operation of school procedures**

- Altering an official document or record
- Giving false information to staff
- Refusal to comply with requests of staff in a way that interferes with the operation of school
- Failure to be in one's assigned place on school grounds
- Failure to attend assigned disciplinary setting (detention, in-school suspension, Saturday school)
- Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building
- Dress Code violation
- Gambling (games of chance for money or profit)
- Unauthorized use of school electronic or other equipment
- Violation of the Acceptable Use of Technology/internet policy
- Violation of school board policy regarding the possession or use of portable communication devices
- Vandalism, graffiti or other damage to school or personal property

## **Altering an official document or record/Giving false information to staff**

Students of DCPS are expected to perform honestly through the production of their own work. They should also demonstrate respect for the belongings and rights of others, including, but not limited to, staff members and volunteers. The following acts are prohibited:

- Cheating includes the actual giving, receiving, or use of any unauthorized aid or assistance or the actual giving or receiving of unfair advantage on any form of academic work.
- Plagiarism includes using or copying the language, structure, idea, and/or thought of another and representing it as one's own original work.
- Falsification includes, but is not limited to, a verbal, written, or electronic transmission (i.e., emails, images), including the production or use of forgery or counterfeiting.
- Attempts toward completion of any act described above would constitute a violation and may be punishable to the same extent as if the attempted act had been completed.

## STUDENT BEHAVIORS

- Unauthorized use of technology and information accessed through technology without permission is prohibited specified on page 9, "Violation of the Acceptable Use of Technology/Internet Policy". Student files may be subject to search.
- Willful or malicious false accusations/reports against school personnel or other students.

### **Refusal to comply with requests of staff in a way that interferes with the operation of school**

Students are entitled to a learning environment free of unnecessary disruption. Any physical, written, or verbal disturbance, communication or activity, within the school setting or during related activities, which may interrupt or interfere with teaching and the orderly conduct of school activities is prohibited.

Failure to respond appropriately to written or verbal directions given by school personnel, chaperones/ volunteers, or law enforcement officers is considered insubordination. Also included is disobedience or defiance of reasonable requests made by school personnel, chaperones/volunteers, or law enforcement officers.

Other activities which disrupt the orderly functions of the school include, but are not limited to: demonstrating hostile or disruptive behavior, repeated offenses/violations of the *Code of Student Conduct*, unauthorized fraternities or secret societies, unauthorized sales by students, possession of inappropriate toys, inappropriate use of school lockers and facilities, and setting off false fire alarms.

The possession or distribution of print or electronic materials which are obscene, violent, inappropriate, or significantly disruptive to the educational process is prohibited. Included are inappropriate student expression, sexting, threats, hit lists, distribution of non-authorized literature, and illegal assembly.

Verbal assault is cursing, threatening, or using abusive language or written remarks intended to demean or harm a student, staff member, or visitor and is prohibited. This violation includes, but is not limited to: actions, displays, or written material of an obscene, violent, or inappropriate nature and the wearing of clothing or adornments, including inappropriate jewelry, which themselves convey either violent or sexually suggestive messages or offensive statements towards school personnel and/or students (i.e., vulgar language).

Any event, action, or statement which relies on chance for the monetary advantage of one participant at the expense of others is gambling. This violation includes exchanging items of value, as well as currency, and extends to keeping score for later settlement.

Gang-related activity will not be tolerated. Symbols of gang membership are expressly prohibited (i.e., clothing that symbolizes association, rituals associated with, or activities by an identified group of students). Section 16.1-260.G. of the *Code of Virginia* requires an intake officer to report to the division superintendent any student against whom a petition is filed for certain offenses including, prohibited criminal street gang activity pursuant to § 18.2-46.2 and recruitment of other juveniles for a criminal street gang activity pursuant to § 18.2- 46.3.

### **Dress Code Violation**

Students are expected to dress appropriately for a K-12 educational environment. Any clothing that interferes with or disrupts the educational environment is unacceptable. Clothing with language or images that are vulgar, discriminatory, or obscene, or clothing that promotes illegal or violent conduct, such as the unlawful use of weapons, drugs, alcohol, tobacco/vapor devices, or drug paraphernalia or clothing that contains threats such as gang symbols is prohibited. School climate has a direct influence on student achievement, and the manner in which students dress is a significant factor in school climate.

The administration of every school has the authority to notify students and parents of modifications to the dress code for spirit days and other school celebrations, as particular items pose a disruption, or as other circumstances warrant.

Students **may not wear** the following items unless otherwise stated:

- Hoods, hats, or any other item that restricts identification inside school buildings during regular school hours, unless required for religious or medical reasons.

## STUDENT BEHAVIORS

- The following items on school grounds during school hours: bandanas, do-rags, hair picks, wave caps, large combs, brushes, and rollers.
- Sunglasses, unless prescribed by a physician.
- Dresses, skirts, shorts, athletic shorts, and other similar clothing must be of appropriate length. When wearing leggings, tights, or similar apparel as an outer garment, tops must be of appropriate length. The administrator reserves the right to determine if it's the appropriate length for the educational setting.
- Messages on clothing, chains, jewelry, and personal belongings that pertain to drugs, alcohol, tobacco/vapor devices, sex, gangs, vulgarity, or that could cause a substantial disruption to the learning environment.
- Spiked jewelry, chains, and items which could cause student injury.
- Beachwear (which includes bathing suits and trunks) and sleepwear.
- Clothing that reveals undergarments.
- Cut-off jeans, cut-off sweat pants, or torn, ripped, or slashed clothing that reveals undergarments or body parts excluded by other parts of this code.
- Bedroom slippers or shoes with wheels, also known as "Heelys."
- Clothing that reveals the midriff while sitting or standing.
- Clothing that is see-through, revealing, resembles undergarments, with plunging necklines.
- Tube tops, halter-tops, halter-top dresses, strapless dresses or tops. Dresses with shoulder straps must completely cover under garments.
- High heels or flip flops at the elementary level (For safety reasons, elementary students are encouraged to wear athletic shoes or closed toe shoes with a rubber sole and should wear such shoes for Physical Education and recess).

Students must wear clothing as designed (buttoned, zipped, etc.) Students must wear pants on the hips, secured above the buttocks.

Students **may not**:

- Drape any item around the neck (eg. towels, shirts, or shorts).
- Roll down waistbands on shorts, pants, and skirts.
- Wear clothing in any manner that reveals undergarments at any time.
- Wear athletic basketball jerseys without wearing a t-shirt beneath the jersey.

The administrative team in each school shall have discretion regarding dress code decisions. Recommended consequences for:

### **Elementary**

- Parents of students who violate the dress code will be contacted to provide appropriate clothing for their child, if necessary

### **Secondary**

- 1<sup>st</sup> Offense – Warning with opportunity to change clothes to correct dress code violation
- 2<sup>nd</sup> Offense – Mandatory parent conference on one (1) day in-school suspension
- 3<sup>rd</sup> Offense – One(1) day in-school suspension

*Continued infractions will result in additional consequences.*

### **Violation of the Acceptable Use of Technology/Internet Policy**

Technology includes, but is not limited to: computers, electronic devices, software, the Internet, social networks, email, and web pages. All DCPS users are responsible for the appropriate use of all technology to which they have access, even if such use takes place off school property or after school hours.

# STUDENT BEHAVIORS

Technology is constantly in flux; yet the security, safety of, and opportunity for our students and staff is paramount. Students and staff are encouraged to use school division technologies in support of teaching and learning, recognizing that there is an inherent responsibility to protect one's self, others, and property in the process. To minimize risk, DCPS employs a number of tools and monitoring technologies, such as filters, designed to comply with relevant laws as well as to create a reasonable expectation of safety. It is ultimately up to each individual student or staff member to be responsible for his or her use of these networks and to understand the specific policies herein as they pertain to computer, network and Internet use.

## Acceptable Use Policy

The 1999 session of the General Assembly amended § 22.1-70.2 of the *Code of Virginia* requiring each Division Superintendent to file with the State Superintendent on or before December 1, 1999, an acceptable use policy (AUP) that has been approved by the local School Board. The policy must specifically reference access to the Internet and at a minimum must:

- Be designed to prohibit use by division employees and students of the division's computer equipment and communications services for sending, receiving, viewing, or downloading illegal material via the Internet;
- Seek to prevent access by students to material, which the school division deems to be harmful to juveniles, and;
- Establish appropriate measures to be taken against persons who violate the policy.

## Acceptable Use and Internet Safety

- Students will use technology with responsibility, integrity, and for educational purposes.
- Students will take responsibility for the choices they make and the actions they take while using technology.
- Students must manage the personal data on their computers. This includes backing up educational material regularly. Appropriate non-educational files are allowed, but should not negatively impact instructional use nor degrade device performance.
- Files and data on student computers must adhere to the following guidelines:
  - All files and data must be legally obtained and distributed under United States copyright laws.
  - All files and data sought, possessed, or distributed must be acceptable in a school setting. This forbidden content includes, but is not limited to: hacking tools, computer viruses, violent content, pornographic content, vulgar content, and obscene content.
- Students will maintain the security and integrity of their usernames and passwords.
  - Students must keep their usernames and passwords confidential.
  - Students will only log in with their own usernames and passwords.
- Students will maintain the integrity of the computer hardware and software.
  - Students will not dismantle or otherwise physically alter computers. This includes affixing stickers or other decorations.
  - Students are prohibited from altering or deleting files that are not in their 'home' directory.
  - Students are prohibited from installing additional software or altering existing software in any way.
- Students are responsible for obeying all DCPS standards for conduct when communicating using technology.
  - Students may use DCPS or school approved communications mediums under teacher direction.
  - Communications will be clear and precise. Intentionally obscuring communication through code words or other means is not permissible.
  - Students will adhere to rules regarding cyber bullying, harassment, hate speech, and other forms of verbal assault.
  - Students must understand that content published online is public, visible, and representative of the author.
- Students will respect the rights, privacy, property, and work of all users.
  - Students will neither seek nor reveal personal information about others.
  - Students will not attempt to access, alter, or use another user's files, or computer without their permission.
- Students will operate within established DCPS filtering and security environments.
  - Students will not attempt to evade or bypass DCPS Internet filters.
  - Students will not attempt to conceal, disguise, or change their user information, nor the identity of their computer.
  - Students will not attempt to disable any security or monitoring software.

## STUDENT BEHAVIORS

- The use of DCPS technology for commercial activities is prohibited unless explicitly permitted by the School Board. Commercial activity includes, but is not limited to, the following:
  - Any activity that generates revenue for the user;
  - Product advertisement or political lobbying;
  - Any activity that requires entry into an area of services for which the school will be charged a fee.

### **With Teacher and/or Administrator Approval and for Instructional Purposes, Students may:**

- Use approved email, chat rooms, instant messaging, message boards, and other communication methods;
- Publish or edit web pages;
- Wear headphones;
- Share files;
- Play educational games/activities.

### **Students are PROHIBITED from:**

- Using technology for any illegal purpose;
- Creating unauthorized networks of any kind;
- Downloading, uploading, importing, or intentionally viewing material that promotes the use of illegal drugs, alcohol, pornography, or illegal and/or violent behavior;
- Introducing non-approved software, hardware, or resources into the DCPS network or clients. Approval can be sought through the Department of Technology.
- Saving, transferring, or loading non-school related material on a school file server;
- Running software applications from a USB device.

Failure to honor the above regulations may result in the restriction of Internet privileges and/or the restriction of other technology access in addition to disciplinary action up to and including criminal charges. Examples of dual violation are (i) computer hacking or trespassing, (ii) harassment, threats, or cyber bullying via computer, and (iii) computer fraud (see Title 18.2 of the *Code of Virginia*).

In accordance with *Virginia Code* section 22.1-70.2, DCPS requires all students to receive Internet safety training. Through an implementation plan, Internet safety is both taught to and practiced by students, and integrated into the K-12 curriculum. Special emphasis is placed on safety, security, and ethics in the instructional program.

Use of the school division's computer system shall be consistent with the educational or instructional mission or administrative function of the division as well as the varied instructional needs, learning styles, abilities and developmental levels of students. The division's computer system is not a public forum.

Each teacher, administrator, student and staff shall acknowledge the Acceptable Computer System Use Agreement before using the division's computer system. In addition, each student and parent/guardian of each student shall acknowledge the Acceptable Computer System Use Agreement and sign the Parental Statement of Receipt of Notice of Requirements located in the DCPS *Code of Student Conduct* before using the division's computer system. **I understand that if I do not want my child to use computers in DCPS, I must contact the main office of my student's school for an opt-out form.** The failure of any student, teacher, administrator, or staff member to follow the terms of the Agreement, this policy or accompanying regulation may result in loss of computer system privileges, disciplinary action, and/or appropriate legal action.

The school division is not responsible for any information that may be lost, damaged or unavailable when using the computer system or for any information retrieved via the Internet. Furthermore, the School Board will not be responsible for any unauthorized charges or fees resulting from access to the computer system. The Division Superintendent shall submit to the Virginia Department of Education this policy and accompanying regulation biennially.

# STUDENT BEHAVIORS

## **Vandalism, Graffiti or Other Damage to School or Personal Property**

Members of the school community are entitled to enjoy property free from the abuse of others.

Vandalism is the willful marring, defacing, or destruction of School Board property, including leased property or any employee's or other person's property. This section includes, but is not limited to: the buildings, both exteriors and interiors thereof, books, computer equipment and software, school buses, private automobiles, school grounds, and property as designated above. Causing, intent to cause or attempt to cause damage to school or personal property of others is prohibited.

The School Board may institute action and recover from the parents or either of them of any minor living with such parents or either of them up to \$2500 for damages suffered by reason of the willful or malicious destruction of, or damage to, public property by such minor.

In addition, a student who damages or destroys public property will be subject to whatever disciplinary action is deemed necessary and advisable by the school principal.

**Senior pranks that damage property are strictly PROHIBITED and will be considered a Level 4 Offense.**

**Relationship Behaviors (RB) create a negative relationship between 2 or more members of the school community (No physical harm is done)**

- Bullying with no physical injury ([See Link: Model Policy to addressing Bullying in Virginia's Public Schools](#))
- Cyberbullying ([See Link: Model Policy to Addressing Bullying in Virginia's Public Schools](#))
- Posting, distributing, displaying, or sharing material or literature that is libelous, including using electronic means to post such material
- Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature
- Speaking to another in an uncivil, discourteous manner
- Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight
- Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs or gestures)
- Using slurs based upon the actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, gender, gender identity, gender expression, sexual orientation, or disability
- Failure to respond to questions or requests by staff
- Inappropriate physical contact that is sexual in nature or violates school rules regarding contact

## **Bullying with no physical injury**

A student, either individually or as a part of a group, shall not harass or bully others. Prohibited conduct includes, but is not limited to: physical, verbal, or written intimidation, taunting, name-calling, insults, lies, rumors, social exclusion or isolation, threatening body posture, money or possessions taken or damaged, being threatened or forced to do things, and any combination of prohibited activities. Prohibited conduct includes verbal or written conduct consisting of comments directed toward and based upon a person's race, religion, sex, sexual orientation, national origin, disability, or physical abilities or characteristics, or intellectual ability, or associates of the targeted person or group. Any aggressive behavior that involves unwanted negative actions and a pattern of behavior repeated over time, and an imbalance of power or strength is considered bullying and will not be tolerated.

- Repeated, unwanted negative overtures and actions over time toward a person or persons are prohibited.
- Bullying methods (repeated) such as verbal abuse, social exclusion or isolation, physical abuse, intimidation, lies, rumors, sexual inferences, robbery, damaged personal items, threats, racial attacks, and bullying through electronic devices will not be tolerated.
- Electronic bullying and/or cyber bullying related activity of any nature and that which is obscene, pornographic, threatening, or otherwise inappropriate, including (but not limited to) email, instant messaging, web pages, and use of

## STUDENT BEHAVIORS

hardware and/or software which substantially disrupts or interferes with the safety and welfare of the school and its students, are strictly prohibited, even if such uses/actions take place off school property (i.e., home, business, private property, etc.) Refer to cyber bullying definition on page 31.

- All aspects of the Acceptable Use Policy/Regulation apply to this section on bullying; which can be found at the following link: [http://www.boarddocs.com/vsba/dinwiddie.nsf/public\\_and\\_in\\_DCPS\\_Policy](http://www.boarddocs.com/vsba/dinwiddie.nsf/public_and_in_DCPS_Policy).
- Conveying by gestures, notes, or verbal comments with the intent to cause bodily/emotional injury or to deprive a student of his rights is prohibited.
- The willful use of physical or verbal threats or physical abuse intended to result in an involuntary transfer of money or property to another student is prohibited.
- Cursing, using abusive language, teasing, hazing (as further defined on page 29), or other acts of intimidation are prohibited. This includes, but is not limited to: any verbal, written, physical or mental teasing, threat of bodily injury or use of force directed toward and based upon a person's race, religion, sex, sexual orientation, national origin, disability, or intellectual ability.

### Using profane or vulgar language or gestures

Students shall not use profane, obscene or abusive language, obscene gestures, or engage in obscene conduct.

### Behaviors of Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school

- Alcohol: Possessing or using alcohol
- Alcohol: Distributing alcohol to other students
- Drugs: Possessing drug paraphernalia
- Drugs: Violating school board non-prescription (Over the counter) medication policy
- Tobacco: Possessing/Using tobacco products, electronic cigarettes, vaping equipment
- Bullying Behavior without physical injury that continues after intervention (See Link: [Model Policy to Addressing Bullying in Virginia's Public Schools](#)) Bullying that leads to physical injury should be classified as Assault and Battery.
- Cyberbullying that continues after intervention (See Link: [Model Policy to Addressing Bullying in Virginia's Public Schools](#)). Cyberbullying that relates to threat to the safety of students and staff should be treated with a higher level of intervention and consequences.
- Bus: Distracting the bus driver
- Bus: Endangering the safety of others on the bus
- Fire alarm: Falsely activating a fire or other disaster alarm
- Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke
- Engaging in reckless behavior that creates a risk of injury to self or others
- Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students
- Throwing an object that has the potential to cause a disturbance, injury, or property damage
- Shoving, pushing, striking a student with no visible injury
- Exposing body parts, lewd or indecent public behavior
- Physical contact of a sexual nature – patting body parts, pinching, tugging clothing
- Physical sexual aggression and/or forcing another to engage in sexual activity
- Stealing money or property without physical force
- Stealing money or property using physical force (no weapon involved)
- Stealing money or property using weapons or dangerous instruments
- Leaving school grounds without permission
- Trespassing
- Weapon: Possessing or selling any weapon (not including firearms) as defined by school board policy

## STUDENT BEHAVIORS

### **Physical contact of a sexual nature – patting body parts, pinching, tugging clothing/Physical sexual aggression and/or forcing another to engage in sexual activity**

It is the policy of the Dinwiddie County School Board to maintain a working and learning environment which provides for fair and equitable treatment, including freedom from sexual harassment, for all its employees and students.

Sexual harassment includes any unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, written, electronic, or physical conduct of a sexual nature that creates an intimidating, hostile, or offensive environment. A student shall not sexually harass another student or any school employee, volunteer, student teacher, or any other person present in school facilities or at school functions.

It is prohibited for any student or employee, male or female, to harass another student or employee by making unwelcome sexual advances or requests for sexual favors, or engaging in other verbal, written, electronic, or physical conduct of a sexual nature.

Conditions may include, but are not limited to:

- submission to or rejection of such conduct is used as a basis for academic decisions affecting the student;
- such conduct creates an intimidating, hostile, or offensive working or learning environment; or
- submission to such conduct is made either explicitly or implicitly a term or condition of the individual's employment or participation in school programs.

Examples of activities which could constitute sexual harassment/inappropriate sexual behavior include, but are not limited to:

- unwelcome leering, sexual flirtations, or propositions;
- unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions;
- graphic comments about an individual's body or overly personal conversation;
- targeted sexual jokes, stories, drawings, pictures, or gestures toward others;
- spreading sexual rumors;
- inappropriate or suggestive sexual gestures;
- touching an individual's body or clothes in a sexual way;
- cornering or blocking of normal movements;
- displaying sexually suggestive objects in an educational environment; or
- displaying sexually explicit behavior.

Any student who believes that he or she has been subjected to sexual harassment should immediately file a complaint of the alleged act with the principal. The principal shall request that the complaint be in writing. The principal shall investigate the complaint and work towards a resolution of the matter. The principal must immediately report the complaint of the alleged incident to the Office of the Superintendent. If the complaint is against the principal, the student shall file the complaint with any adult who will contact the Director of Human Resources. Refusal to put the complaint in writing shall not preclude an investigation of the complaint. The complaint should state in detail the basis for the complaint, the names of the persons involved, and the dates of any specific incidents. A thorough investigation of all reported incidents to determine the nature and extent of any alleged sexual harassment will be undertaken.

The question of whether a particular action or incident is prohibited behavior requires a determination based on all the available facts in the matter. A written report summarizing the investigation and stating any conclusions or recommendations shall be filed at the conclusion of any investigation of sexual harassment regardless of the outcome of that investigation.

Any student who has knowledge of the occurrence of sexual harassment of a student by an adult should contact the principal. Any employee with knowledge of the occurrence of sexual harassment involving one or more students should notify the principal. The principal must immediately report the complaint of the alleged incident to the Office of the Superintendent. If the complaint is against the principal, the student shall file the complaint with any adult who will contact the Director of Human Resources. Any employee with knowledge of a complaint against the principal shall contact the Director of Human Resources.



# STUDENT BEHAVIORS

Any administrator, teacher, other employee, or student who is found after an investigation to have engaged in sexual harassment of another employee or student will be subject to disciplinary action appropriate to the offense from a warning up to expulsion or dismissal.

## **Alcohol/Drug Possession and/or Distribution**

***Some offenses under this section must be reported to the School Resource Officer by an administrator or his/her designee in accordance with section 22.1-279.3:1 of the Code of Virginia.***

Students shall not use, be under the influence of, or have in their possession any alcoholic beverages on school property or at any school-sponsored event.

Students shall not possess alcohol or alcoholic beverages on school property or at a school-sponsored event with the intent to sell, give, share, pass on to, take orders for, or arrange for a sale to occur before, during, or after school.

Students shall not use, be under the influence of, or have in their possession any drugs and/or drug paraphernalia on school property or at any school-sponsored event.

The possession of a Schedule I & II Drug (e.g. heroin, cocaine, opium, morphine, LSD, methamphetamines, ecstasy, Adderall®, Hydrocodone®, Percocet®, Ritalin®, OxyContin®, etc., includes controlled substance analogs and cannabimimetic agents as further described in the Definitions section of this Code).

## **Elementary**

First Offense Consequence: Refer the incident to an administrative school hearing chaired by the building principal and/or designee.

- Absences as a result of out of school suspension will be unexcused, students will be provided access to assignments and classwork.
- The student may be referred to a substance abuse program as deemed necessary by hearing officer or school board.

Subsequent Drug and/or Alcohol Abuse Offenses Consequences (Cumulative within 3 years)

In addition to any of the penalties described under possession, the following **will be** implemented:

- RECOMMENDATION TO THE SCHOOL BOARD FOR EXPULSION

*A prior drug and/or alcohol offense that resulted in expulsion will be regarded as a "First Offense" for the purposes of determining whether the consequence for a "Subsequent Drug and/or Alcohol Offense" is applicable.*

Students shall not possess drugs or drug paraphernalia on school property or at a school-sponsored event with the intent to sell, give, share, pass on to, take orders for, or arrange for a sale to occur before, during, or after school.

Students shall not manufacture, distribute, intend to distribute, or possess on school property or at a school-sponsored event, any of the following: drugs (including anabolic steroids and cannabimimetic agents), chemicals, or look-alike/imitation drugs, or chemicals.

## **Secondary**

Refer the incident to an administrative school hearing chaired by the assistant superintendent and/or designee.

- A minimum out-of-school suspension of 10 school days is mandatory.
- Consequences outlined per Student Activities Contract for VHSL.

Subsequent Drug and/or Alcohol Abuse Offenses Consequence (Cumulative within 3 years)

# STUDENT BEHAVIORS

In addition to any of the penalties described under possession, the following **will be** implemented:

- RECOMMENDATION TO THE SCHOOL BOARD FOR EXPULSION

*A prior drug and/or alcohol offense that resulted in expulsion will be regarded as a "First Offense" for the purposes of determining whether the consequence for a "Subsequent Drug and/or Alcohol Offense" is applicable.*

Students shall not possess drugs or drug paraphernalia on school property or at a school-sponsored event with the intent to sell, give, share, pass on to, take orders for, or arrange for a sale to occur before, during, or after school.

Students shall not manufacture, distribute, intend to distribute, or possess on school property or at a school-sponsored event, any of the following: drugs (including anabolic steroids and cannabimimetic agents), chemicals, or look-alike/imitation drugs, or chemicals.

## **Possession with Intent to Sell or Distribute**

Students shall not possess drugs or drug paraphernalia on school property or at a school-sponsored event with the intent to sell, give, share, pass on to, take orders for, or arrange for a sale to occur before, during, or after school.

Students shall not manufacture, distribute, intend to distribute, or possess on school property or at a school-sponsored event, any of the following: drugs (including anabolic steroids and cannabimimetic agents), chemicals, or look-alike/imitation drugs, or chemicals.

## **Possession or use of Medication and Prescription Drugs**

### **Elementary**

In order that school authorities will know what medicine a student is taking in case of an emergency and in order to prevent trafficking of drugs, no student may have in his/her possession any medication or prescription drugs, even if recommended or prescribed for the student's use. Medication and prescription drugs shall not be taken to school by the student. A parent or guardian is required to take all such items to the school's clinic for documentation.

### **Secondary**

In order that school authorities will know what medicine a student is taking in case of an emergency and in order to prevent trafficking of drugs, no student may have in his/her possession any medication or prescription drugs, even if recommended or prescribed for the student's use, unless his parent or guardian has requested and received permission from the school for the student to possess and self-administer prescribed medication in accordance with School Board policy. Medication and prescription drugs shall not be taken to school by the student. A parent or guardian is required to take all such items to the school's clinic for documentation. "Medication" shall mean any drug or other substance used in treating illnesses, disorders, healing, or relieving pain, including over-the-counter drugs, such as aspirin, cough syrups, gargles, cold tablets, and the like.

Refer to School Board Policy JHCD

### **Fire Alarm**

Students shall not set off false fire alarms. Students may be prosecuted by local law enforcement.

### **Stealing Money or Property**

***Some offenses under this section must be reported to the School Resource Officer by an administrator or his/her designee in accordance with section 22.1-279.3:1 of the Code of Virginia.***

Students of DCPS are expected to respect the rights and property of others.

The following acts are also prohibited:

- Stealing another person's possessions without right or permission. The possession of stolen property is considered theft.

## STUDENT BEHAVIORS

- Any theft of money or personal or public property of significant value and/or theft involving breaking and entering including lockers (includes unauthorized or illegal use of computer services).

### Trespassing

- Students, patrons, and school personnel are expected to have the appropriate authorization to be on School Board property.
- Any student who has been suspended or expelled from attendance shall be considered a trespasser if he/she appears on any DCPS property, or at any DCPS activity, during the suspension/expulsion period. Violation of this section will be considered an additional infraction and will require a separate consequence.
- Students who arrive at school before school opens or remain after the close of their school day without specific need or appropriate authorization and supervision may be considered trespassers.
- Any student who is requested by an administrator to leave school property is expected to do so immediately. Failure to do so may be considered trespassing.
- No student or other person may attend or visit a Dinwiddie County School as a guest during the regular school day without authorization from the school's administration.

### Behaviors that Endanger Self or Others (BESO) These behaviors endanger the health, safety, or welfare of either the student or others in the school community

- Assault: Intending to cause physical injury to another person
- Assault and Battery: Causing physical injury to another person
- Fighting: The use of physical violence between students or on another person where there is no injury as determined by the school administration
- Striking Staff: The use of force against a staff member when no injury is caused
- Drugs: Possessing controlled substances, illegal drugs or synthetic hallucinogens or unauthorized prescription medications
- Drugs: Being under the influence of controlled substances, illegal drugs, or synthetic hallucinogens or unauthorized prescription medications
- Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications
- Drugs: Distributing controlled substances or prescription medications or illegal drugs or synthetic hallucinogens or alcohol to another student(s)
- Fire: Attempting to set, aiding in setting, or setting a fire
- Gang-Related: Engaging in threatening or dangerous behavior that is gang-related as defined in §18.2-46.1
- Hazing as defined in §18.2-56 and noted in §22.1-279.6
- Threatening or instigating violence, injury or harm to a staff member
- Possession of a firearm or destructive device as defined in §22.1-277.07
- Using any weapon to threaten or attempt to injure school personnel, students, or others
- Bomb threat – Making a bomb threat

### Fighting/Assault and Battery/Striking Staff

***Some offenses under this section must be reported to the School Resource Officer by an administrator or his/her designee in accordance with section 22.1-279.3:1 of the Code of Virginia.***

Students and school personnel are entitled to a school environment free from threat, aggression, and assault.

- Actions, comments, or written messages intended to cause others to fight or which may result in a fight are prohibited.
- Intentionally hitting, shoving, scratching, biting, kicking, blocking the passage of, or throwing objects at a student is prohibited.

## STUDENT BEHAVIORS

- Conveying by gestures, notes, or verbal comments with the intent to cause bodily injury or to deprive a student of his/her rights is prohibited.
- Fighting involving two or more parties in conflict when they are striking each other for the purpose of causing harm or injury is prohibited. This action may extend to mutual shoving, wrestling, or other aggressive actions which may result in the danger of harm or injury to either party, bystanders, or school property.
- The willful use of physical violence which is intended to result in bodily injury or the use of a dangerous object in an effort to cause bodily injury is prohibited.
- Assault upon a School Board employee, School Resource Officer, Police Officer, or volunteer is prohibited.
  - **Elementary**  
**VIOLATION OF THIS RULE MAY RESULT IN A RECOMMENDATION FOR EXPULSION.**
  - **Secondary**  
**VIOLATION OF THIS RULE SHALL RESULT IN AN AUTOMATIC RECOMMENDATION FOR EXPULSION.**
- Conveying by gestures, notes, or verbal comments with the intent to cause bodily injury or to deprive a School Board employee, School Resource Officer, Police Officer, or volunteer, of his/her rights, or demonstrating hostile acts, is prohibited.
- The willful use of physical or verbal threats or physical abuse intended to result in an involuntary transfer of money or property to another student is prohibited.
- Cursing, threatening, using abusive language, bullying and cyber-bullying (as further defined in this Code), teasing, hazing, or other acts of intimidation are prohibited. This includes, but is not limited to: any verbal, written, electronic (through any social chat rooms, web space, telephones, or text messaging), physical or mental teasing, threat of bodily injury or use of force directed toward and based upon a person's race, religion, sex, sexual orientation, national origin, disability, or intellectual ability.
- Unsafe conduct which endangers either oneself or others is prohibited.

### Gang Related Activities

Gang-related activity will not be tolerated. Symbols of gang membership are expressly prohibited (i.e., clothing that symbolizes association, rituals associated with, or activities by an identified group of students). Section 16.1-260.G. of the *Code of Virginia* requires an intake officer to report to the division superintendent any student against whom a petition is filed for certain offenses including, prohibited criminal street gang activity pursuant to § 18.2-46.2. and recruitment of other juveniles for a criminal street gang activity pursuant to § 18.2- 46.3.

## BEHAVIOR OFFENSES BY CATEGORY WITH RESPONSE LEVELS

Behaviors are organized by category with the designated leveled administrative response.

Depending on the severity of the behavior, short-term and long-term removal from the classroom or the traditional school setting may be appropriate. These may include out-of-school suspensions, recommendations for long-term suspension/expulsion, alternative placement.

In accordance with §22.1-279.3:1.A. of the *Code*, behaviors which must be reported to the school resource officer are identified in the DCPS *Code of Conduct* with a star icon (★).

Behaviors involving the possession, use, consumption, or distribution of alcohol or drugs may require the student to participate in a substance abuse education program. Those behaviors are indicated with a diamond symbol (◆).

Behaviors considered potentially dangerous to the safety of the individual, others, and/or the school **may** require a Threat Assessment to determine the level of potential risk a student poses to self or others. Those behaviors are indicated with a flag symbol (■).

CATEGORY BAP: Behaviors that Impede Academic Progress		
<i>These behaviors impede academic progress of the student or students. They are typically indicative of the student's lack of self-management or self-awareness. Sometimes, the student may need help in understanding how the behavior impacts others so training in social awareness may also be indicated.</i>		
Behavior	K – 5 Disposition	6 - 12 Disposition
<b>Interfering with learning in the classroom</b> <i>(examples include talking, excessive noise, off-task, out of seat, possessing items that distract)</i>	LEVEL 1	LEVEL 1
<b>Interfering with learning outside of the classroom</b> <i>(examples include excessive noise, interrupting a class)</i>	LEVEL 1	LEVEL 2
<b>Scholastic dishonesty</b> <i>(cheating, plagiarism, forgery (including computer forgery), lying, stealing, or any other acts of dishonesty)</i>	LEVEL 1	LEVEL 1
<b>Unexcused tardiness to class</b> <i>(A student is considered tardy to class if he/she is not in the classroom when the class is scheduled to begin.)</i>	LEVEL 1	LEVEL 1
<b>Unexcused tardiness to school</b> <i>(A student is considered tardy to school if he/she is not in the classroom when the school day is scheduled to begin.)</i>	LEVEL 1	LEVEL 2

<b>CATEGORY BSO: Behaviors Related to School Operations</b> <i>These behaviors interfere with the daily operation of school procedures. Students exhibiting these behaviors may need to develop self-management, self-awareness, or social awareness skills.</i>		
<b>Behavior</b>	<b>K – 5 Disposition</b>	<b>6 - 12 Disposition</b>
<b>Altering an official document or record</b>	LEVEL 2	LEVEL 2
<b>Giving false information, misrepresentation</b> ( <i>i.e. intentional or repeated cheating, plagiarism, lying</i> )	LEVEL 2	LEVEL 2
<b>Refusal to comply with requests of staff in a way that interferes with the operation of school</b>	LEVEL 2	LEVEL 2
<b>Failure to be in one's assigned place</b> ( <i>this includes missing or skipping a class or activity with no justifiable reason, as well as leaving class prior to the time of dismissal without permission of the teacher</i> )	LEVEL 2	LEVEL 2
<b>Failure to attend assigned disciplinary setting</b> ( <i>detention, in-school suspension, Saturday school, Alternatives to Suspension</i> )	LEVEL 2	LEVEL 2
<b>Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building</b>	LEVEL 2	LEVEL 2
<b>Dress Code Violation</b>	LEVEL 1	LEVEL 1
<b>Gambling</b> ( <i>including games of chance for money or profit as defined in § 18.2-46.1. Possession of gambling devices and paraphernalia is prohibited.</i> )	LEVEL 2	LEVEL 2
<b>Possessing items that are inappropriate for school</b> ( <i>examples include toys, literature, electronics</i> )	LEVEL 1	LEVEL 1
<b>Possession of stolen items</b>	LEVEL 3	LEVEL 3
<b>Unauthorized use of school electronic or other equipment</b>	LEVEL 1	LEVEL 2
<b>Violation of the Acceptable Use of Technology/internet policy</b>	LEVEL 2	LEVEL 2
<b>Violation of school board policy regarding the possession or use of portable communication devices</b>	LEVEL 2	LEVEL 2
<b>Vandalism, graffiti or other damage to school or personal property</b> ( <i>Thoughtless defacement, damage, or destruction and willful or malicious acts of damage or destruction of public/school property</i> )	LEVEL 2	LEVEL 2

**CATEGORY RB: Relationship Behaviors**

*These behaviors create a negative relationship between two or more people that does not result in physical harm. Relationship behaviors affect the whole school community in that the school climate is often a reflection of how people treat one another. Students who exhibit difficulty with relationship behaviors may also have difficulty with the other social-emotional competencies.*

<b>Behavior</b>	<b>K – 5 Disposition</b>	<b>6 - 12 Disposition</b>
<b>Bullying with no physical injury</b>	LEVEL 3	LEVEL 3
<b>Cyberbullying</b>	LEVEL 3	LEVEL 3
<b>Posting, distributing, displaying, or sharing inappropriate material or literature, including using electronics means</b>	LEVEL 2	LEVEL 2
<b>Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature</b>	LEVEL 3	LEVEL 3
<b>Stealing money or property without physical force</b>	LEVEL 3	LEVEL 3
<b>Speaking to another in an uncivil, discourteous manner</b>	LEVEL 2	LEVEL 2
<b>Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight</b>	LEVEL 3	LEVEL 3
<b>Using profane or vulgar language or gestures (<i>swearing, cursing, hate speech, gang signs or gestures</i>)</b>	LEVEL 2	LEVEL 2
<b>Using slurs based upon the actual or perceived race, ethnicity, color, national origin, citizenship / immigration status, weight, gender, gender identity, gender expression, sexual orientation, or disability</b>	LEVEL 3	LEVEL 3
<b>Failure to respond to questions or requests by staff</b>	LEVEL 2	LEVEL 2
<b>Unwanted or inappropriate physical contact of a sexual nature</b>	LEVEL 3	LEVEL 4

**CATEGORY BSC: Behaviors that Present a Safety Concern**

*These behaviors create unsafe conditions for students, staff, and visitors to the school. The underlying reasons for this type of behavior may lie in any of the social-emotional competencies so the administrator should investigate the underlying motivation for the student's behavior. Training in social awareness and decision-making are usually indicated in any behavior that creates a safety concern.*

<b>Behavior</b>	<b>K – 5 Disposition</b>	<b>6 - 12 Disposition</b>
<b>Alcohol: Possessing or using alcohol ♦</b>	LEVEL 4	LEVEL 4
<b>Alcohol: Distributing alcohol to other students ♦</b>	LEVEL 4	LEVEL 5
<b>Drugs: Possessing drug paraphernalia ♦</b>	LEVEL 3	LEVEL 3
<b>Drugs: Violating school board non-prescription (over the counter) medication policy or look-alike drug policy</b>	LEVEL 3	LEVEL 3
<b>Tobacco: Possessing/Using/Distributing tobacco products, possessing tobacco paraphernalia, electronic cigarettes, vaping equipment</b>	LEVEL 3	LEVEL 3
<b>Bullying Behavior without physical injury that continues after intervention</b> <i>(Bullying that leads to physical injury will be classified as Assault and Battery.) ▀</i>	LEVEL 4	LEVEL 4
<b>Cyberbullying that continues after intervention</b> <i>(Cyberbullying that relates a threat to the safety of students and staff should be treated with a higher level of intervention and consequences.) ▀</i>	LEVEL 4	LEVEL 4
<b>Harassment</b> <i>(Repeatedly annoying or attacking a student or a group of students or personnel creating an intimidating or hostile educational or work environment )</i>	LEVEL 3	LEVEL 4
<b>Bus: Distracting the bus driver</b>	LEVEL 3	LEVEL 3
<b>Bus: Endangering the safety of others on the bus</b> <i>(Serious or repeated incidents of bus misconduct will result in denying the student the privilege of riding on the bus.)</i>	LEVEL 4	LEVEL 4
<b>Fire alarm: Falsely activating a fire or other disaster alarm</b>	LEVEL 3	LEVEL 4
<b>Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke</b>	LEVEL 3	LEVEL 4
<b>Engaging in reckless behavior that creates a risk of injury to self or others</b> <i>(including reckless use of a vehicle on school property) ▀</i>	LEVEL 3	LEVEL 4
<b>Fighting that results in no injury</b> as determined by school administration	LEVEL 3	LEVEL 3



Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students	LEVEL 3	LEVEL 4
Throwing an object that has the potential to cause a disturbance, injury, or property damage	LEVEL 3	LEVEL 3
Shoving, pushing, striking, biting another student with no visible injury	LEVEL 3	LEVEL 3
Exposing body parts, lewd or indecent public behavior 🚩🚩	LEVEL 3	LEVEL 4
Physical contact of a sexual nature – patting body parts, pinching, tugging clothing 🚩🚩	LEVEL 3	LEVEL 3
Physical sexual aggression and/or forcing another to engage in sexual activity; Sexual assault 🚩🚩	LEVEL 5	LEVEL 5
Stalking 🚩🚩	LEVEL 4	LEVEL 4
Stealing money or property using physical force (no weapon involved)	LEVEL 4	LEVEL 4
Stealing/attempting to steal money or property using weapons or dangerous instruments 🚩🚩	LEVEL 5	LEVEL 5
Leaving school grounds without permission	LEVEL 2	LEVEL 2
Trespassing	LEVEL 2	LEVEL 3
Possessing dangerous instruments/substances that could be used to inflict harm upon another 🚩🚩	LEVEL 4	LEVEL 4
Weapons: Possessing any weapon (other than a firearm) 🚩🚩	LEVEL 4	LEVEL 4

#### CATEGORY BESO: Behaviors that Endanger Self or Others

*These behaviors endanger the health, safety, or welfare of either the student or others in the school community. Behaviors that rise to this level of severity are often complex. While they are indicative of poor decision-making skills, students who exhibit these behaviors may also have developmental needs in the other social-emotional competencies.*

Behavior	K – 5 Disposition	6 - 12 Disposition
<b>Assault:</b> Intending to cause physical injury to another person 🚩	LEVEL 4	LEVEL 4

<b>Assault and Battery:</b> Causing physical injury to another person ☼	LEVEL 5	LEVEL 5
<b>Fighting:</b> The use of physical violence between students or on another person where there is minor injury as determined by the school administration	LEVEL 4	LEVEL 4
<b>Striking Staff:</b> The use of force against a staff member when no injury is caused ☼	LEVEL 4	LEVEL 4
<b>Drugs: Possessing</b> controlled substances, illegal drugs, inhalants, synthetic hallucinogens or unauthorized prescription medications ♦☼	LEVEL 4	LEVEL 4
<b>Drugs: Being under the influence</b> of controlled substances, illegal drugs, inhalants, synthetic hallucinogens, or unauthorized prescription medications ♦	LEVEL 4	LEVEL 4
<b>Drugs: Using</b> controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications ♦	LEVEL 4	LEVEL 4
<b>Drugs: Distributing</b> controlled substances or prescription medications or illegal drugs or synthetic hallucinogens or alcohol to other student(s) ♦☼	LEVEL 5	LEVEL 5
<b>Fire: Attempting to set, aiding in setting, or setting a fire</b> ■	LEVEL 5	LEVEL 5
<b>Gang-Related Behavior</b> ( <i>Engaging in threatening or dangerous behavior that is gang-related</i> ) ■	LEVEL 4	LEVEL 4
<b>Hazing</b> ■	LEVEL 4	LEVEL 4
<b>Threatening, intimidating, or instigating violence, injury or harm to a staff member or members</b> ☼■	LEVEL 4	LEVEL 4
<b>Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s)</b> ☼■	LEVEL 4	LEVEL 4
<b>Possession of a firearm or destructive device</b> ( <i>as defined in the Code of Virginia § 22.1-277.07</i> ) ☼■	LEVEL 5	LEVEL 5
<b>Using a weapon to threaten or attempt to injure school personnel</b> ☼■	LEVEL 5	LEVEL 5
<b>Using a weapon to threaten or attempt to injure student or other(s)</b> ☼■	LEVEL 5	LEVEL 5
<b>Bomb threat –Making a bomb threat</b> ☼■	LEVEL 5	LEVEL 5

## **Secondary Schools Leveled Responses to Student Behaviors**

## APPEAL PROCESS

If a parent chooses to appeal a suspension/expulsion decision, including a school bus suspension, the appeal procedure is as follows:

- The appeal must be made **in writing** within three (3) days.
- Decisions made by an assistant principal are appealed to the building principal.
- Decisions made by the building principal are appealed to the Superintendent or his/her designee.
- The decision of the Superintendent or his/her designee for a suspension of ten (10) days or less may **not** be appealed to the School Board pursuant to School Board Policy JGD/JGE.
- Decisions made by the Superintendent or his/her designee to uphold long-term suspension (more than ten (10) days) or expulsion may be appealed to the School Board and notice of appeal to the School Board must be made **in writing** within five (5) days of receipt of the Superintendent's or his/her designee's decision.
- In-school suspension and detention decisions can only be appealed at the school level, not to the Superintendent or his/her designee.
- School officials or administrators may review all matters involving student discipline for accuracy.

## READMISSION OF SUSPENDED AND/OR EXPELLED STUDENTS

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

Any student who has been expelled or suspended for more than thirty (30) days from attendance at school by a School Board or a private school in this Commonwealth or in another state or for whom admission has been withdrawn by a private school in this Commonwealth or in another state may be excluded from attendance in the Dinwiddie County Public Schools, in accordance with School Board Policy JEC School Admission.

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

No suspended student is admitted to the regular school program until such student and his or her parent/legal guardian have met with school officials to discuss improvement of the student's behavior, unless the school principal or principal's designee determines that readmission, without parent conference, is appropriate for the student. A behavior contract may be required as a condition for re-admittance.

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

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

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

# Attendance

## Excessive and Unexcused Tardiness or Absences to School or Class

Students are expected to attend all assigned classes every day. Absence from class includes late arrival, early dismissal or being missing from any class. Justifiable reasons for non-attendance should be submitted to the school for each absence, late arrival, or class absence. Absences from class require approval from an administrator. Unexcused tardiness and/or skipping class are considered violations of compulsory attendance.

## Compulsory Attendance

Students are expected to attend school every day. Any absence will be considered unexcused until appropriate verification is received and reviewed by the principal/designee. An absence shall be excused for the following reasons per nine week marking period:

- Personal illness (3 days, with parent verification)
- Death in immediate family or household (4 days)
- Professional or legal appointment (unlimited, unless there may be reason to suspect abuse)
- Extenuating circumstances with prior approval of the principal

When a student accumulates three (3) unexcused absences, the parent will be contacted and a school official will review the attendance policy.

When a student accumulates four (4) unexcused absences, the attendance team will meet with the student.

When a student accumulates five (5) unexcused absences, an attendance contract will be developed and implemented.

When a student accumulates six (6) unexcused absences, a plan will be developed with the parent to determine if more supports and/or interventions are needed.

When a student accumulates seven (7) unexcused absences, the school social worker will file a complaint against the student and/or parents through Dinwiddie Juvenile & Domestic Relations Court.

## Report for Suspension of Driver's License

In addition to any other actions taken pursuant to this policy, if a student who is under 18 years of age has 7 or more unexcused absences from school on consecutive school days, the principal may notify the juvenile and domestic relations court, which may take action to suspend the student's driver's license.

## Perfect Attendance

A student is considered to have perfect attendance if they were present every day that school was in session with no tardy arrivals and/or early dismissals.

## Tardies

Secondary students will be marked tardy when entering class after the ringing of the tardy bell unless they have an approved student pass or other approved excuse for being late. Upon receiving the third tardy, in the same nine weeks grading period and in the same class, the student will be required to sign a disciplinary form indicating that this is his/her third tardy. The instructor will hold the form and if the student is tardy again during the nine weeks period, the student will be referred to the administration.

## Early Dismissal

When early dismissal is necessary, written verification requesting such shall be presented to the attendance secretary prior to attending first period class. Early dismissal shall be considered excused for reasons consistent with those for which an excused absence is granted. Students may not leave school early without a dismissal permit. Students who leave school early without a

dismissal permit will be considered skipping and will be disciplined accordingly. Students who are granted permanent early dismissal must leave the ground at that designated time of the dismissal.

#### **Late Arrivals**

When tardiness is necessary, written verification stating reasons for such shall be presented upon arrival. Tardiness shall be considered excused for reasons consistent with those for which an excused absence is granted. Students are not considered tardy when the bus arrives late. In the event the school officials determine its necessary, steps shall be taken to verify an excuse for absence, late arrival, or early dismissal. School officials may question a pattern of absences, late arrivals, or early dismissals when there is reason to suspect forgery or a misrepresentation of facts exists.

#### **Truancy**

All student absences are considered unexcused unless the parent either calls the school or sends a written note to provide a justifiable reason for the absence within 24 hours of the absence. Acceptable excuses include the following:

- Illness of student.
- Serious illness in family which necessitates absence of student.
- Death in family.
- Special and recognized religious holidays.
- Other reasons approved by principal.

**A written statement by a physician may be required when a student misses more than 10 days during the school year because of illness.**

#### **Leaving School Property without Permission**

Once a student arrives on school property, he/she may not leave without administrative permission prior to the end of the regularly scheduled day. Students with early dismissals must sign out prior to leaving school. High school students with written authorization from a parent or legal guardian may sign themselves out; however, elementary/middle school students must be signed out by a parent or legal guardian who must present a pictured ID card when picking a student up from any school.

## Definitions

### Terms related to the disciplinary process

**Alternative Placements/Suspensions/Expulsions** - In accordance with section 22.1-277.2:1 of the *Code of Virginia*, a student that has been (1) charged with an offense relating to the Commonwealth's laws, or with a violation of school board policies, regarding weapons, alcohol, drugs, or intentional injury to another person, (2) charged, found guilty or not innocent of an offense relating to the Commonwealth's laws on weapons, alcohol, drugs, a crime that resulted in or could have resulted in injury to others, or with an offense that is required to be disclosed to the Superintendent pursuant to subsection G of section 16.1-260 of the *Code of Virginia*, (3) found to have committed a serious offense or repeated offenses in violation of school board policies; (4) suspended or expelled pursuant to sections 22.1-277.05, 22.1-277.06, 22.1-277.07, 22.1-277.08, or subsection B of 22.1-277 of the *Code of Virginia*, the Office of the Superintendent, shall determine whether the student shall be required to attend an alternative education program in lieu of a regular education program with the general student population. This section applies regardless of the location of the incident.

**Alternative School Program** - An instructional program on school sites for students who require an administrative intervention for certain violations of the *Code of Student Conduct*. This allows for the continuation of the academic program while counseling and/or other interventions may be employed.

**Appeal** - To make a request to a higher authority for the review of a disciplinary case.

**Arson** - Deliberately setting a fire on school property which endangers life, limb, or property.

**Assault/Battery** - An actual offensive and intentional touching or striking of an individual, with or without use of a dangerous object or weapon, against his or her will, causing or intending to cause bodily harm.

**Bodily Injury** - (A) a cut, abrasion, bruise, burn, or disfigurement; (B) physical pain; (C) illness; (D) impairment of the function of a body part or mental faculty; or (E) any other injury to the body, no matter how temporary.

**Bomb/Explosive Device** - Any weapon that is designed to explode with the use of a triggering device or by a chemical reaction that causes an explosion in accordance with §22.1-279.3:1 of the *Code of Virginia*.

**Bullying** - A person is being bullied or victimized when he or she is exposed repeatedly and over time to negative actions on the part of one or more persons. Two main components of bullying are aggressive behavior that involves unwanted negative actions and a pattern of behavior repeated over time, and an imbalance of power or strength. Different forms of bullying are verbal, social exclusion or isolation, physical, lies and rumors, money or possessions taken or damaged, being threatened or forced to do things, racial bullying, sexual bullying, and cyber bullying via cell phone or Internet (as further defined on page 31). The person who inflicts such activity upon another or others is considered the bully and will be disciplined accordingly. Bullying does not include ordinary teasing, horse-playing, arguing, or peer conflicts.

**Burglary** - Unlawfully entering or attempting to enter a building or other structure with the intent to commit a crime.

**Community Service** - Authorized work in the building, grounds, and/or other appropriate services provided by the student to the school or the community.

**Confiscation** - Any item prohibited by the *Code of Student Conduct* or the law will be removed from the student's possession.

**Consequences** - Recommended actions administrators are to use in handling alleged infractions of the *Code of Student Conduct*.

**Controlled Substance Analogs & Cannabimimetic Agents** - Substances prohibited by *Code of Virginia* §18.2-250 and defined by the *Code of Virginia* §54.1-3446, as amended from time to time (formerly known as "synthetic cannabinoids", including substances such as "bath salts" and "spice", now included among Schedule I & II drugs as defined further herein).

**Court Referral** - Violations of the law must be reported to law enforcement in accordance with the *Code of Virginia*, including but not limited to drug offenses, assaults, weapon possession, truancy, or other violations of the *Code of Virginia*. Violations of the law will be reported to the School Resource Officer or other appropriate authority, who will initiate appropriate legal action.

**Criminal Street Gang** - Any ongoing organization, association, or group of three or more persons, whether formal or informal, (i) which has as one of its primary objectives or activities the commission of one or more criminal activities, (ii) which has an identifiable name or identifying sign or symbol, and (iii) whose members individually or collectively have engaged in the commission of, attempt to commit, conspiracy to commit, or solicitation of two or more predicate criminal acts, at least one of which is an act of violence, provided such acts were not part of a common act or transaction.

**Detention** - A consequence (not to exceed an hour) employed by any teacher or administrator to keep a student before or after school hours in hope of correcting inappropriate behavior. Parents must be notified.

**Distribution** - The selling, giving, sharing, passing on to, taking orders for, and/or arranging for selling or sharing of a controlled substance to occur.

**Drug Paraphernalia** - Those items described in Section 18.2-265.1 of the *Code of Virginia*, including but not limited to items such as pipe fittings, stems, bowls, bongs, etc.

**Drug Violations Prescription Theft Attempted Theft** - Unlawfully possessing or attempting to take possession of drugs prescribed for another.

**Expulsion/Exclusion** - The termination of a student's privilege to attend school within the school division by a vote of the Dinwiddie County School Board, or the exclusion of a student expelled or withdrawn from admission by a public or private school in or outside Virginia. An expelled or excluded student is ineligible for readmission for 365 calendar days and may only be readmitted upon petition in accordance with School Board policy and procedures as outlined in this *Code*, in accordance with the *Code of Virginia*, Sections 22.1-277.06, 22.1-277.07, 22.1-277.08, and 22.1-277.2.

**Harassment** - Repeatedly annoying or attacking a student or a group of students or other personnel which creates an intimidating or hostile educational or work environment.

**Hazing** - Hazing means to recklessly or intentionally endanger the health or safety of a student or students or to inflict bodily injury on a student or students in connection with or for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a club, organization, association, fraternity, sorority, or student body regardless of whether the student or students so endangered or injured participated voluntarily in the relevant activity. The principal of any school, at which hazing that causes bodily injury occurs, shall report the hazing to the Superintendent, who shall report it to the local Commonwealth's Attorney.

**Jurisdiction** - The *Code of Student Conduct* and these related policies apply to any DCPS student. It is enforced when he/she is on school property, while traveling to school or from school, to, from, and at bus stops, in School Board vehicles, and in attendance at school or at any school-sponsored activity. In addition, the *Code of Student Conduct* applies to incidents off school property as referred to in *Definitions - Alternative Placements/Suspensions/Expulsions*. The *Code* also applies to a student's conduct which interferes with or obstructs the orderly operation of the school system or the safety or welfare of students, employees, or volunteers. Students who observe or are subjected to inappropriate actions as described in the *Code* are expected to report such incidences to their school administration. In addition, all students must report to a school staff member any information concerning threats or disruptions involving the safety of students, staff, or the school environment.

**Larceny** - The crime of taking and carrying away the personal property of someone else with the intent to permanently deprive the owner of that property.

**Law Enforcement Agencies** - In cases of serious violations of the law and/or when required by the *Code of Virginia*, the Dinwiddie County Police (to include School Resource Officers), Child Protective Services, and Juvenile Probation Departments may be contacted, consulted, or included in the consequence of student matters. The School Resource Officer usually serves as a liaison for these activities.



**Long-Term Suspension** - A disciplinary action whereby a student is not permitted to attend school for a period of 10 to 45 consecutive days. Long-term suspension can extend beyond a 45-school-day period, not to exceed 364 calendar days, if (i) the offense involves weapons, drugs, or serious bodily injury or (ii) the school board or division superintendent or superintendent's designee finds that aggravating circumstances exist.

**Look-alike/Imitation Drugs** - A pill, capsule, tablet, or other item which is not a controlled substance, an alcoholic beverage, anabolic steroid, or marijuana, but which by overall dosage unit, appearance, including color, shape, size, marking or package, or by representations made, is intended to lead or would lead a reasonable person to believe that such a pill, capsule, tablet, or other item is a controlled substance, an alcoholic beverage, anabolic steroid, or marijuana.

**Mediation/Conflict Resolution** - Mediation/Conflict Resolution is a process led by either student and/or staff mediators in which disputants in a conflict are encouraged to meet and resolve their dispute.

**Medication** - Any drug or other substance used in treating illnesses, disorders, healing, or relieving pain, including over-the-counter drugs, such as aspirin, cough syrups, gargles, cold tablets, and the like.

**Minor Consequences** - Minor Consequences include, but are not limited to, lunch detention, after school detention, time out, loss of privileges, assignment of work projects, in-school suspension, etc.

**Parent/Guardian** - A parent is considered a natural parent, parent by legal adoption, or court appointed legal custodian. Teachers, counselors, and administrators are expected to contact parents by phone or letter in an effort to keep them informed of their child's conduct.

**Possession** - Includes bringing, receiving, and/or storing items on school property or at a school-sponsored event. This includes, but is not limited to, items found in personal vehicles parked on school property.

**Restitution** - The replacement of or payment for property taken, damaged, or destroyed will be required.

**Robbery** - Taking, or attempting to take, anything of value owned by another person or organization under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear.

**Schedule I and II Drugs** - Controlled substances included in Schedules I and II of Section 202 of the Controlled Substances Act, 21 U.S.C. Section 812 and further defined in the Code of Federal Regulations, 21 C.F.R. Sections 1300.11 through 1300.15, and the Virginia Drug Control Acts, as further defined in *Code of Virginia* Sections 54.1-3446 and 54.1-3448, all as amended from time to time (includes controlled substance analogs and cannabimimetic agents).

**School Conference with Parent** - Parents are encouraged to set up an appointment with any teacher, school counselor, or administrator to discuss their son's or daughter's progress or problems. If a student is suspended, a parent/guardian may be asked to come to school to initiate reinstatement of the student.

**School Grounds and Property** - Includes land, school facilities, and school vehicles used for the provision of academics, extracurricular programs, and administration by the district. School grounds include parking lots, playgrounds, and recreational places. School grounds also include that portion of the land, school facilities, and other facilities owned by municipalities, private entities, or other individuals during those times when the school district has exclusive use of a portion of such land, school facilities, or other facilities for the provision of extracurricular programs.

**School Property and Activities** - Includes real and personal property owned, leased, or operated by or on behalf of the School Board. It also includes any school-sponsored event, bus stops, and activity to and from school and bus stops.

**School Resource Officers** - A Dinwiddie County Police Officer is assigned to elementary, middle, and high school to assist with the maintenance of safe school environments and to support administration, staff, and students regarding law related topics, and provide informal counseling and role modeling.

**Search and Seizure** - School authorities reserve the right to conduct random searches of lockers, desks, computers, computer hardware and software, and other property, as well as individuals and their personal belongings. This action will be taken to

protect the safety and security of the school environment. School authorities may also conduct a search when there is reasonable suspicion for believing that items will be found that violate the law or school policy, rules, and regulations. The search should be reasonable in scope, duration, and intensity in relation to the item being sought. Students shall be held responsible for all items in their lockers and vehicles. The locations at which searches of students and student property may be conducted are not limited to the school building or school property, but may be conducted wherever the student is involved in a school-sponsored activity. If articles violate school policy, rule, regulation, or the law, they will be taken by an administrator. Illegal articles will be turned over to a police officer.

**Automobiles** - Parking on school grounds is a privilege. All personal vehicles parked on school property may be searched as a part of a random search or with reasonable suspicion. Parking on school property shall be deemed consent to such search.

**Canines** - In an effort to ensure that each school maintains a safe environment, police dogs may be brought onto school property to inspect school premises, including, but not limited to, students, lockers, desks, backpacks, instrument cases, handbags and vehicles.

**Surveillance Cameras** - Surveillance cameras may be used in buses, in school facilities, and around school grounds in order to monitor and maintain order, discipline, and school safety. ***Surveillance videos are not considered educational records; therefore, viewing shall be limited to the Director of Transportation, building principals, Superintendent, Superintendent's Designee and/or law enforcement officers.***

**Serious Bodily Injury** - Bodily injury which involves (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a body part or mental faculty.

**Short-term Suspension** - A disciplinary action whereby a student is not permitted to attend school for a period not to exceed ten (10) school days of in accordance with the *Code of Student Conduct*.

**Student Conference** - The first line of discipline is with the classroom teacher. Formal and informal conferences are held between the student and teacher. If problems become more serious, the grade level administrator will hold a conference with the student in an attempt to improve behavior. The student's counselor often will be included in this conference.

**Student Support Team** - When a student experiences repeated problems in school, the school personnel may refer this student to the child study team or other appropriate team or individual for instructional or behavioral support. The student may also be counseled and, if necessary, evaluated for alternative placement and educational program modifications.

**Suspension** - According to adopted School Board policy, a student may be suspended from school attendance for violations of the *Code of Student Conduct*. Suspensions of students with disabilities shall be consistent with federal and state laws and regulations, as well as School Board policy. A principal or his/her designee may suspend a student up to 10 (ten) school days. (A "school day" is defined as any day that schools are open and students are expected to be in attendance.) Prior to suspension, the principal and/or designee should meet with the student. A letter shall promptly be mailed informing the parent of the violation of the *Code of Student Conduct* and the details of the suspension. Suspensions to a disciplinary hearing and recommendations for expulsion may be issued by the principal. Refer also to policy and regulation 6-06-003, "Suspension and Expulsion."

### **Technology-Related Terms:**

**Application** - A program that helps the user accomplish a specific task. Examples include word processing programs or spreadsheet programs.

**Cyber Bullying** - Abusive behavior including, but not limited to: taunting, threatening, stalking, intimidating, and/or coercing by one or more individuals against other students or staff, perpetrated using information and communication technologies, such as cell phone text messages, pictures, Internet email, social networking sites, defamatory personal websites, and defamatory online personal polling websites to support deliberate, hostile behavior intended to harm others.

**Extensions** - Small programs that add to or extend the capabilities of the computer's system software.

**Hacker** - One who uses programming skills to gain illegal or unauthorized access to computers, computer networks, or files.

**Preferences** - Settings that are altered by the user to personalize the computer. Examples include track pad, date, time, Internet settings, and network settings.

**Proxy** - Proxy is a computer system or router that can be used to bypass firewall rules, web filters, and/or security policies.

**Sexting** - The act of sending and receiving sexually explicit messages or photos electronically, primarily through use of cellular phones. This includes consensual and nonconsensual exchange, distribution, or possession of graphic images or messages.

**Software Image** - The pre-set software image is defined as the configuration of the system software, preferences, and extensions that reside on the computer.

**System Software** - The programs and routines that control the functioning of the hardware and direct its operation.

**Theft** - The crime of taking and carrying away the personal property of someone else with the intent to permanently deprive the owner of that property.

**Tobacco Products** - Any lit or unlit cigarette, including candy cigarettes, cigar, pipe, and any other smokeless tobacco, dip, chew, and snuff in any form. This includes electronic devices, including electronic cigarettes and vaporizers that emit nicotine vapor, cigarette packages, smokeless tobacco containers, lighters, and any other items containing or reasonably resembling tobacco, tobacco product images and tobacco company logos, such as key chains, t-shirts, ash trays, and coffee mugs.

**Tobacco Use** - Includes smoking, which means carrying or having in one's possession a lighted cigarette, cigar, pipe, or other object giving off or containing any substance giving off smoke; chewing spit tobacco, also known as smokeless tobacco, dip, chew, and snuff in any form. This includes electronic devices, including electronic cigarettes and vaporizers that emit nicotine vapor. The term 'use' means the chewing, dipping, lighting, smoking and any other usage of any tobacco product.

**Verbal Assault** - The act of cursing, threatening, or using abusive language or written remarks, intended to demean or harm a student, staff member, or visitor.

**Web Space** - A series of best practices oriented toward assisting people to create dynamic websites. These websites serve as online platforms to allow individuals to use various methods of communication as well as to easily connect various services, personal information, and social activities which utilize web tools. (Example of web tools include: blogs, music, hosting, photo sharing, instant messaging, bulletin boards, online chat rooms, etc.).

# School Information

## ELEMENTARY SCHOOLS

Dinwiddie	13811 Boydton Plank Road, Dinwiddie, VA 23841 Principal: Mr. Davis Roberts	469-4580
Midway	5511 Midway Road, Church Road, VA 23833 Principal: Mr. Randall Johnson	265-4205
Southside	10305 Boydton Plank Road, Dinwiddie, VA 23841 Principal: Mrs. Sheri Culbreath	469-4480
Sutherland	6000 R. B. Pamplin Drive, Sutherland, VA 23885 Principal: Dr. Amanda Clay	732-4168
Sunnyside	10203 Melvin B. Alsbrooks Ave., McKenney, VA 23872 Principal: Mr. Brenton Byrd	478-2313

## SECONDARY SCHOOLS

Dinwiddie Middle School	11608 Courthouse Road, Dinwiddie, VA 23841 Principal: Mr. Jeffrey Walters	469-5430
Dinwiddie High School	11501 Boisseau Road, Dinwiddie, VA 23841 Interim Principal: Mr. Robbie Garnes	469-4280

## ALTERNATIVE PROGRAM

Dinwiddie Pathways Center	12318 Boydton Plank Road, Dinwiddie, VA 23841 Administrator: Mr. Charles Moss	469-3179
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## VOCATIONAL CENTER

Rowanty Technical Center	20000 Rowanty Rd, Carson, VA 23830 Principal: Ms. Cheryl Simmers	732-4950 / (434) 246-5741
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## SCHOOL BOARD OFFICE

School Board Office	14016 Boydton Plank Road, Dinwiddie, VA 23841	469-4190
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**DINWIDDIE COUNTY PUBLIC SCHOOLS  
SCHOOL BOARD MEMBERS**

Deputy Jerry “Jay” Schnepf  
District 1

Mrs. Betty T. Haney  
District 2

Ms. Barbara T. Pittman  
District 3

Ms. Mary M. Benjamin  
District 4

Ms. Sherilyn H. Merritt  
District 5

**ADMINISTRATIVE STAFF**

Dr. Kari Weston  
Superintendent of Schools

Dr. Royal Gurley  
Assistant Superintendent

## Acknowledgment of Receipt and Review of the *Code of Student Conduct*

I certify:

1. receipt of the Dinwiddie County School Board's *Code of Student Conduct* and understand that printed therein are Sections 22.1-254 and 22.1-279.3 of the *Code of Virginia*, and the DCPS Acceptable/Safe Use of Technology and the Internet (on page 10).
2. that my signature indicates my permission to allow my son or daughter to have access to the Internet under the conditions set forth.
3. that I have reviewed the content of the *Code of Student Conduct*, including school bus rules and the Student Activities Contract with my child.
4. that I have been informed that all personal belongings kept on school property (including on school buses and all other vehicles used for pupil transportation), brought to school-sponsored events, or brought to bus stops will be at the sole risk of the owner. DCPS will not accept responsibility for damage, loss, or theft of any personal belongings on school property, brought to school-sponsored events, or brought to bus stops.
5. that if I elect to "opt-out" my child, I must follow the instructions provided in the Annual Notice to Students/Parents (found at <http://www.dinwiddie.k12.va.us/information/>).
6. that signing below only signifies receipt and review, and furthermore, that by signing this statement of receipt, I am not waiving, but expressly reserving, my rights protected by the constitutions or laws of the United States or Commonwealth of Virginia and my right to express disagreement with a school's or school division's policies or decisions.

I understand that this *Code of Student Conduct* applies to all students of Dinwiddie County Public Schools.

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Student's Name and Grade

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Signature of Student/Date

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School

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Signature of Parent/Date

**Please return this page to your child's teacher within two (2) weeks of enrollment of each new school year.**

# **Encouraging Positive Student Conduct and Safety Handbook**



**Prince George  
County Public Schools**

**Revised August 2021**

## A Message from the Superintendent

Dear Parents/Guardians and Students:

Welcome to the 2021-22 school year!

The Prince George County Public School division strives to engage our students in learning the knowledge and skills that will help them make positive contributions as citizens of our community and beyond. We believe that students, parents, and staff must work together to maintain a safe and productive school environment conducive to learning for all children. The *Encouraging Positive Student Conduct and Safety Handbook* provides information and policies that will support our partnership with you.

This document includes school hours, directory information, and dedicates a significant portion to the division's Code of Conduct. Please review this information with your child so he or she is aware of the division's expectations for student behavior.

Additionally, the **Acknowledgement of Parent/Student Responsibility** is on the last page of this booklet. This form must be completed and signed by all parents and students. **Please return this form to your child's school no later than September 30<sup>th</sup>.**

I wish you and your child a successful and memorable school year. Thank you for your continued support of Prince George County Public Schools.

Sincerely,

Lisa Pennycuff, Ed.D.  
Superintendent



VISION:

The vision of Prince George County Public Schools is to prepare students to navigate an ever-changing world.

MISSION:

The mission of Prince George County Public Schools is to engage, encourage, and inspire every child, every day.

**Prince George School Board  
P. O. Box 400  
6410 Courts Drive  
Prince George, VA 23875  
Telephone: (804) 733-2700  
Fax: (804) 861-5271  
Web Site: <http://pgs.k12.va.us>  
Office Hours: 8:00 a.m. – 5:00 p.m.**

**School Board Members**

Jill A. Andrews  
Robert E. L. Eley, III  
Christopher A. Johnson  
Cecil M. Smith  
Sherry D. Taylor

DISCLOSURE: The Prince George County School Board does not discriminate on the basis of race, color, national origin, age, religion, political affiliation, handicapping conditions, or sex in its educational programs or employment.

## **School Board Office Staff**

Dr. Lisa Pennycuff  
Superintendent

William A. Barnes, Jr.  
Assistant Superintendent

Patrick Barnes  
Chief Support Services Officer

Monique G. Barnes  
Chief Finance Officer

Laura Estes  
Chief Human Resources  
Officer

Scott Brubaker  
Chief Technology Officer

Robin Germanos  
Director, Elementary Education

Jason Chandler  
Director, Secondary Education

Ronald Rhodes  
Director, Operations

TBD  
Director, Title I, Gifted  
and MYP

Kae Partin  
Director, Student Services

TBD  
Director, Transportation

Chrystal George  
Associate Director,  
Student Services

Mattie Thweatt  
Associate Director,  
School Administration

Ginger Absher  
Coordinator, Food and  
Nutrition Services

Michael Campbell  
Coordinator, Communications  
and Public Relations

Rebecca B. Kirk  
Assistant to Superintendent/  
Clerk of the Board

Michelle Grate  
Coordinator of Health Services

## Schools

Prince George High School  
7801 Laurel Spring Road  
Prince George, VA 23875  
Principal, Dr. Abbie Martin  
Telephone: (804) 733-2720  
Fax: (804) 861-4530  
Office Hours: 7:15 a.m. – 3:45 p.m.

J. E. J. Moore Middle School  
11455 Prince George Drive  
Disputanta, VA 23842  
Principal, Robert Knowles  
Telephone: (804) 733-2740  
Fax: (804) 733-2697  
Office Hours: 7:15 a.m. – 3:45 p.m.

L. L. Beazley Elementary School  
6700 Courthouse Road  
Prince George, VA 23875  
Principal, Elizabeth Pell  
Telephone: (804) 733-2745  
Fax: (804) 732-1627  
Office Hours: 8:00 a.m. – 4:00 p.m.

North Elementary School  
11106 Old Stage Road  
Prince George, VA 23875  
Principal, Dr. Theresa Marshall  
Telephone: (804) 458-8922  
Fax: (804) 452-3917  
Office Hours: 8:00 a.m. – 4:00 p.m.

William A. Walton Elementary School  
4101 Courthouse Road  
Prince George, VA 23875  
Principal, Chrystal Barnwell  
Telephone: (804) 733-2750  
Fax: (804) 732-1592  
Office Hours: 8:00 a.m. – 4:00 p.m.

N. B. Clements Junior High School  
7800 Laurel Spring Road  
Prince George, VA 23875  
Principal, Thad Sebera  
Telephone: (804) 733-2730  
Fax: (804) 733-3783  
Office Hours: 7:15 a.m. – 3:45 p.m.

Prince George Education Center  
11455 Prince George Drive  
Disputanta, VA 23842  
Principal, Burke George  
Telephone: (804) 733-2748  
Fax: (804) 733-2749  
Office Hours: 7:15 a.m. – 3:45 p.m.

David A. Harrison Elementary School  
12900 East Quaker Road  
Disputanta, VA 23842  
Principal, Christopher Scruggs  
Telephone: (804) 991-2242  
Fax: (804) 991-2123  
Office Hours: 8:00 a.m. – 4:00 p.m.

South Elementary School  
13400 Prince George Drive  
Disputanta, VA 23842  
Principal, Susan Braswell  
Telephone: (804) 733-2755  
Fax: (804) 732-5844  
Office Hours: 8:00 a.m. – 4:00 p.m.

Rowanty Technical Center  
20000 Rowanty Road  
Carson, VA 23830  
Principal, Cheryl Simmers  
Telephone: (804) 732-4950  
Fax: (434) 246-5721  
Office Hours: 7:45 a.m. – 3:45 p.m.

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# **I. INTRODUCTION**

## **Roles and Responsibilities**

School Board members, school personnel, parents, and students share the responsibility to create and maintain a school environment that is safe and conducive to learning. It is the responsibility of the School Board to adopt policies and regulations. The superintendent has the responsibility to issue standards of student conduct including a list of corrective disciplinary actions for violation of the standards. The school principal has the responsibility to enforce the student conduct standards using reasonable judgment. Each parent has a duty to assist the school in enforcing the standards of student conduct and compulsory school attendance. Students are expected to attend school regularly and to demonstrate good citizenship; enjoying the rights and fulfilling responsibilities set forth in the student conduct standards.

## **Student Conduct Expectations**

An engaging, challenging atmosphere is most conducive to the educational experience of all members of the school community. Therefore, students are expected to:

- Cooperate in the creation and maintenance of a healthy learning environment.
- Conduct themselves in a safe and orderly manner.
- Respect the rights of others during both curricular and extracurricular school programs.
- Be present and on time for all scheduled activities.
- Dress in a way that is appropriate and responsible.
- Refrain from inappropriate behavior, including disruptive actions such as the use of profanity, obscenity, and/or demeaning remarks.
- Safeguard the property of the school and protect the community's investment in it.

- As a good citizen, students should refrain from bringing items on school property that are in violation of the Code of Conduct or cause campus disruption. They must turn the item in to a school adult as soon as they realize the item is in their possession to prevent further disciplinary review. Please see your School Student Handbook for additional information.

No student shall violate, while on school property, at a school activity, or under the supervision of school authority (including going to and coming from school) any laws or rules and regulations of the School Board and the school. The following are general categories of prohibited conduct:

### **Alcohol, Tobacco, Anabolic Steroids, and Other Drugs**

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

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

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

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

any prescription or non-prescription drug possessed in violation of School Board policy.

Any student who has been found to be in possession of or under the influence of drugs or alcohol on school property or at a school sponsored activity may be required to (1) undergo evaluation for drug or alcohol abuse and (2) participate in a drug and/or alcohol treatment program if recommended by the evaluator and if the parent consents.

In addition to any other consequences which may result, a student who is a member of a school athletic team will be ineligible for two school years to compete in interscholastic athletic competition if the school principal and the superintendent determine that the student used anabolic steroids during the training period immediately preceding or during the sport season of the athletic team, unless such steroid was prescribed by a licensed physician for a medical condition. (Policies GBEC, JFC, JFCF, JFCH, KGC)

## **Assault**

A student shall not assault or commit battery upon another person on school property, on school buses or during school activities on or off school property.

An assault is a threat of bodily injury.

A battery is any bodily harm, however slight, done to another in an angry, rude or vengeful manner. (Policies JFC)

## **Attendance**

Student attendance is a cooperative effort; schools shall involve parents and students in accepting responsibility for regular attendance.

Each parent or guardian of a child within the compulsory school attendance age shall be responsible for the child's regular and punctual attendance at school as required by law. Early intervention with the student and parent(s) takes place for repeated unexcused absences.



Parent/student must provide school with official, written documentation of any hospitalization, court appearance, notification of death in family (i.e. obituary) within five (5) days of returning back to school in order for the administration to excuse the absence for exam exemptions.

Students shall attend school on a regular and punctual basis unless otherwise excused in accordance with School Board regulation. See Appendix F, Compulsory Attendance. (Policies JED, JFC)

### **Bomb Threat**

Students shall not engage in any illegal conduct involving firebombs, explosive or incendiary materials or devices, or hoax explosive devices, or chemical bombs as defined in the Code of Virginia. Moreover, students shall not make any threats or false threats to bomb other students, school personnel or property.

Students found guilty by the court may be required to pay restitution for police, fire and rescue intervention services. (Policies JFC, JGD/JGE, KNAJ)

### **Bullying and Use of Electronic Means of Bullying**

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

Please see your School Student Handbook for additional information. (Policies JFC, JFCE, IIBEA/GAB)

### **Bus Related Conduct**

Students are required to conduct themselves on school buses in a manner consistent with established student code of conduct. The driver shall report students who become disciplinary problems on

school buses to the principal. The principal and his/her designee will notify the parent/guardian and may suspend the student's riding **privileges**. Students are also subject to the same disciplinary action as would be prescribed had the behavior occurred at school.

Only authorized personnel are permitted to board the bus. Unauthorized persons could be charged for trespassing. Please see your School Student Handbook for additional information about bus rules. (Policies JFC, JFCC, JFCC-R)

## **Cheating**

Students are expected to perform honestly on any assigned schoolwork or tests (traditional face-to-face or virtual learning). The following actions are prohibited:

- Cheating on a test or assigned work by giving, receiving, offering, and/or soliciting information.
- Plagiarizing by copying the language, structure, idea, and/or thoughts of another.
- Falsifying statements on any assigned schoolwork, tests, or other school documents.

(Policy JFC)

## **Defiance of the Authority of School Personnel**

Students shall comply with any oral or written instructions made by school personnel within the scope of their authority as provided by School Board policies and regulations. (Policy JFC)

## **Disruptive Behavior**

Students are entitled to a learning environment free of unnecessary disruption. Any physical or verbal disturbance within the school setting or during related activities, which interrupts or interferes with teaching and orderly conduct of school activities, is prohibited. (Policies JFC, JFCA)

## Dress Code

All students are expected to dress appropriately for a K-12 educational environment. Any clothing that interferes with or disrupts the educational environment is unacceptable. Clothing with language or images that are vulgar, discriminatory, or obscene, or clothing that promotes illegal or violent conduct, such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia, inhalant, or clothing that contains threats such as gang symbols is prohibited.

Prince George County Public Schools is an institution that is not only devoted to the business of education but to the proper training in appropriate social skills and employable characteristics. Based on this belief, the dress code requires the appropriate appearance and self-respect necessary to foster a positive learning environment. Grooming or dress that is hazardous to the health and safety of the student or to that of his/her peers or is disruptive to instruction or good order and discipline in the school shall not be permitted. The following are regulations and stipulations for students:

- The bottom of the shirt, blouse, or other top must overlap or be tucked into the pants, shorts, skirts, etc., worn so that the midriff, belly, and/or undergarments are not exposed.
- Pants will be worn at the waist.
- Clothing must be at least mid-thigh-in length (front and back). Students are not allowed to wear dresses or skirts with splits which go higher than mid-thigh (front and back).
- A principal or his/her designee may require a student to remove any item of outer clothing that could readily conceal a weapon while in school.
- Shoes or sandals must be worn for health and safety reasons.

The following items are **NOT** considered to be appropriate and are prohibited:

- Sunglasses.
- Any item inside the mouth not considered a medical or orthodontic necessity.

- Hats, head covers (except any religiously and ethnically specific headcover or hairstyle including hijabs, yarmulkes, headwraps, braids, locs, and cornrows), hoods, bandanas, and sunglasses, are not to be worn in a school building.
- Metal combs, metal picks, curlers, rollers, and other grooming articles.
- Pajamas and bedroom slippers.
- See-through/sheer clothing.
- Tank tops, tube tops, halter tops, muscle shirts, oversized armholes, spaghetti straps, and plunging necklines or those that otherwise reveal excessive cleavage.
- Exposed undergarments.
- Clothing bearing profane, obscene, lewd, vulgar, illegal, and racially/ethnically offensive illustrations, emblems, or statements.
- Garments promoting the use of illegal substances, including alcohol and tobacco.
- Items of clothing which may be considered as weapons including studded jewelry and wallet chains of more than 12 inches.
- Healie shoes (shoes with wheels).
- Tattoos and piercings that are disruptive to the learning environment.
- Clothing associated with gangs or gang membership<sup>1</sup>

Clothing should fit, be neat and clean, and conform to standards of safety, good taste, and decency. Clothing that exposes the chest, private parts, the midriff, or undergarments, or that is otherwise sexually provocative, is prohibited.

<sup>1</sup>Any group activity that threatens, that is illegal and/or violent, or that portends the development of gang activity, which may involve wearing gang-related apparel, inappropriate congregating, bullying, harassment, initiations, hazings, intimidations, and/or related activities which are likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to students is prohibited.

In order to promote school spirit, various groups will wear uniforms at specific times with administrative approval. The principal has the discretion to change the dress code on special event days. Such days will be announced in advance. Likewise, the principal or his/her designee reserves the right to rule on individual cases. Necessary additions or adjustments to this policy can occur during the school year.

Students in violation of the dress code will be required to change their clothes to meet the established expectations or they will be sent home. Offenders who have repeated violations will receive progressive disciplinary measures (i.e., before or after school detention, Saturday School, suspensions).

Parents of students requiring accommodation for religious beliefs, or disabilities should contact the principal.

No school board employee shall enforce this policy by direct physical contact with a student or a student's attire and no school employee shall require a student to undress in front of any other individual, including the enforcing school board employee, to comply with the dress or grooming code.

These standards shall be in a gender-neutral manner.  
(Policy JFC)

## **Electronic/Communication Devices**

Prince George County Public Schools recognizes that student access to cell phones and other electronic devices is common with today's learner. However, it is imperative that students and parents understand that there are appropriate and inappropriate times for the use of such devices. Students are cautioned that any media (photographs, videos, etc.) created and/or exchanged that creates a disruption to the school environment may result in disciplinary action up to and including out-of-school suspension, alternate placement, expulsion, and/or legal ramifications. School personnel will establish consistent implementation procedures by building and/or department. If a student is in **violation** of district policy, the

device may be confiscated from the student and returned **only** to the student's parent/guardian.

In addition, when students are taking Standards of Learning (SOL) tests, they are prohibited from having in their possession a cell phone or any other unapproved electronic device with camera features, text messaging functions, voice-activated recording capabilities, or Internet access. (Policies JFC, IIBEA/GAB, KK-R)

### **Extortion**

No student may obtain or attempt to obtain anything of value from another by use of a threat or intimidation of any kind.  
(Policy JFC)

### **Gambling**

A student shall not bet money or other things of value, or knowingly play or participate in any game involving a bet on school property, on school buses, or during any school-sponsored activity.  
(Policy JFC)

### **Gang Related Activity**

Gang activity, as defined in Policy JFCE Gang Activity or Association, is prohibited. Students shall not engage in gang activity on school grounds, on school buses, or on any school sponsored activity. In addition, students shall not engage in gang activity using the School Division computer system at any time. A gang is defined as any group of three or more persons whose purpose includes:

- Commission of illegal acts
- Participation in activities that threaten the safety of persons or property
- Disruption of the school environment
- Creation of an atmosphere of fear and intimidation.

(Policies JFC, JFCE)

## **Harassment**

Students are prohibited from harassing other students, school staff, volunteers, student teachers, or any other person present in school facilities or at school functions.

It is the policy of the Prince George County School Board to maintain a working and learning environment for all its employees and students which provides for fair and equitable treatment including freedom from sexual harassment. It is prohibited for any employee or student, male or female, to harass another employee or student by making unwelcome sexual advances or requests for sexual favors, or engaging in other verbal or physical contact of a sexual nature, when (1) submission to or rejection of such conduct is used as a basis for employment or academic decisions affecting the employee or student, (2) such conduct creates an intimidating, hostile or offensive working or learning environment, or (3) submission to such conduct is made either explicitly or implicitly a term or condition of the individual's employment or participation in school programs.

Any employee or student who believes that he/she has been subjected to sexual harassment should file a written complaint of the alleged act immediately with his/her immediate supervisor/principal or to the Title IX compliance officers (Assistant Superintendent for Instruction and Accountability, Assistant Superintendent of Support Services, and Director of Human Resources). The written complaint should state in detail the basis for the complaint, the names of the person(s) involved, and the dates of any specific incidents. A thorough confidential investigation of all reported incidents to determine the nature and extent of any alleged sexual harassment will be undertaken immediately. If the complaint is against a Title IX compliance officer or principal, the complaint shall be reported to the Superintendent. The question of whether a particular action or incident is prohibited behavior requires a determination based on all the available facts in the matter. A written report shall be filed at the conclusion of any investigation of sexual harassment regardless of the outcome of that investigation.

Any administrator, teacher or other employee or student who is found, after appropriate investigation, to have engaged in sexual harassment of another employee or student will be subject to disciplinary action appropriate to the offense, from a warning up to expulsion or discharge.

Any individual filing a sexual harassment complaint is assured that he/she will be free from any retaliation from filing such a complaint. Retaliators will be subject to discipline up to and including expulsion or discharge. (Policies JFHA/GBA)

## **Hazing**

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

## **Intentional Injury of Others**

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

## **Internet Use**

### **Mission**

The Prince George Schools are committed to providing all students with the most appropriate technological tools to enhance and support quality education and to produce active participants in the worldwide community of the 21<sup>st</sup> century.

### **Philosophy**



Technology integration is paramount in preparing students to meet the challenges of an increasingly more complex society. We believe all users should have adequate and equal access to training and literacy for technology.

The infusion of technology into our instructional program is essential in fulfilling our mission of providing a quality education for each individual child. It is essential to our students' success that they learn about new technologies and learn by utilizing these technologies. The ability to access information, process it, synthesize new ideas and communicate these ideas is key to creating independent, lifelong learners. Growing volumes of research show that the use of technology fosters creativity, encourages higher order thinking and motivates students to learn.

Training for students is key to the successful implementation of Internet safety and technology in our schools. Adequate levels of computers and other technologies should be provided for students.

### **Vision**

We envision the use of technology to enhance quality education and lifelong learning. To accomplish this vision, we are committed to the following principles:

- Providing equity of technological access.
- Improving instruction through the use of computer technology.
- Integrating the technology in all areas of learning.
- Providing professional development to enhance the instructional program.
- Ongoing Internet safety of all stakeholders – staff, students, parents, and community.
- Monitor and evaluate all Internet safety instruction for students and update as needed.
- Evaluate the division's technology infrastructure and the network, Internet, and data security procedures in place annually.

- Remain cognizant of the latest developments in Internet vulnerabilities, legal issues, and capabilities related to instruction and impact on division students.
- Educate students about appropriate online behavior including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.
- Evaluate the effectiveness of the division AUP and update annually as needed.
- Assess the need for community outreach related to Internet use and safety issues.
- Provide frequent information related to Internet safety and security to parents and the community.

Internet use by students shall be in accordance with acceptable computer use policies and regulations. Prince George County Public Schools strives to provide equitable access and encourages the use of technology whenever possible and appropriate, to support the curriculum and student learning objectives. All use of the Prince George School Division's computer system shall be consistent with the School Board's goal of promoting educational excellence by facilitating resource sharing, innovative and communication. The term "computer system" includes but is not limited to hardware, software, data, communication lines and devices, displays devices, printers, CD, DVD, and other media devices, tape or flash drives, storage devices, servers, personal computers, tablets, laptops, telephones, cameras, projectors, multimedia devices, workstations, the internet and other electronic services and any other internal or external network.

- A. Acceptable Use. Access to the Division's computer system shall be (1) for the purposes of education or research and be consistent with the educational objectives of the Division or (2) for legitimate school business. Acceptable use of technology and electronic information systems by students includes:

- Accessing research databases and libraries of information in the form of text, graphics, photographs, video, and sound.
- Interacting and collaborating with others.
- Acquiring knowledge and skills to support learning objective.
- Publishing opportunities.
- Extending teaching and learning opportunities.

Prince George County Public Schools allows students and employees to access electronic information systems while safeguarding users from potential hazards by filtering objectionable sites. Users are allowed access to Internet resources with the understanding that some material may be inaccurate or objectionable. The inappropriate use of resources is not permitted. Prince George County Public Schools does not endorse and is not responsible for content associated with links outside of the Prince George County Public Schools' network. Prince George County Public Schools reserves the right to block downloading from specific file extensions or specific sites. Students using Prince George County Public Schools' electronic information systems are subject to monitoring by Prince George County Public Schools personnel. Parents and students acknowledge adherence to this agreement by signing the Parent/Student Responsibility form.

- B. Privilege. The use of the Division's computer system is a privilege, not a right.
- C. Unacceptable Use. Each user is responsible for his/her actions on the computer system. Prohibited conduct includes, but not limited to:
  - Using the network for any illegal or unauthorized activity (i.e. including but not limited to Virtual Private Network (VPN) or proxy servers), including violation of copyright or contracts, or transmitting any material in violation of

any federal, state or local law, the Code of Student Conduct, or any School Board policy or regulation.

- Sending, receiving, viewing or downloading illegal material.
- Unauthorized downloading of software.
- Using the computer system for private financial or commercial purposes.
- Wastefully using resources, such as file space.
- Gaining unauthorized access to resources or entities.
- Posting material created by another without his/her consent.
- Submitting, posting, publishing, or displaying any obscene, profane, threatening, illegal or other inappropriate material.
- Using the computer system while access privileges are suspended or revoked.
- Vandalizing the computer system, including destroying data by creating or spreading viruses or by other means.
- Intimidating, harassing, bullying, or coercing others.
- Threatening illegal or immoral acts.

D. Network Etiquette. Each user is expected to abide by generally accepted rules of etiquette, including the following:

- Be polite.
- Users shall not forge, intercept, or interfere with electronic mail messages.
- Use appropriate language. The use of obscene, lewd, profane, lascivious, threatening, or disrespectful language is prohibited.
- Users shall not post personal information other than directory information as defined in Policy JO Student Records about themselves or others.
- Users shall respect the computer system's resource limits.

- Users shall not post chain letters or download large files.
  - Users shall not use the computer system to disrupt others.
  - Users shall not modify or delete data owned by others.
- E. Liability. The School Board makes no warranties for the computer system it provides. The School Board shall not be responsible for any damages to the user from use of the computer system, including loss of data, non-delivery, or missed delivery of information, or service interruptions. The School Division is not responsible for the accuracy or quality of information obtained through the computer system. The user agrees to indemnify the School Board for any losses, costs or damages incurred by the School Board relating to or arising out of any violation of these procedures.
- F. Security. Computer system security is a high priority for the School Division. If any user identifies a security problem, the user shall notify the building principal or system administrator immediately. All users shall keep their passwords confidential and shall follow computer virus protection procedures.
- G. Vandalism. Intentional destruction of or interference with any part of the computer system through creating or downloading computer viruses or by any other means is prohibited.
- H. Charges. The School Division assumes no responsibility for any unauthorized charges or fees as a result of using the computer system, including telephone or long-distance charges.
- I. Electronic Mail. The School Division's electronic mail system is owned and controlled by the School Division. The School Division may provide electronic mail to aid students as an educational tool. Electronic mail is not private. Students' electronic mail may be monitored and accessed by the School Division. All electronic mail may be archived. Unauthorized access to an electronic mail account by any student is prohibited. Users may be held responsibly and

personally liable for the content of any electronic message they create, or that is created under their account or password. Downloading any file attached to an electronic message is prohibited unless the user is certain of that message's authenticity and the nature of the file.

- J. Enforcement. Software will be installed on the division's computers having Internet access to filter or block Internet access through such computers to child pornography and obscenity. The online activities of users may also be monitored manually. **Any violation of these regulations shall result in loss of computer system privileges and may also result in appropriate disciplinary action, as determined by School Board policy, or legal action.**

The use of technology as an educational and instructional resource requires that students entrusted with the privilege of its use be held accountable. It is the responsibility of the user to obey the rules and procedures governing acceptable use at all times. Students are personally accountable for any and all activities logged to their computer identification and password. Any activities that disrupt or interfere with the safety and welfare of the school community are prohibited, even if such use takes place off school property. Such activities will be subject to school disciplinary action.

Violations of policy may result in a suspension of access privileges and/or other consequences.  
(Policies GAB/IIBEA, JFC)

## **Prescription/Over-the-Counter Non-Prescription Drugs**

The illegal use of prescription drugs is prohibited. Further, no student may have in his/her possession any prescription or over-the-counter non-prescription drug. The parent or legal guardian shall take all such items to the office of the principal or designee for safekeeping and administration within prescribed procedures. Any student who possesses, distributes, or receives a prescription drug at

any time while on school property or at a school-sponsored activity will be recommended for expulsion by the principal. Nothing herein shall prohibit the permanent expulsion of such students. (Policies JFC, JGD/JGE, JHCD)

### **Profane or Obscene Language or Conduct**

Students are prohibited from using profane or obscene language or engaging in profane or obscene conduct that disrupts the teaching and learning environment. (Policies GAB-R, IIBEA-R, JFC)

### **Search and Seizure**

To maintain order and discipline in the schools and to protect the health, safety and welfare of students and school personnel, school administrators may search a student, student belongings, student lockers or student automobiles and may seize any illegal, unauthorized, or contraband materials discovered in the search.

School administrators may search any student's person and/or personal effects (e.g., purse, book bag, including but not limited to clothing and personal effects, etc.) when there is a reasonable suspicion to believe that the student possesses an item which violates law, school policies and regulations, or which may be harmful to the school or its students. Students may be scanned with a metal detector. A pat down search of a student may only be conducted if a school administrator has established a high level of reasonable suspicion to believe that the student possesses an item which violates law, school policies and regulations, or which may be harmful to the school or its students. If a pat down search of a student's person is conducted, it will be conducted in private by a school administrator of the same sex and with an adult witness of the same sex present. Strip searches may only be conducted when an extremely serious situation exists requiring immediate action imminent threat of death or great bodily injury to a person or persons.

Student lockers, desks, and other storage facilities are the property of and remain under the control of the school. The school

administration has the right to search lockers, desks and other storage facilities for items which violate law, school policies and regulations, or which may be harmful to the school or its students, and any such items which are found may be confiscated. Items which violate the law may be turned over to law enforcement officials. Students are responsible for the content of their assigned locker at all times.

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and inspections of the exteriors of student automobiles on school property. Such patrols and inspections may be conducted without notice and without student consent. The interiors of student vehicles may be inspected whenever a school administrator has reasonable suspicion that it contains an item which violates law, school policies and regulations, and which may be harmful to the school or its students.

The school computer system, as defined in Policy IIBEA/GAB Acceptable Computer System Use, is school property. Students are only authorized to use the school's computer system and other similar educational technology consistent with the educational mission of the school and in accordance with the Acceptable Computer System Use policy. School administrators, with the assistance of technology support employees, may search school computers, software, and internet access records at any time for any reason and without consent.

If a student gives a school administrator consent for a search, the school administrator does not need to demonstrate reasonable suspicion. A student's consent is only valid if given willingly and with knowledge of the meaning of consent. Students should be told of their right to refuse to be searched, and students must not perceive at risk of punishment for refusing to grant permission for the search.

To ensure a drug-and-alcohol-free learning environment for students and staff, school officials may, at their discretion, request assistance from a variety of available resources, including the Prince George County Public Schools Resource Officers, the substance abuse counselors, the Prince George County Health Department,



and the active and passive canine teams coordinated by the Prince George Sheriff /Police Offices.

The student's individual right to privacy and freedom from unreasonable search and seizure is balanced by the school's responsibility to protect the health, safety, and welfare of all persons within the school community. If a properly conducted search yields illegal or contraband materials, such findings shall be turned over to proper legal authorities for ultimate disposition.  
(Policies JFG, JFG-R)

## **Social Media**

Social media includes internet-based applications and mobile technologies that allow the creation and exchange of user generated content. Examples of commonly used social media tools include, but are not limited to blogs, message boards, chat groups, instant messaging, personal news updates, and music and video sharing (i.e. – including but not limited to Facebook, TikTok, Instagram, Snapchat, Kik and Twitter). Utilization of social media via the school division's Computer System is prohibited unless expressly permitted in advance by the building principal or other appropriate administrator for a specific legitimate educational use. Any such utilization of social media must be in conformance with this policy. Students are cautioned that even non-school division Computer System utilization of social media that violates this policy and that creates a foreseeable risk of reaching school property and causing a substantial disruption to the work and discipline of the school may result in school discipline. (Policies GAB-R/IIBEA-R)

## **Stalking**

Students shall not engage in a pattern of behavior that places another person in fear of harm. (Policies JFC, JFCE)

## **Theft**

A student shall not intentionally take or attempt to take the personal property of another person by force, fear, or other means. (Policy JFC)

## **Threats; Intimidation**

Students are prohibited from making any verbal, written or physical threat of bodily injury to another person. Students shall not use electronic technology or communication devices, such as the internet, social media, or cell phones, to intimidate or threaten for any reason. (Policies JFC, JFCE, JFHA)

## **Trespassing**

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

All visitors to a school or its grounds shall report to the main office immediately. Persons who fail to do so may be considered trespassers and subject to legal action, and student visitors who fail to do so also may be subject to disciplinary action as well as legal action. Any person whose presence or action interferes with or disrupts the operation of the school, its students, or school activities shall be prohibited from entering school or remaining on school property or remaining at a school-sponsored activity, wherever located. (Policies JFC, KGB, KK)

## **Vandalism**

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

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

## **Weapons**

Students shall not have in their possession any type of firearm or other article that may be used as a weapon. This shall include, but is not limited to: guns, firearms, blank guns, starter guns, pellet guns, air guns, toy guns, tear gas guns, paintball guns, chemical weapons, pepper spray, knives, metallic knuckles, blackjacks, explosive devices, joined rings, and other objects which may be used as weapons or imitation weapons, or shoots projectiles. Should illegal materials be found during a search, law enforcement officials will be notified, and prosecution will be according to the law. (Policies JFC, JFCD)

## **Other Conduct**

In addition to those specific standards, students shall not engage in any conduct which materially and substantially disrupts the ongoing educational process, or which is otherwise in violation of federal, state, or local law. (Policy JFC)

## **Reporting of Certain Offenses**

Local School Board policy must provide for notification of local law enforcement authorities in accordance with § 22.1-279.3:1.D. of the Code of Virginia that requires principals to immediately report to the local law-enforcement agency any act enumerated in clauses (ii) through (vii) of §22.1-279.3:1.A. that may constitute a criminal offense. A principal may report to the local law-enforcement agency any incident described in clause (i) of subsection A. When there is injury, or the battery is against school personnel, reporting is mandatory.

Section 22.1-279.3:1.A. of the code lists offenses as follows:

- i. The assault or assault and battery, without bodily injury, of any person on a school bus, on school property, or at a school-sponsored activity;
- ii. The assault and battery that results in bodily injury, sexual assault, death, shooting, stabbing, cutting, or wounding of any person, abduction of any person as

described in Va. Code §18.2-47 or Va. Code §18.2-48, or stalking of any person as described in Code of Virginia § 18.2-60.3 on a school bus, on school property, or at a school-sponsored activity; any conduct involving alcohol, marijuana, synthetic cannabinoids as defined in Virginia Code § 18.2-248.1:1, a controlled substance, imitation controlled substance, or an anabolic steroid on a school bus, on school property, or at a school-sponsored activity, including the theft or attempted theft of student prescription medications;

- iii. Any threats against school personnel while on a school bus, on school property or at a school-sponsored activity;
- iv. The illegal carrying of a firearm, as defined in § 22.1-277.07, onto school property;
- v. Any illegal conduct involving firebombs, explosive materials or devices, or hoax explosive devices, as defined in § 18.2-85, or explosive or incendiary devices, as defined in § 18.2-433.1, or chemical bombs, as described in § 18.2-87.1, on a school bus, on school property, or at a school-sponsored activity;
- vi. Any threats or false threats to bomb, as described in § 18.2-83, made against school personnel or involving school property or school buses; or
- vii. Any illegal possession of weapons, alcohol, drugs, or tobacco products.

The principal or designee must also report these incidents to the superintendent of the school division, who then reports them to the Department of Education [§ 22.1-279.3:1(C) and Code 16.1-260. Code of Virginia]. The principal or designee must also notify the parent of any student involved in the incidents listed above, as well as incidents committed by students enrolled at the school if the offense would be a felony if committed by an adult, regardless of where the offense is committed, or would be a violation of the Drug Control Act if it occurs on a school bus, school property, or at a school sponsored activity [§ 22.1-279.3:1(B) and (C) and Code

16.1-260]. Whenever a student commits a reportable incident named in the Code, the student shall be required to participate in prevention and intervention activities as determined appropriate by the superintendent or designee [§ 22.1-279.3:1(C) and Code 16.1-260]. A School Board may require reporting of other offenses. This determination is best made in consultation with local school and law enforcement officials. (Policies JGD/JGE, CLA)

### **Notification Regarding Prosecution of Juveniles as Adults**

The Prince George School Board annually provides information developed by the Office of the Attorney General to students regarding laws governing the prosecution of juveniles as adults for the commission of certain crimes. (Policy JFCL)

## **II. ACCOUNTABILITY**

### **Disciplinary Action, Criteria, Procedures, and Processes**

To protect students' rights, certain procedures are followed with regard to major disciplinary actions. Persons associated with the school have a responsibility in the maintenance of proper school discipline. The administrator of the building should exercise reasonable judgment and consider the circumstances in determining the level of punishment to be used. Since it would be impossible to take into account the severity of each offense, the principal or his/her designee will have the authority to determine disciplinary actions. In each case, the school administrator should use reasonable judgment to ensure that students who violate the Code of Conduct will be given appropriate attention, such as counseling, to encourage future compliance with the Code of Conduct and school rules.

Parents/guardians will be notified of disciplinary action as soon as possible. Generally, students will not be sent home as a result of a suspension until the parents/guardians have been notified. There are occasions; however, when students must be immediately removed from the school and the parents/guardians are subsequently contacted. In addition to the disciplinary action outlined in the code, any known violation of the criminal code will be referred to the legal authorities.

Students with disabilities, who violate the student code of conduct, or engage in conduct for which they may be disciplined, will be disciplined in accordance with School Board Policy JGDA. (Policies JFCA, JGD/JGE)

### **Removal of Student from Class**

Teachers shall have the initial authority to remove a student from a class for disruptive behavior that interrupts or obstructs the learning environment, using the following criteria:

1. The removal of the student must be necessary to restore a learning environment free from interruptions or obstructions caused by the student's behavior.
2. The removal of the student occurs only after teacher or administrative interventions have failed to end the disruptive behavior. However, nothing shall preclude the immediate removal of a student for behavior that might warrant suspension from school.
3. The removal of a student is an appropriate response to student behavior that is a violation of the rules of conduct.
4. Written notice of the student's behavior and the opportunity to meet with the teacher and/or school administrators must have been provided to the student's parents.

(Policies JFC, JFCA)

## **Detention**

Pupils may be detained in school for disciplinary or other reasons provided good practices are followed in the detention.

The following must be observed:

- Pupils may not be detained until adequate provisions for his/her transportation home have been made.
- Pupils may be detained for a maximum of two hours in secondary schools before or after the close of the instructional day.
- Pupils may be detained Saturdays from 8:30 a.m. to 12:00 p.m. (secondary schools).

(Policies JED, JFC)

## **Short-Term Suspensions**

A student may be suspended out-of-school for violations of the Code of Conduct. For out-of-school suspensions of 10 days or less, the school administrator shall inform the student of the specific violation and provide the student with opportunities to respond to the charges. The student may present the student's version of what occurred. When the school suspends a student, the school shall

1) make a reasonable effort to notify the student's parent of the suspension; 2) make arrangements for the student's return home; and 3) inform and/or send written notification to the parent informing the parent of the suspension, of its reason, the length of the suspension, the right to appeal, the student's right to return to school, and any conditions for that return.

#### **Detention, Saturday School, and Out-of-School Suspension**

1. If an Assistant Principal recommends detention or out-of-school suspension, then the parent/guardian may appeal in writing to the Principal within two days of the date of the administration disposition. The Principal would arrange within two business days an Appeals Hearing for dispensation of a decision. The Principal may uphold the previous decision of the Assistant Principal, reduce the recommended consequence, or increase the recommended consequence.
2. A parent/guardian may appeal the Principal's decision in writing to the Assistant Superintendent or Designee for review within two business days from meeting with Principal. An Appeals Hearing will be set within two business days by the Assistant Superintendent or Designee with the parent/guardian, and student for final dispensation of a decision. The Assistant Superintendent or Designee may uphold the initial decision by the Assistant Principal and/or Principal, reduce the recommended consequence, or increase the recommended consequence. The Assistant Superintendent or Designee would hear all Appeals facts and share with the Superintendent before a final decision is rendered to the student's parent/guardian. During the appeal process, the student will continue to serve their consequence until a decision is made. There would be no further appeal to the School Board.

#### **Bus Suspension**

1. If an Assistant Principal recommends bus suspension, then the parent/guardian may appeal in writing to the Principal within two business days. The Principal would arrange



within two working days an Appeals Hearing with the Assistant Principal, parent/guardian, and student. The Principal may uphold the decision of the Assistant Principal, reduce the recommended consequence, or increase the recommended consequence.

2. A parent/guardian may appeal the Principal's decision in writing to the Director of Transportation and the Director of Elementary Education or the Director of Secondary Education for review within two business days. An Appeals Hearing will be set within two business days by the Directors, Assistant Principal, Principal, parent/guardian, and student. The Directors may uphold the decision by the Assistant Principal and/or Principal, reduce the recommended consequence, or increase the recommended consequence. The Directors would hear all Appeals facts and share with the Superintendent before a final decision is rendered to the student's parent/guardian. During the appeal process, the student may not ride the bus and will continue to serve the consequences until a decision is made. There would be no further appeal to the School Board.

The Appeals process is not applicable when the student is a safety threat to self or others. Also, the Appeals process is not applicable when a student is recommended to the School Board for consideration of a long-term suspension or expulsion.

(Policy JGD/JGE)

## **Long-Term Suspensions**

A student may be suspended for more than ten (10) days following a hearing before the superintendent/designee. Students who are habitual offenders or are found in possession, use, or having consumed any controlled substance will be dealt with immediately and severely by the school administration. The first possession offense will result in immediate suspension from school for ten (10) days and referral to the School Board or Board Disciplinary Committee for review. Disciplinary options shall include, but not be

limited to: (a) placement of student in Project Choice, (b) long-term suspension, or (c) expulsion. A student may undergo random drug screenings on a monthly basis during the timeframe in Project Choice. The student shall not transition back to his/her home school until the Project Choice contract is fulfilled, completion of District 19 or approved substance abuse program, and negative drug screening results have been documented by administrative staff. For a student who has either been placed on long-term suspension or expelled, drug screening results and completion of District 19 or approved substance abuse program must be documented by administrative staff prior to review by the School Board or the Board Disciplinary Committee. A second possession offense during a student's secondary school career (grades 6-12) in Prince George will result in recommendation for expulsion pending a School Board hearing. Distribution of any controlled substance will result in suspension pending a School Board hearing. For the purposes of this section, "possession" shall include usage on school property or a school sponsored activity and/or coming onto school property after having used/consumed the substance. Charges shall be filed in substance abuse cases as required by the Code of Virginia. In addition, in all substance abuse cases, the student shall be excluded from participation and attendance of all extracurricular activities commencing on the first day of suspension. For certain offenses, a student may be suspended for the remainder of the semester or the school year. The school superintendent/designee and School Board may determine that a transfer to another school serves the best interest of the student and the school.

The School Board or the Discipline Committee may approve or disapprove the long-term suspension of a student. A hearing shall be held before the School Board or Discipline Committee within ten days of the date of notice from the principal. If the long-term suspension is heard by the three-member Discipline Committee and the decision to uphold the suspension is unanimous, there is no right of appeal. If, however, the decision of the Discipline Committee is not unanimous, the student and his/her parent/guardian may appeal,

in writing, the decision to the full School Board within five calendar days.

When a student is placed on long-term suspension and expulsion, written notice of the suspension or expulsion shall be sent in accordance with state law. Any parent, custodian, or legal guardian of a pupil attending the public schools in a school division who is aggrieved by an action of the School Board may, within thirty days after such action, petition the circuit court having jurisdiction in the school division to review the action of the School Board. (Policy JGD/JGE)

## **Expulsion**

A student may be expelled only by action of the School Board or a Disciplinary Committee of the School Board based on the recommendation of the principal and the superintendent/designee.

In the case of a recommendation for expulsion by the principal, the superintendent/designee shall conduct a review of the recommendation. The review shall take into account the following factors:

1. The nature and seriousness of the violation.
2. The degree of danger to the school community.
3. The student's disciplinary history, including the seriousness and number of previous infractions.
4. The appropriateness and availability of an alternative education placement or program.
5. The student's age and grade level.
6. The results of any mental health, substance abuse, or special education assessments.
7. The student's attendance and academic records.
8. Such other matters as deemed to be appropriate.

If the superintendent/designee upholds the recommendation, a hearing shall be held before the School Board or Discipline Committee within 10 days of the date of notice from the principal. If the three-member Discipline Committee hears the matter and the

decision is unanimous, there is no right of appeal. If, however, the decision of the committee is not unanimous, the student and his/her parent or guardian may appeal, in writing, the decision to the full School Board within five calendar days.

When a student is expelled, written notice of the expulsion shall be sent in accordance with state law. The superintendent/designee shall establish a schedule by which pupils who have been expelled may apply for readmission to school. (Policy JGD/JGE)

### **Expulsion for Weapons-Related Offense**

Any student determined to be in possession of or to have brought any prohibited weapon onto school property or to a school-sponsored activity shall be recommended for expulsion for a period of not less than one year (365 days). The School Board may determine, based on the facts of a particular case, that special circumstances exist, and another disciplinary action or term of expulsion is appropriate. The division superintendent/designee may conduct a review in such cases to determine whether a disciplinary action other than expulsion is appropriate and recommend that action to the School Board for final determination. (Policy JGD/JGE)

### **Expulsion for Drug Offenses – Possession/Distribution/Manufacturing of Drugs**

Any student determined to have possession, distributed, or manufactured a controlled substance including anabolic steroids, prescription drugs, an imitation controlled drug, or other prohibited substance on school property or at a school-sponsored activity shall be expelled for a period of not less than one year (365 days). However, the School Board may determine, based on the facts of a particular case, that special circumstances exist, and another disciplinary action or term of expulsion is appropriate. The division superintendent/designee may conduct a review in such cases to determine whether a disciplinary action other than expulsion is

appropriate and recommend that action to the School Board for final determination. (Policy JGD/JGE)

### **Alternative Education Programs**

The School Board may require any student to attend an alternative education program who has been (1) charged with an offense relating to the laws of Virginia, or with violation of School Board policies, on weapons, alcohol or drugs, or intentional injury to another person; (2) found guilty or not innocent of an offense relating to Virginia's laws on weapons, alcohol, or drugs, or of a crime that resulted in or could have resulted in injury to others, or of an offense that is required to be disclosed to the superintendent of the school division pursuant to Virginia Code § 16.1-260.G; (3) found to have committed a serious offense or repeated offenses in violation of School Board policies; (4) suspended pursuant to Virginia Code § 22.1-277.05; or (5) expelled pursuant to Virginia Code § 22.1-277.06, 22.1-277.07, or 22.1-277.08 or subsection B of Virginia Code § 22.1-277. Examples of alternative education programs are Project Choice, GED, Specialized Youth Services, virtual online program, and other programs identified by the School Board. (Policy JGD/JGE)

### **Admission of Students Suspended or Expelled from Another School Division**

A student who has been expelled or suspended for more than 30 days from attendance at school by a School Board or a private school, or for whom admission has been withdrawn by a private school, may be excluded from attendance for no more than one calendar year in the case of expulsion or withdrawal of admission, and in the case of suspension of more than 30 days, for no longer than the duration of such suspension. The school shall provide written notice to the student and his/her parent of the reasons for such possible exclusion and of the right to a hearing conducted by the division superintendent. The student may not attend school until the division superintendent conducts a review of the case. Exclusion shall be imposed upon a finding that the student presents a danger to the other students or staff

members of the school division. The decision to exclude the student shall be final unless altered by the School Board after timely written petition. Upon the expiration of the exclusion, the student may petition the division superintendent/designee for admission. (Policy JGD/JGE)

**APPENDIX A: CODE OF VIRGINIA § 22.1-279.3**  
**PARENT RESPONSIBILITY AND INVOLVEMENT**  
**REQUIREMENTS**

- A. Each parent of a student enrolled in a public school has a duty to assist the school in enforcing the standards of student conduct and compulsory school attendance in order that education may be conducted in an atmosphere free of disruption and threat to persons or property, and supportive of individual rights.
- B. A school board shall provide opportunities for parental and community involvement in every school in the school division.
- C. Within one calendar month of the opening of school, each school board shall, simultaneously with any other materials customarily distributed at that time, send to the parents of each enrolled student (i) a notice of the requirements of this section; (ii) a copy of the school board's standards of student conduct; and (iii) a copy of the compulsory school attendance law. These materials shall include a notice to the parents that by signing the statement of receipt, parents shall not be deemed to waive, but to expressly reserve, their rights protected by the constitutions or laws of the United States or the Commonwealth and that a parent shall have the right to express disagreement with a school's or school division's policies or decisions.

Each parent of a student shall sign and return to the school in which the student is enrolled a statement acknowledging the receipt of the school board's standards of student conduct, the notice of the requirements of this section, and the compulsory school attendance law. Each school shall maintain records of such signed statements.

- D. The school principal may request the student's parent or parents, if both parents have legal and physical custody of such student, to meet with the principal or his/her designee to review the school board's standards of student conduct and the parent's or parents' responsibility to participate with the school in disciplining the student and maintaining order, to ensure the

student's compliance with compulsory school attendance law, and to discuss improvement of the child's behavior, school attendance, and educational progress.

- E. In accordance with the due process procedures set forth in this article and the guidelines required by § 22.1-279.6, the school principal may notify the parents of any student who violates a school board policy or the compulsory school attendance requirements when such violation could result in the student's suspension or the filing of a court petition, whether or not the school administration has imposed such disciplinary action or filed a petition. The notice shall state (i) the date and particulars of the violation; (ii) the obligation of the parent to take actions to assist the school in improving the student's behavior and ensuring compulsory school attendance compliance; (iii) that, if the student is suspended, the parent may be required to accompany the student to meet with school officials; and (iv) that a petition with the juvenile and domestic relations court may be filed under certain circumstances to declare the student a child in need of supervision.
- F. No suspended student shall be admitted to the regular school program until such student and his/her parent have met with school officials to discuss improvement of the student's behavior, unless the school principal or his/her designee determines that readmission, without parent conference, is appropriate for the student.
- G. Upon the failure of a parent to comply with the provisions of this section, the school board may, by petition to the juvenile and domestic relations court, proceed against such parent for willful and unreasonable refusal to participate in efforts to improve the student's behavior or school attendance, as follows:
  - 1. If the court finds that the parent has willfully and unreasonably failed to meet, pursuant to a request of the principal as set forth in subsection D of this section, to review the school board's standards of student conduct and the parent's responsibility to assist the school in disciplining the student and maintaining order, and to discuss



improvement of the child's behavior and educational progress, it may order the parent to so meet; or

2. If the court finds that a parent has willfully and unreasonably failed to accompany a suspended student to meet with school officials pursuant to subsection F, or upon the student's receiving a second suspension or being expelled, it may order the student or his/her parent, or both, to participate in such programs or such treatment, including, but not limited to, extended day programs, summer school, other educational programs and counseling, as the court deems appropriate to improve the student's behavior or school attendance. The order may also require participation in a parenting, counseling or a mentoring program, as appropriate or that the student or his/her parent, or both, shall be subject to such conditions and limitations as the court deems appropriate for the supervision, care, and rehabilitation of the student or his/her parent. In addition, the court may order the parent to pay a civil penalty not to exceed \$500.

- H. The civil penalties established pursuant to this section shall be enforceable in the juvenile and domestic relations court in which the student's school is located and shall be paid into a fund maintained by the appropriate local governing body to support programs or treatments designed to improve the behavior of students as described in subdivision G.2. Upon the failure to pay the civil penalties imposed by this section, the attorney for the appropriate county, city, or town shall enforce the collection of such civil penalties.
- I. All references in this section to the juvenile and domestic relations court shall be also deemed to mean any successor in interest of such court.

## **APPENDIX B: CODE OF VIRGINIA § 22.1-254 ATTENDANCE**

§ 22.1-254. Compulsory attendance required; excuses and waivers; alternative education program attendance; exemptions from article.

- A. As used in this subsection, “attend” includes participation in educational programs and courses at a site remove from the school with the permission of the school and in conformity with applicable requirements.

Except as otherwise provided in this article, every parent, guardian, or other person in the Commonwealth having control or charge of any child who will have reached the fifth birthday on or before September 30 of any school year and who has not passed the eighteenth birthday shall, during the period of each year the public schools are in session and for the same number of days and hours per day as the public schools, cause such child to attend a public school or ~~to~~ a private, denominational, or parochial school or have such child taught by a tutor or teacher of qualifications prescribed by the Board of Education and approved by the division superintendent, or provide for home instruction of such child as described in § [22.1-254.1](#).

As prescribed in the regulations of the Board of Education, the requirements of this section may also be satisfied by causing a child to an alternative program of study or work/study offered by a public, private, denominational, or parochial school or by a public or private degree-granting institution of higher education. Further, in the case of any five-year-old child who is subject to the provisions of this subsection, the requirements of this section may be alternatively satisfied by causing the child to attend any public educational pre-kindergarten program, including a Head Start program, or in a private, denominational,

or parochial educational pre-kindergarten program.

Instruction in the home of a child or children by the parent, guardian, or other person having control or charge of such child or children shall not be classified or defined as a private, denominational, or parochial school.

The requirements of this section shall apply to (i) any child in the custody of the Department of Juvenile Justice or the Department of Corrections who has not passed his/her eighteenth birthday and (ii) any child whom the division superintendent has required to take a special program of prevention, intervention, or remediation as provided in subsection C of § [22.1-253.13:1](#) and in § [22.1-254.01](#). The requirements of this section shall not apply to (a) any person 16 through 18 years of age who is housed in an adult correctional facility when such person is actively pursuing the achievement of a passing score on a high school equivalency examination approved by the Board of Education but is not enrolled in an individual student alternative education plan pursuant to subsection E, and (b) any child who has obtained a high school diploma or its equivalent, a certificate of completion, or has achieved a passing score on a high school equivalency examination approved by the Board of Education, or who has otherwise complied with compulsory school attendance requirements as set forth in this article.

- B. A school board shall excuse from attendance at school:
1. Any pupil who, together with his/her parents, by reason of bona fide religious training or belief is conscientiously opposed to attendance at school. For purposes of this subdivision, "bona fide religious training or belief" does not include essentially political, sociological, or philosophical views or a merely personal moral code; and

2. On the recommendation of the juvenile and domestic relations district court of the county or city in which the pupil resides and for such period of time as the court deems appropriate, any pupil who, together with his/her parents, is opposed to attendance at a school by reason of concern for such pupil's health, as verified by competent medical evidence, or by reason of such pupil's reasonable apprehension for personal safety when such concern or apprehension in that pupil's specific case is determined by the court, upon consideration of the recommendation of the principal and division superintendent, to be justified.

C. Each local school board shall develop policies for excusing students who are absent by reason of observance of a religious holiday. Such policies shall ensure that a student shall not be deprived of any award or of eligibility or opportunity to compete for any award, or of the right to take an alternate test or examination, for any which he missed by reason of such absence, if the absence is verified in a manner acceptable to the school board.

D. A school board may excuse from attendance at school:

1. On recommendation of the principal and the division superintendent and with the written consent of the parent or guardian, any pupil who the school board determines, in accordance with regulations of the Board of Education, cannot benefit from education at such school; or
2. On recommendation of the juvenile and domestic relations district court of the county or city in which the pupil resides, any pupil who, in the judgment of such court, cannot benefit from education at such school.

- E. Local school boards may allow the requirements of subsection A to be met under the following conditions:

For a student who is at least 16 years of age, there shall be a meeting of the student, the student's parents, and the principal or his/her designee of the school in which the student is enrolled in which an individual student alternative education plan shall be developed in conformity with guidelines prescribed by the Board, which plan must include:

1. Career guidance counseling;
2. Mandatory enrollment and attendance in a preparatory program for passing a high school equivalency examination approved by the Board of Education or other alternative education program approved by the local school board with attendance requirements that provide for reporting of student attendance by the chief administrator of such preparatory program or approved alternative education program to such principal or his/her designee;
3. Mandatory enrollment in a program to earn a Board of Education-approved career and technical education credential, such as the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, the Armed Services Vocational Aptitude Battery, or the Virginia workplace readiness skills assessment;
4. Successful completion of the course in economics and personal finance required to earn a Board of Education-approved high school diploma;
5. Counseling on the economic impact of failing to complete high school; and
6. Procedures for reenrollment to comply with the requirements of subsection A.

A student for whom an individual student alternative education plan has been granted pursuant to this subsection and who fails to comply with the conditions of such plan shall be in violation of the compulsory school attendance law, and the division superintendent or attendance officer of the school division in which such student was last enrolled shall seek immediate compliance with the compulsory school attendance law as set forth in this article.

Students enrolled with an individual student alternative education plan shall be counted in the average daily membership of the school division.

- F. A school board may, in accordance with the procedures set forth in Article 3 (§ [22.1-276.01](#) et seq.) of Chapter 14 and upon a finding that a school-age child has been (i) charged with an offense relating to the Commonwealth's laws, or with a violation of school board policies, on weapons, alcohol or drugs, or intentional injury to another person; (ii) found guilty or not innocent of a crime that resulted in or could have resulted in injury to others, or of an offense that is required to be disclosed to the superintendent of the school division pursuant to subsection G of § [16.1-260](#); (iii) suspended pursuant to § [22.1-277.05](#); or (iv) expelled from school attendance pursuant to § [22.1-277.06](#) or [22.1-277.07](#) or subsection C of § [22.1-277](#), require the child to attend an alternative education program as provided in § [22.1-209.1:2](#) or [22.1-277.2:1](#).
- G. Whenever a court orders any pupil into an alternative education program, including a program preparing students for a high school equivalency examination approved by the Board of Education, offered in the public schools, the local school board of the school division in which the program is offered shall determine the appropriate alternative education placement of the pupil, regardless of whether the pupil

attends the public schools it supervises or resides within its school division.

The juvenile and domestic relations district court of the county or city in which a pupil resides or in which charges are pending against a pupil, or any court in which charges are pending against a pupil, may require the pupil who has been charged with (i) a crime that resulted in or could have resulted in injury to others, (ii) a violation of Article 1 (§ [18.2-77](#) et seq.) of Chapter 5 of Title 18.2, or (iii) any offense related to possession or distribution of any Schedule I, II, or III controlled substances to attend an alternative education program, including, but not limited to, night school, adult education, or any other education program designed to offer instruction to students for whom the regular program of instruction may be inappropriate.

This subsection shall not be construed to limit the authority of school boards to expel, suspend, or exclude students, as provided in §§ [22.1-277.04](#), [22.1-277.05](#), [22.1-277.06](#), [22.1-277.07](#), and [22.1-277.2](#). As used in this subsection, the term "charged" means that a petition or warrant has been filed or is pending against a pupil.

- H. Within one calendar month of the opening of school, each school board shall send to the parents or guardian of each student enrolled in the division a copy of the compulsory school attendance law and the enforcement procedures and policies established by the school board.
- I. The provisions of this article shall not apply to:
  - 1. Children suffering from contagious or infectious diseases while suffering from such diseases;

2. Children whose immunizations against communicable diseases have not been completed as provided in § [22.1-271.2](#);
3. Children under 10 years of age who live more than two miles from a public school unless public transportation is provided within one mile of the place where such children live;
4. Children between the ages of 10 and 17, inclusive, who live more than 2.5 miles from a public school unless public transportation is provided within 1.5 miles of the place where such children live; and
5. Children excused pursuant to subsections B and D.

Further, any child who will not have reached his/her sixth birthday on or before September 30 of each school year whose parent or guardian notifies the appropriate school board that he does not wish the child to attend school until the following year because the child, in the opinion of the parent or guardian, is not mentally, physically, or emotionally prepared to attend school, may delay the child's attendance for one year.

The distances specified in subdivisions 3 and 4 of this subsection shall be measured or determined from the child's residence to the entrance to the school grounds or to the school bus stop nearest the entrance to the residence of such children by the nearest practical routes which are usable for walking or riding. Disease shall be established by the certificate of a reputable practicing physician in accordance with regulations adopted by the Board of Education.

Code 1950, § 22-275.1; 1952, c. 279; 1959, Ex. Sess., c. 72; 1968, c. 178; 1974, c. 199; 1976, cc. 681, 713; 1978, c. 518;



1980, c. 559; 1984, c. 436; 1989, c. 515; 1990, c. 797; 1991, c. 295; 1993, c. 903; 1996, cc. [163](#), [916](#), [964](#); 1997, c. [828](#); 1999, cc. [488](#), [552](#); 2000, c. [184](#); 2001, cc. [688](#), [820](#); 2003, c. [119](#); 2004, c. [251](#); 2006, c. [335](#); 2010, c. [605](#); 2012, cc. [454](#), [642](#); 2014, c. [84](#); 2017, c. [330](#); 2018, cc. [486](#), [585](#).

The chapters of the acts of assembly referenced in the historical citation at the end of this section may not constitute a comprehensive list of such chapters and may exclude chapters whose provisions have expired.

**APPENDIX C: CODE OF VIRGINIA § 22.1-258  
APPOINTMENT OF ATTENDANCE OFFICERS;  
NOTIFICATION WHEN PUPIL FAILS TO  
REPORT TO SCHOOL; PLAN; CONFERENCE;  
COURT PROCEEDINGS**

Every school board shall have power to appoint one or more attendance officers, who shall be charged with the enforcement of the provisions of this article. Where no attendance officer is appointed by the school board, the division superintendent or his/her designee shall act as attendance officer.

Whenever any pupil fails to report to school on a regularly scheduled school day and no indication has been received by school personnel that the pupil's parent is aware of and supports the pupil's absence, a reasonable effort to notify by telephone the parent to obtain an explanation for the pupil's absence shall be made by either the school principal or his/her designee, the attendance officer, other school personnel, or volunteers organized by the school administration for this purpose. Any such volunteers shall not be liable for any civil damages for any acts or omissions resulting from making such reasonable efforts to notify parents and obtain such explanation when such acts or omissions are taken in good faith, unless such acts or omissions were the result of gross negligence or willful misconduct. This subsection shall not be construed to limit, withdraw, or overturn any defense or immunity already existing in statutory or common law or to affect any claim occurring prior to the effective date of this law. School divisions are encouraged to use non-instructional personnel for this notice.

Whenever any pupil fails to report to school for a total of five scheduled school days for the school year and no indication has been received by school personnel that the pupil's parent is aware of and supports the pupil's absence, and a reasonable effort to notify the parent has failed, the school principal or his designee shall make a reasonable effort to ensure that direct contact is made with the

parent in person, through telephone conversation, or through the use of other communication devices to obtain an explanation for the pupil's absence and to explain to the parent the consequences of continued nonattendance. The school principal or his/her designee, the pupil, and the pupil's parent shall jointly develop a plan to resolve the pupil's nonattendance. Such plan shall include documentation of the reasons for the pupil's nonattendance.

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

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

Attendance officers, other school personnel or volunteers organized by the school administration for this purpose shall be immune from any civil or criminal liability in connection with the notice to parents of a pupil's absence or failure to give such notice as required by this section.

(Code 1950, § 22-275.16; 1959, Ex. Sess., c. 72; 1980, c. 559; 1985, c. 482; 1990, c. 797; 1991, c. 295; 1996, cc. [891](#), [916](#), [964](#); 1998, c. [620](#); 1999, c. [526](#); 2010, c. [597](#); 2018, CC. 713, 753.)

## **APPENDIX D: SEX OFFENDER AND CRIMES AGAINST MINORS REGISTRY**

Annually the Prince George School Board will notify parents of the availability to access information on sex offenders. The Virginia State Police maintains a Sex Offenders and Crimes Against Minors Registry. The registry may be accessed through the Internet. The site address is:

<http://sex-offender.vsp.virginia.gov/sor/index.htm>

When the school division learns that a parent, other than a parent who has been convicted of a Tier III offense as defined in Va. Code § 9.1-902, of an enrolled student is required to register with the Registry, the parent is notified in writing that he or she is barred from being present at school or at school functions without the express written approval of the Superintendent. Such approval must be obtained in advance of the proposed visit and will state the conditions under which the parent may be present. When such a parent is permitted at school or at school functions the parent is monitored to ensure that he or she does not come into contact with any children other than the parent's own children.

When the school division learns that any person other than the parent of an enrolled student, who is required to register with the Registry, but who has not been convicted of a Tier III offense, as defined in Va. Code § 9.1-902, seeks to be present at school or at school functions, the person is notified in writing that he or she is barred from being present at school or school functions without the express written approval of the Superintendent, the person seeks to visit or which sponsors the event the person seeks to attend. Such approval must be obtained in advance of the proposed visit and, if obtained, will state the conditions under which the person may be present. One of the conditions will be that the person will be monitored to ensure the safety of students, staff, and others.

The Superintendent considers requests to be present at school or at school sponsored activities from all persons who are required to

register with the Registry but have not been convicted of a Tier III offense as defined in Va. Code § 9.1-902 in accordance with procedures established by the Superintendent.

No adult who has been convicted of a Tier III offense, as defined in Va. Code § 9.1-902, may enter or be present during school hours, and during school-related or school-sponsored activities on any property the person knows or has reason to know is a school or child day center property, school bus, or on any property, public or private, when such property is solely being used by an elementary or secondary school for a school-related or school-sponsored activity unless:

- the person is a lawfully registered and qualified voter and is coming upon such property solely to vote;
- the person is a student enrolled at the school; or
- the person has obtained a court order pursuant to Va. Code 18.2-370.5.C allowing the person to enter and be present upon such property, has obtained the permission of the School Board or its designee for entry within all or part of the scope of the lifted ban, and is in compliance with the School Board's terms and conditions and those of the court order.

(Policy KN)

## APPENDIX E: DIRECTORY INFORMATION

The Prince George County Public Schools notifies parents and eligible students at the beginning of each school year what information, if any, Prince George County school division has designated as directory information, the right to refuse to let the division designate any or all of such information as directory information and the period of time to refuse, in writing, the directory information designation in accordance with FERPA.

Prince George County Public Schools Web Site:

<http://pgs.k12.va.us>

### **Family Educational Rights and Privacy Act (FERPA) Notice for Directory Information**

**[Note: Per 34 C.F.R. § 99.37(d), a school or school district may adopt a limited directory information policy. If a school or school district does so, the directory information notice to parents and eligible students must specify the parties who may receive directory information and/or the purposes for which directory information may be disclosed.]**

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Prince George County Public Schools (PGCPS), with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, PGCPS may disclose appropriately designated "directory information" without written consent, unless you have advised the school district to the contrary in accordance with PGCPS district procedures. The primary purpose of directory information is to allow PGCPS district to include information from your child's education records in certain school publications. Examples include *but not limited to*:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. **[Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]**

If you do not want PGCPs district to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the School District in writing by September 30 of the calendar school year or within 15 days of receiving this handbook. PGCPs has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph



- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Degrees, honors, and awards received

Legal Refs: 18 U.S.C. §§ 2331, 2332b.

20 U.S.C. §§1232g, 7908.

42 U.S.C. § 290dd-2.

34 C.F.R. 99.3, 99.7, 99.10, 99.20, 99.21, 99.22,  
99.31, 99.32, 99.33, 99.34, 99.35, 99.36, 99.37.

Code of Virginia, 1950, as amended, §§ 2.2-3704,  
2.2-3804, 16.1-260, 16.1-305.1, 16.1-305.2, 22.1-  
287, 22.1-287.1, 22.1-288, 22.1-288.1, 22.1-288.2,  
22.1-289, 23-2.1:3, 32.1-36.1.

(Policy JO)

## **APPENDIX F: COMPULSORY ATTENDANCE**

Every parent, guardian, or other person in the Commonwealth having control or charge of any child who will have reached the fifth birthday on or before September 30 of any school year and who has not passed the eighteenth birthday shall cause such child to attend a public school or to a private, denominational, or parochial school or have such child taught by a tutor or teacher of qualifications prescribed by the Board of Education.

Further, in the case of any five-year-old child who is the subject to the provisions of this subsection, the requirements of this section may be alternatively satisfied by causing the child to attend any public educational pre-kindergarten program, including a Head Start program, or in a private, denominational, or parochial educational pre-kindergarten program.

As used in this policy, “attend” includes participation in educational programs and courses at a site remote from the school with the permission of the school and in conformity with applicable requirements.

The requirements of this section shall apply to

- (i) any child in the custody of the Department of Juvenile Justice or the Department of Corrections who has not passed his/her eighteenth birthday, and
- (ii) any child whom the division superintendent has required to take a special program of prevention, intervention, or remediation as provided in Va. Code §§ 22.1-253.13:1.C and 22.1-254.01.

The requirements of this section shall not apply to

- (i) any person 16 through 18 years of age who is housed in an adult correctional facility when such person is actively pursuing the achievement of a passing score on a high school equivalency examination approved by the Board of Education but is not enrolled in an individual student alternative education plan, and
- (ii) any child who has obtained a high school diploma or its

equivalent, a certificate of completion, or has achieved a passing score on a high school equivalency examination approved by the Board of Education, or who has otherwise complied with compulsory school attendance requirements.

#### Individual Student Alternative Education Plan

The School Board may allow the compulsory attendance requirements to be met pursuant to an individual student alternative education plan developed in conformity with guidelines prescribed by the Board of Education under the following conditions:

1. The student must be at least sixteen years of age
2. There shall be a meeting of the student, the student's parents, and the principal or principal's designee of the school in which the student is enrolled to develop the plan, which must include the following:
  - career guidance counseling
  - mandatory enrollment and attendance in a preparatory program for passing a high school equivalency examination approved by the Board of Education or other alternative education program approved by the School Board, with attendance requirements reported to the principal or principal's designee
  - mandatory enrollment in a program to earn a Board of Education-approved career and technical education credential, such as the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, the Armed Services Vocational Aptitude Battery, or the Virginia workplace readiness skills assessment
  - successful completion of the course in economics and personal finance required to earn a Board of Education-approved high school diploma
  - counseling on the economic impact of failing to complete high school; and

- procedures for re-enrollment
3. A student for whom such an individual student alternative education plan has been granted but who fails to comply with the conditions of the plan shall be in violation of the compulsory attendance law, and the division superintendent or attendance officer of the school division shall seek immediate compliance with the compulsory school attendance law.

#### Alternative Education Programs

The School Board may, in accordance with the procedures set forth in Va. Code § 22.1-276.01 et seq., Article 3 of Chapter 14, and upon a finding that a school-age child has been

- (i) charged with an offense relating to the Commonwealth's laws, or with a violation of School Board policies, on weapons, alcohol or drugs, or intentional injury to another person;
- (ii) found guilty or not innocent of a crime that resulted in or could have resulted in injury to others, or of an offense that is required to be disclosed to the superintendent of the school division pursuant to subsection G of Va. Code § 16.1-260;
- (iii) suspended pursuant to Va. Code § 22.1-277.05; or
- (iv) expelled from school attendance pursuant to Va. Code §§ 22.1-277.06, 22.1-277.07, or subsection C of § 22.1-277, require the student to attend an alternative education program as provided by Va. Code § 22.1-209.1:2 or 22.1-277.2:1.

Whenever a court orders any pupil into an alternative education program, including a program preparing students for a high school equivalency examination approved by the Board of Education, offered in the public schools, the local school board of the school division in which the program is offered shall determine the appropriate alternative education placement of the pupil regardless of whether the pupil attends the public schools it supervises or resides within its school division.

## Acknowledgment of Parent/Student Responsibility

This form is for parents/legal guardians of all students enrolled in Prince George County Public Schools to ensure that they have received and reviewed the following important documents.

Student Name \_\_\_\_\_

DOB \_\_\_\_\_ School \_\_\_\_\_

Homeroom Teacher \_\_\_\_\_ Grade \_\_\_\_\_

### **I have received and reviewed each of the following:**

1. Contents of the Standards of Student Conduct.
2. A copy of § 22.1-279.3. of the Code of Virginia that sets forth the duty of each parent of a student enrolled in a public school to assist the school in enforcing the standards of student conduct and compulsory school attendance.
3. A copy of the compulsory attendance law.

### **Release of Student Information**

To publicize the achievements of our students and the great work they do, we like to occasionally publish our students' names, photographs, or achievements in our school publications or release the information to local newspapers. We may also post the information on the school's web site. We understand that you may not want to have your child's name, photo, or achievements published. Please initial below to let us know your wishes.

\_\_\_\_\_ **I consent** to having my child's photo, name, and/or academic or athletic achievements published in school publications (i.e. newspapers, yearbooks, and/or newsletters, etc.), released to local newspapers, and/or posted on the school's web page, and/or maintained on the school's social media.

\_\_\_\_\_ **I do not consent** to having my child's photo, name, and/or academic or athletic achievements published in school publications (i.e. newspapers, yearbooks, and/or newsletters, etc.), released to local newspapers, and/or posted on the school's web page, and/or maintained on the school's social media.

**Please sign on reverse of this form and return to your child's homeroom teacher no later than September 30, 2021.**

Attending school without being a resident of Prince George County will result in legal action and requirement to repay Prince George County the cost of education for the time the student has falsely been enrolled in Prince George County Public Schools. I hereby grant permission to Prince George County Public Schools to verify residency through property management, real estate agencies, or other housing developments, including but not limited to any utility companies (i.e., telephone, internet, cable, gas, or water and sewer and electrical power companies), and/or the school division may verify residency through employment verification. I hereby grant permission to these agencies to release this information to Prince George County Public Schools to be verified. Warning: Providing false information for school enrollment purposes is a criminal offense. VA Code 22.1-264.1.

My signature acknowledges receipt of this document. By signing this statement of receipt, I do not waive, but expressly reserve, my rights protected by the Constitution or laws of the United States or Virginia. I retain the right to express disagreement with a school's or school division's policies or decisions.

Print Parent/Legal Guardian, Student Name and Address

_____	_____
Parent Name	Student Name
_____	
Physical Address	
_____	

_____	_____
Signature of Parent/Legal Guardian	Date

_____	_____
Signature of Student	Date