



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".

Jason Ellis, Director of Assessment

Jason Ellis

[Jason Ellis \(Jun 3, 2024 11:52 EDT\)](#)

Melissa Velazquez, Assistant Superintendent of Policy and Government Relations

Melissa Velazquez

[Melissa Velazquez \(Jun 3, 2024 11:44 EDT\)](#)

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

Samantha Marsh Hollins



COMMONWEALTH of VIRGINIA

***Office of the Attorney General
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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: June 4, 2024

SUBJECT: Review of College Partnership Laboratory School Application:
Aerospace Academy of the Eastern Shore

The Office of the Attorney General (OAG) has completed its review of the revised application to establish a college partnership laboratory school, received from Old Dominion University (version named "AAES Lab School Proposal signed.pdf"). An earlier version of this application was also reviewed by OAG, with feedback to the Department on May 30.

In my view, all comments made by OAG have been satisfactorily addressed, and 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.



Virginia College Partnership Laboratory School Application

Approved by the Virginia Board of Education

July 26, 2012

Updated August 31, 2022

Updated June 30, 2023

Updated January 8, 2024

School Name: The Aerospace Academy of the Eastern Shore

Date of Submission to Virginia Board of Education:

Name of Authorized Official:

Date:

Signature of Authorized Official:

Date:

Application Completion Instructions & Mailing Information

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:
<https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/laboratory-schools>

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

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

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

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Part A: Applicant Information

School Information

Lab School Name:

The Aerospace Academy of the Eastern Shore

Proposed Opening Date: **Fall 2025**

Grades to be Served for the Full Term of the Contract (Check All That Apply) *			
Pre-K	☐	Sixth Grade	☐
Kindergarten	☐	Seventh Grade	☐
First Grade	☐	Eighth Grade	☐
Second Grade	☐	Ninth Grade	X
Third Grade	☐	Tenth Grade	X
Fourth Grade	☐	Eleventh Grade	X
Fifth Grade	☐	Twelfth Grade	X

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

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

technical education, gifted education), describe the specialized focus and why this focus was chosen to address the needs of students in your location:

Accomack County Public Schools (ACPS) and Northampton County Public Schools (NCPS) are partnering with Old Dominion University (ODU) as the Aerospace Academy of the Eastern Shore (AAES) to assist teaching high school and dual enrollment classes for the eastern shore lab school. The classes will be taught asynchronously and synchronously virtually from ODU to the student's home school. ODU will serve as the fiscal agent. All lab school employees will be employees of ODU in their capacity as lab school personnel. ODU will lead the educator preparation and research components of the grant, with ACPS and NCPS leading the curriculum design and academic components of the school. AAES and ODU will partner to design and implement recruitment and community outreach initiatives, coordinated by the AAES Director.

If the college partnership laboratory school is going to be in partnership with local school division(s), name the school division(s) and describe the agreement between all the parties. Provide a copy of the agreement that set the terms and conditions of the relationship(s), including the distribution of responsibilities of the partnership briefly.

Accomack County Public Schools (ACPS) and Northampton County Public Schools (NCPS) are partnering with Old Dominion University (ODU) as the Aerospace Academy of the Eastern Shore (AAES) to assist teaching high school and dual enrollment classes for the eastern shore lab school. The classes will be taught asynchronously and synchronous virtually to the student's home school. ODU will serve as the fiscal agent. ODU will lead the educator preparation and research components of the grant, provide stipends to the Academy teachers and consultants, and AAES will lead the curriculum design and academic components of the school/classes. AAES and ODU will partner to design and implement recruitment and community outreach initiatives.

All applicants must provide current, signed letters of support from all partner local school divisions and institutions of higher education. Local school division letters of support should include signatures from at least the current School Board Chair and Superintendent, and should reference specifics of any financial commitment by the School Board on behalf of the Lab School.

Contact Information

Name of Individual/Organization Submitting
Application: Old Dominion University

Name of Contact Person for Application:

Title/Affiliation with Individual/Organization Submitting Application:

Office Telephone:

Mobile Telephone:

Fax Number:

E-mail Address:

Prior Experience

1. Has the applicant had any prior experience operating a college partnership laboratory school or similar school?

Check one of the following: Yes X No ☐

2. If the response to the question above is “yes,” describe any prior experience with establishing and operating college partnership laboratory schools and/or similar schools. Provide information such as the name of the school, the state where it is located, years of operation, and contact information for the school. If the school is no longer operating, provide the reason(s) for closure:

Old Dominion University currently has three approved laboratory school applications. Approval was provided April and May 2024, with schools planning to launch 2025.

3. Describe the relevant experience of the applicant or members of the college partnership laboratory governing board:

N/A

4. The Applicant agrees the completed Lab School Application was reviewed by Applicant’s representative legal counsel and provides assurances that the proposed Lab School School’s curriculum, programs and any related Lab School administration meet all federal and state statutory compliance requirements and the Applicant’s obligations created therein.

Part B: Description of Proposed Laboratory School

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

I. ELEMENT 1 – Executive Summary

1. Describe briefly, in no more than 500 words, the focus, goals and objectives of the proposed college partnership laboratory school. Highlight the innovations this school plans to bring to its educational vision for students and how this lab school adds value to the experience on behalf of K12 students and staff, university students and staff, and the greater community. This description will be used in public releases of information to interested parties, such as: the media, the State Board of Education, parents or guardians, school systems, and in various documents produced by the Governor's Office. It must be concise and relate directly to the mission of the school.

The Aerospace Academy of the Eastern Shore has been developed to create a pipeline to prepare workers for the aerospace and adjacent industries identified as priorities by the GoVA Region 5 Economic Development Authority. Our vision is that AAES will be an innovative, interdisciplinary school and the regional standard of excellence in preparation for the high-tech jobs in these high-growth fields.

The state's aerospace and unmanned systems industry workforce is projected to grow by 8.5% during the next decade, according to Secretary of Commerce and Trade Caren Merrick, with an economic impact of greater than \$2 billion on the Eastern Shore. The establishment of AAES in Accomack and Northampton counties, where the poverty rate exceeds 40% and the past two decades have seen an aging and decreasing population, can significantly contribute to the region's economic growth. An educated and trained workforce can help bring aerospace supply chain businesses to the Eastern Shore.

AAES will offer opportunities in STEM fields related to EDA priorities. In each area, students can earn college credits to complete a Virginia Community College System Passport or Passport Plus, career studies certificates or certificates, and industry credentials and certifications. After high school graduation, students could go directly to work, the military, complete their associate degree at Eastern Shore Community College, or choose to enroll at a local four-year institution such as Old Dominion University. AAES will equip our students with the skills and knowledge necessary for a successful career in the aerospace and adjacent industries.

Aviation and Aerospace education are natural fits for Virginia's Eastern Shore students. The presence of NASA Wallops Flight Facility (WFF) and Wallops Island complex (see attached letter of support) provides many opportunities for AAES. These include providing information and guidance related to internship opportunities at WFF; providing NASA educational Science, Technology, Engineering and Math

resources and “real world” application examples; providing NASA educational Science, Technology, Engineering and Math; providing support for teacher training with awareness of knowledge and skills needed in the workplace; and providing experiential learning and project-based learning opportunities that are connected to NASA WFF missions and work. Course sequences would be offered in engineering, remotely operated vehicles, and geographic information systems (GIS).

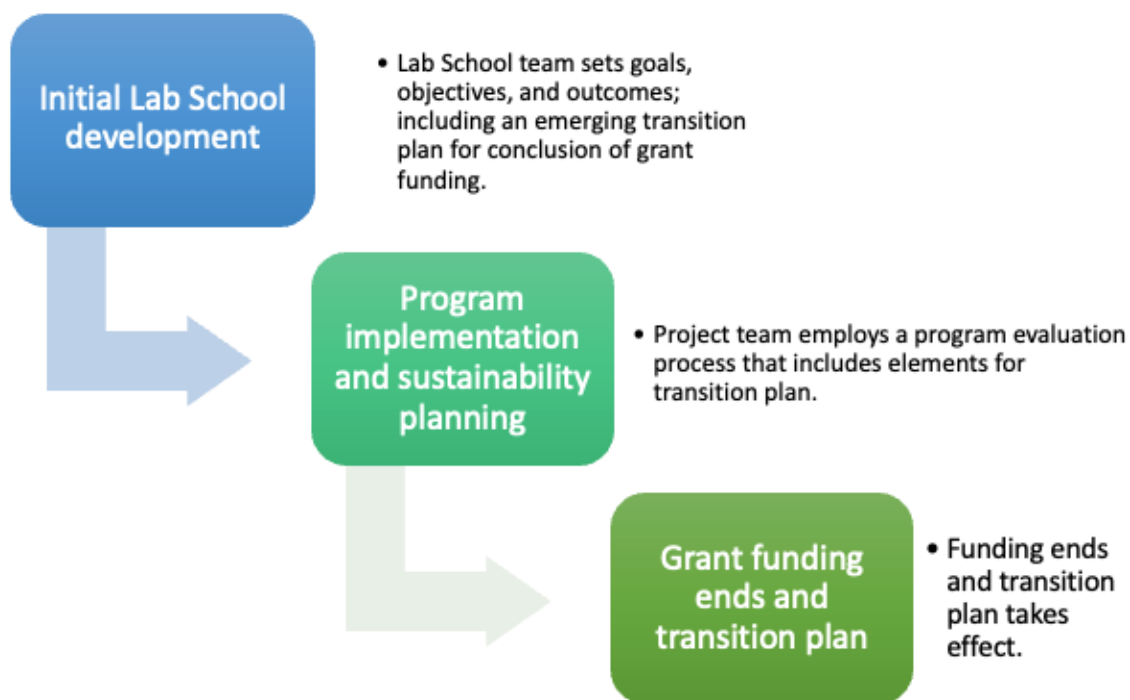
Information Technology, Computer Science, and Cybersecurity provide students with a strong foundation in problem-solving and critical thinking. Course sequences will be offered in cyber security and computer networking.

At AAES, students achieve more when their learning community is engaging, collaborative, and supportive. These types of relationships will be cultivated so that students are willing to work hard even when things are difficult. When students see the connection between the content they learn in school and real-world issues, they understand the relevance of their education. Under these conditions, instruction can go into greater depth and deal with more complex problems. With high-quality experiential learning experiences such as internships and mentorships incorporated into learning, our students will be prepared to choose a pathway toward a rewarding career.

2. Sustainability Plan Overview

For College Partnership Laboratory Schools, sustainability requires constant refocusing and reinforcing of school models by engaging not just staff and students, but also community partners and other stakeholders, in both the “why” and “what” of the school. Describe your plan for initiating the school community and stakeholders to help you develop practices and next steps that will reinforce the proposed college partnership laboratory school model. Include the following factors in your response:

- What resources (e.g., financial, political capital, staff talents and interests) will support the proposed college partnership laboratory school model?
- What regular check-in structures are in place to ensure continued efficacy of the proposed college partnership school/programs?
- What community and/or non-profit partnerships will be developed?
- What public sector leaders and private corporations are interested in the proposed college partnership school’s work?
- Who is the coalition/advisory group of supporters who will champion the school externally?
- What other financial resources will support the proposed college partnership laboratory school model?



AAES Partners recognize the critical importance of using a multilayered approach to building and sustaining its Lab School. Sustainability entails securing both the long-term financial viability of the school as well as the strength and sustainability of the academic model being proposed. In order to ensure the fiscal wellbeing of the school beyond the initial funding grant, the partners are working together to balance the cost of innovation and implementation with available funding from local, state, and federal sources. The ODU Philanthropic and Corporate outreach team are working on a long-term fundraising approach to secure grants from foundations and corporate sponsors to support the school.

The ODU Lab School Network Director will work with the AAES team to pursue grant funding to support the innovations and overall Lab School. As part of this effort, a sustainability committee will be developed and meet regularly to discuss the sustainability and plan and outreach and ensure the continued efficacy of practice. Partner divisions will examine and explore budgeting of the academic personnel as the Lab School progresses.

The ODU Philanthropic and Corporate outreach team, along with the Eastern Shore Community College Development team, are working on a fundraising approach to support the school by promoting sustainability through the establishment of strong, mutually beneficial relationships with community partners. The AAES Director will work to develop relationships with community members and non-profit organizations to help support the sustainability of the Lab School and the school divisions' Family and Community Engagement Departments will also support sustainability efforts. The Lab School looks to invest in the broader Eastern Shore community by preparing its students with experiences that will persist through their schooling and into the workforce. Partnerships with key community stakeholders will both help to ensure the success of the Lab School and also benefit from its achievements. Strong partnerships will

promote sustainability by securing resources to sustain the school. In addition, they will help maintain connections to the workforce, which will help ensure the continued relevance and high quality of the academic program. These partnerships will include those within ODU, such as with the Darden College of Education and Professional Studies, College of Sciences, The Department of Computer Science, the ODU Tech Talent Pipeline, and the School of Cybersecurity. They will also extend beyond the school into the divisions, leveraging the curricular and pedagogical expertise of their educators to inform the development and support of the Lab School. In addition, the Lab School will deepen existing partnerships and establish new ones with workforce and industry partners. These stakeholders will provide students with authentic opportunities to connect their academic exploration with possible career opportunities.

The ODU Philanthropic and Corporate outreach team are working on a fundraising approach to support the school. We have provided letters of support demonstrating the organizations and leaders supportive of the work and potential sustainability partners.

ODU's Darden College of Education & Professional Studies is seeking external federal, state, and philanthropic funding to support the development and implementation of a sustainable and scalable model for new teacher preparation programs using a registered apprenticeship model for paraprofessionals seeking a bachelor's degree with licensure. ODU has submitted a congressional appropriations request for FY25 funding to support a multi-division consortium to prepare paraprofessionals for licensure in Region 2, including both Tidewater and the Eastern Shore. These funds will be used to support tuition expenses, participant stipends, licensure test support, and program administration. ODU is also preparing to submit a funding proposal to the Virginia Department of Education to establish a Region 2 consortial apprenticeship program. These funds would help fund the district efforts for identifying and supporting mentors, paying for wage increases for paraprofessional participants, and for supporting a cross-district analysis of paraprofessional academic profiles. This last item will enable districts to project out 5 years or more which paraprofessionals will be ready to join a new cohort and when they will be projected to complete their teaching licensure programs to be eligible to become teachers of record. ODU has just submitted another grant proposal to the National Center for Teacher Residencies Black Educators Initiative. We have received funding for three years to help alleviate the added financial pressures and barriers that African American teacher candidates disproportionately face. These funds would provide targeted support to help increase stipends funded by divisions to exceed the poverty line in the Tidewater and Eastern Shore region (\$26,500). We are also in the process of submitting a proposal to a national foundation that supports education and high-need communities. Finally, we have submitted a federal Teacher Quality Partnership funding request to support mentor and induction training for apprenticeship programs for high-need divisions, including Northampton County. We anticipate this funding will cover expenses associated with the teacher apprenticeship program, together with an ODU tuition discount and leveraging of federal and state student grant support (e.g., Pell, TEACH, Virginia Teaching Scholarship Loan Program).

A sustainability committee will be developed and meet quarterly to discuss the sustainability plan and outreach efforts. The committee will include the Director of the Design Thinking Institute, the Community Engagement and Recruitment Coordinator, ODU Development, Accomack County Public Schools and Northampton County Public Schools Engagement, Eastern Shore Community College Development, aerospace and cybersecurity industry representatives, and regional economic development agency representatives.

II. ELEMENT 2 – Mission and Vision

The International Association of Lab Schools (“IALS”) is a membership organization whose goal is to continually enhance the key principles of lab schools including (1) teacher preparation programs, (2) research, (3) curriculum development, (4) innovation, and (5) professional growth. State the mission and vision of the proposed college partnership laboratory school addressing these five key principles. The following components must be addressed:

1. A description of the college partnership laboratory school’s mission and vision.

AAES is guided by a mission and philosophy that emphasizes (1) a commitment to excellence in education, (2) the critical nature of student active agency and student voice in learning, (3) experimentation with pedagogical approaches and experiential learning, (4) innovative approaches to professional learning and educator preparation, and the (5) integration of research and teaching.

The mission of the Aerospace Academy of the Eastern Shore (AAES) is to provide at-risk and/or under-represented populations access to the knowledge, skills and abilities needed to be successful in aerospace and adjacent industries identified as priorities by the GoVA Region 5 Economic Development Authority. We seek to inspire students as future leaders in the aerospace industry; provide a dynamic laboratory for innovation in education; and collaborate around research to build and share knowledge of transformative practices.

It is our vision that AAES will be an innovative, interdisciplinary school and the regional standard of excellence in preparation for the high-tech jobs in these high growth fields.

2. An overview of how the college partnership laboratory school will comply with the following:
 - College Partnership Laboratory Schools, § 22.1-349.3 of the *Code of Virginia*.
 - Standards of Quality (SOQ), § 22.1-253.13:1 through § 22.1-253.13:8.
 - Virginia Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA), 8VAC20-131-390 through 400; 8VAC20-131-420 through 430.

The Aerospace Academy of the Eastern Shore is fully committed to complying with the provisions outlined in § 22.1-349.3 of the Code of Virginia. AAES will create a

dynamic educational environment. We will maintain full transparency and adherence to the code's requirements to ensure a successful and enriching educational experience.

Adherence to Standards of Quality (SOQ), § 22.1-253.13:1 through § 22.1-253.13:8:

AAES is dedicated to exceeding the Standards of Quality defined in Virginia law. We ensure appropriate student-teacher ratios, state-of-the-art facilities, and a comprehensive curriculum that aligns with the SOQ's criteria, providing students with a top-tier education.

Alignment with Virginia Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA), 8VAC20-131-390 through 400; 8VAC20-131-420 through 43.

AAES is fully prepared to adhere to the Virginia Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA). Our educational programs, assessments, and curriculum are designed with these regulations in mind, ensuring compliance with the state's standards and offering a high-quality education.

AAES is dedicated to providing an exceptional educational experience while fully adhering to all applicable legal and quality requirements.

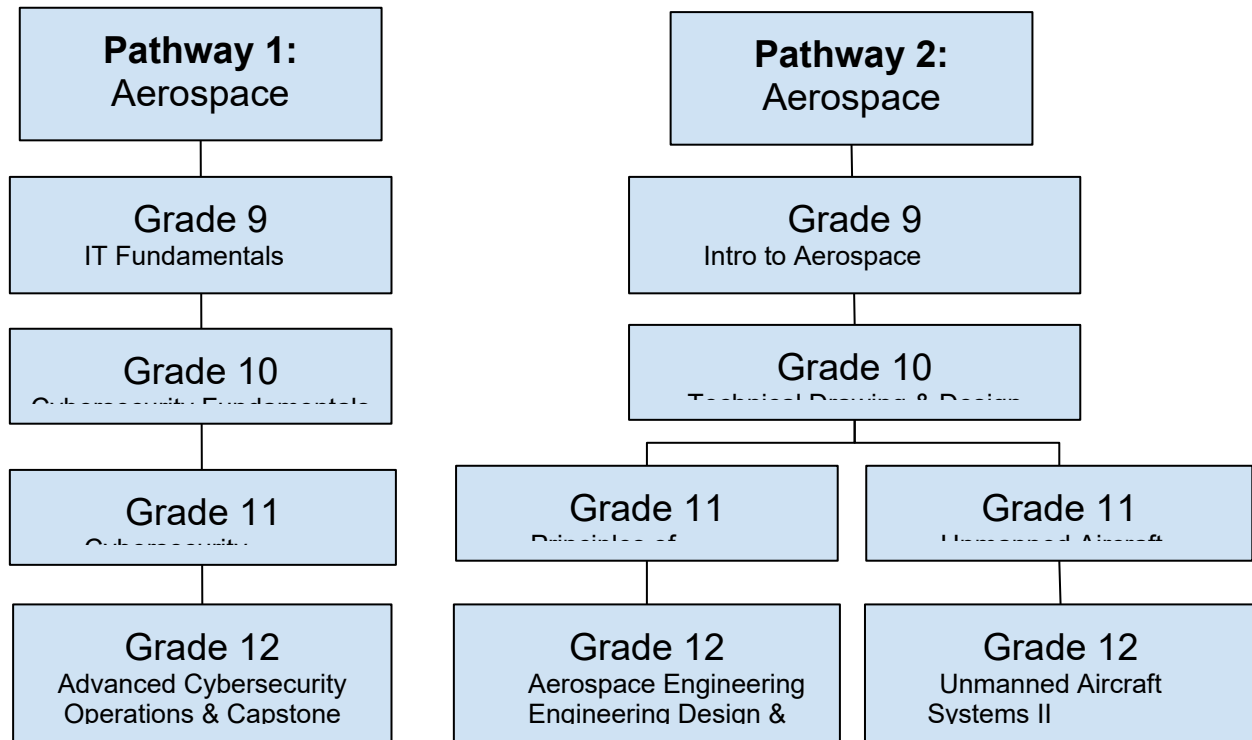
3. A description of any specific area of academic concentration.

AAES offers academic concentrations that encompass various curriculum strands, allowing students to explore the dynamic intersection of the aerospace industry. In each area, through a sequence of rigorous and relevant courses, students will be given the opportunity while in high school to earn industry credentials and certifications, college credits to complete a Virginia Community College System (VCCS) Passport or UCGS, and coursework leading to career studies certificates or certificates from ESCC. Here is a description of the academic concentration with the proposed curriculum strands:

Concentration Description:

Our curriculum is built upon the following key strands, providing students with a well-rounded and future-focused education. Students will select one of two pathways.

Aerospace Academy of the Eastern Shore



The Aerospace Academy of the Eastern Shore seeks to develop well-rounded students by providing both the fundamentals of aerospace technology coupled with emphasis on critical thinking, ethical considerations, and developing strong communication skills.

- ***Engineering:***

Students examine technology and engineering fundamentals in relation to solving real-world problems, and learn what it means to build an engineering team, how to manage projects, deliver proposals, and explore postsecondary engineering pathways.

- ***Computer Science and Cybersecurity:***

Students gain expertise in cybersecurity, addressing the growing demand for technology skills in today's interconnected world.

- ***Unmanned Autonomous Systems***

There is a growing demand for unmanned autonomous vehicles (drones) across multiple industry sectors. This has created expanded workforce applications that have direct benefits for the Eastern Shore such as package delivery, search and rescue, real estate, transportation, agriculture, infrastructure inspection and many others. Students will gain hands-on experiences using interactive pedagogies and will apply STEM,

engineering, computer science, and information technology concepts to identify and solve real-world problems using unmanned autonomous vehicles.

• ***Work-Based Learning (Externship/Internship Experience):***

Practical experience is a cornerstone of our program, with opportunities for students to engage in internships and externships, gaining real-world insights into their chosen fields. Throughout our concentration, students have the opportunity to work with aerospace and adjacent field partners. These collaborations provide real-world experiences and exposure to cutting-edge research, making AAES a hub for excellence in aerospace education.

AAES' academic concentration cultivates a well-rounded, highly skilled, and forward-thinking generation of professionals equipped to address the complex challenges of our environment, economy, and technology. Our students emerge with the knowledge, skills, and hands-on experience to make a positive impact on local and global sustainability efforts.

4. The college partnership laboratory school's strategic academic goals and core philosophy in alignment with a performance-based assessment model.

Strategic Academic Goals:

At AAES, our strategic academic goals are intricately connected with the Virginia Standards of Learning (SOL). We plan to design our program to ensure alignment with these state standards, creating a learning environment that not only meets, but exceeds SOL expectations. Our key objectives include:

Experiential Learning and SOL Integration: AAES will place a strong emphasis on experiential learning, allowing students to apply SOL-aligned academic knowledge in real-world contexts. We believe that this hands-on approach reinforces the understanding and retention of SOL content.

Ethical Stewardship in line with SOLs: Our core philosophy centers on ethical stewardship. AAES will instill a deep appreciation of ethical principles related to technology and the aerospace industry.

Technological Proficiency and SOL Requirements: AAES is dedicated to equipping students with strong technological proficiency, an essential component of many SOL standards. We ensure that students are well-prepared to meet SOL requirements in subjects related to technology and data analysis.

Critical Thinking and Problem Solving in line with SOL Requirements: Through rich engineering and STEM engagement, students will use observation and experimentation along with existing scientific knowledge, mathematics, and engineering technologies to answer questions about the natural world. Engineering employs existing scientific knowledge, mathematics, and technology to create, design, and develop new devices, objects or technology to meet the region's aerospace needs.

Core Philosophy:

AAES core philosophy aligns with Virginia SOL through the following principles:

Student-Centered Learning and SOL Mastery: Our student-centered approach focuses on ensuring that students master SOL standards. We tailor instruction to address SOL requirements, ensuring students' academic success.

Real-World Relevance and SOL Application: The real-world relevance of AAES' education directly ties into SOL requirements. Students apply their SOL-aligned knowledge and skills to address practical, real-world problems in alignment with SOL expectations.

Collaboration and Community Engagement in line with SOL Expectations: AAES collaborates with community partners to enrich the educational experience. This mirrors SOL objectives that encourage community engagement and active participation in the learning process.

Building Teacher Efficacy: AAES' commitment to building teacher efficacy is a fundamental component of our program. Our learning lab environment encourages our educators to refine their teaching methods, collaborate with peers, and embrace innovative pedagogical approaches. We will offer ongoing professional development opportunities in partnership with Old Dominion University and Eastern Shore Community College to empower our educators to continually improve their teaching practices. This collaborative effort supports their ability to deliver SOL-aligned, engaging, and effective instruction, ultimately benefiting our students' academic success.

5. Identify and describe in detail the college partnership laboratory school's targeted student population with the understanding that the college partnership laboratory school is open to any student of the Commonwealth

Targeted Student Population:

While the lab school is open to any student of the Commonwealth, our anticipated primary student population will be reflective of the diversity, demographics, and unique characteristics of the broader Eastern Shore Community.

We believe that a well-rounded and inclusive student body is essential for our school's success and for achieving our mission of promoting excellence in aerospace studies.

1. Demographic Diversity:

AAES will be dedicated to serving a student population that mirrors the demographic diversity of the Eastern Shore. This diversity includes various racial, ethnic, socioeconomic, and cultural backgrounds, ensuring that our educational environment is inclusive and reflective of the broader community.

2. Academic Range:

Our targeted student population encompasses a wide academic range, accommodating students with diverse learning abilities and academic interests. AAES welcomes high-achieving students, those seeking additional academic challenges, and those who may benefit from additional support to reach their full potential.

3. Socioeconomic Backgrounds:

We acknowledge and embrace students from various socioeconomic backgrounds, as we believe in providing equitable opportunities for all learners. Our goal is to ensure that financial circumstances do not limit a student's access to a high-quality education in preparation for aerospace industries in meeting the mission of AAES: to provide at-risk and/or under-represented populations access to the knowledge, skills and abilities needed to be successful in aerospace and adjacent industries identified as priorities by the GoVA Region 5 Economic Development Authority.

4. Inclusivity:

AAES is committed to creating an inclusive environment that accommodates students with disabilities or special needs. We provide necessary resources, support, and accommodation to ensure that all students can participate fully in our educational programs.

5. Community Engagement:

Our student population is deeply engaged with the Eastern Shore community, participating in local environmental conservation efforts and collaborative initiatives that reflect the community's values and priorities.

6. Postsecondary Aspirations:

AAES students share a common aspiration to pursue post-secondary education, contributing to the development of a highly educated and skilled workforce on the Eastern Shore. After high school graduation, students could go directly to work, the military, complete their associate degree at Eastern Shore Community College, or choose to enroll at a local four-year institution such as Old Dominion University.

7. Multidisciplinary Interests:

AAES attracts students with a broad range of academic interests encompassing aerospace studies. This diversity of academic interests enriches the learning environment.

8. Ethical Stewardship:

Our students will be united by a passion for ethical stewardship of the aerospace industry and a desire to make a positive impact on their community and the environment.

6. The innovative nature of the academic program or operational aspects that can model future best practices for other schools within the Commonwealth. For the purposes of this question consider innovation as the application of a promising or well-theorized educational principle that the university is poised to support within the academic environment of this school.

Innovative Aspects of AAES: Modeling Future Best Practices

AAES is committed to pioneering innovative educational practices that can serve as models for other schools within the Commonwealth of Virginia. Our innovative approach will be built upon a well-theorized educational principle: the seamless integration of experiential learning, aerospace education, and strong community partnerships. Here are some key aspects of AAES' planned innovation:

Experiential Learning Integration: AAES will place a strong emphasis on experiential learning as a cornerstone of our academic program. Students will actively engage in real-world projects, internships, and hands-on experiences. This model will allow students to connect classroom learning with practical applications, reinforcing their understanding and preparing them for future careers. Such connections have been found to reduce dropout rates for struggling students (Rumberger, Addis, et al., 2017). Scholars seem to universally agree on the value of experiential learning. Varieties of experiential learning include internships, service learning, study away, field trips, and others. Our efforts will be geared more towards internships and field trips. Experts note that while experiential learning is often included in CTE programs, it is important to realize that an experience by itself does not automatically lead to authentic learning (Clark et al., 2010). Instead, it is argued that the experience must be integrated with the learning process. One research team recommends that high-school based internships are supported by a culture of collaboration, part of a balanced curriculum, and connected to courses that allow for evaluation and assessment (Fletcher et al., 2018). Because the program is being created from scratch, we will have the opportunity to build these recommendations into the experiential learning strategies that will be a part of AAES.

AAES will foster interdisciplinary education, breaking down traditional subject silos that limit educational efforts in high school (Weinberg & Sample McMeeking, 2017). Students will gain a comprehensive understanding of aerospace and cybersecurity concepts, technologies, and cross-disciplinary applications (Weinberg & McMeeking, 2017). Aligning with recommendations from scholars, our curriculum will bridge gaps and provide students with a holistic understanding of complex, real-world challenges (Souppiez & Ridley, 2017).

Environmental Stewardship: Our program will integrate ethical environmental stewardship into the educational experience. We will instill a deep sense of responsibility toward the Eastern Shore and other coastal environments that support the aerospace industry. Our students will not only learn about ethical issues, but actively engage in solutions, creating future citizens who prioritize eco-conscious practices.

Multi-Stakeholder Partnership Framework: AAES will work to forge strategic partnerships with programs and departments internal to ODU, NCPS, ACPS, ESCC, aerospace and related industry and businesses, community organizations, local and regional government, and other institutions. Informed by extant research on developing and sustaining effective partnerships (Haynes & Sanzo, 2021; Peel et al., 2002; Sanzo, 2017; Sanzo & Wilson, 2016), these partnerships will extend our students' learning

opportunities beyond traditional classroom walls and provide them access to cutting-edge research and mentorship from experts in their respective fields. Leveraging the work propelled by Gray and Purdy (2018), we will adopt a multi-stakeholder partnership framework to ensure fidelity of implementation with the Academy model related to partnerships. Further, this will enable us to effectively research the partnership and ensure through continuous improvement processes the partnerships are able to effectively support the Academy.

Aerospace and Aviation Industry Education: Our program will emphasize technology integration and aerospace education (Baytaket al., 2011; Sułkowskiet al., 2022), aligning with the demands of an increasingly interconnected and technologically driven world (Nayak et al., 2016; Yang & Gu, 2021). Students will gain proficiency in areas such as computer science, cybersecurity, and unmanned aircraft, preparing them for careers in these rapidly evolving fields. Aerospace Experiences will potentially include internships, externships, field trips to tech colleges/universities, tours to NASA and contractors affiliated and VIP passes for rocket launches.

In secondary education, Career and Technical Education (CTE), previously described as vocational education, focuses on academic rigor and preparation of students for careers. An understanding in career pathways within STEM can be found in CTE programs to expand the pipeline of the science, technology, engineering, and mathematics (STEM) workforce (Shadoian-Gersing, 2015). Work-based learning is one of the twelve elements described in the 2018 Association of Career and Technical Education Program of Study (Imperatore & Hyslop, 2018) which is essential to the AAES Lab School instructional approach as it aligns with aerospace and aviation. Specifically, the aviation workforce projects that over the next 20 years, 610,000 new maintenance technicians; 602,000 new pilots; and 899,000 new cabin crew members will be needed to maintain the commercial aviation fleet globally (Boeing Pilot and Technician Outlook, 2022).

Design Thinking: AAES will utilize a design thinking approach as a part of our overall instructional model. Supported by ODU's Institute for Design Thinking and Leadership Development, teachers and other educators will be provided ongoing support to integrate design thinking into the curriculum and Academy. At the broadest level, the Stanford Design School defines design thinking as "A methodology for creative problem solving." Awareness about design thinking and the use of design thinking has grown dramatically in recent years. The process is particularly helpful in developing new programs. In fact, scholars have drawn parallels between the processes used by John Dewey to create lab schools and current design thinking processes (Whipps, 2019). In effect, it can be suggested that Dewey used design thinking strategies in the development and expansion of lab schools more than a century ago. Today, education researchers widely embrace design thinking as a strategy for educational program development (Kuo et al., 2021; Sanzo et al., 2021). Through this lens, the design thinking strategy will serve as an important guide throughout our planning process.

Electronic Portfolio: AAES students will use electronic portfolios as a part of the programming with students. Electronic portfolios are digital collections of student work completed over time. Portfolios can be developed as either internal archives (designed

primarily for assessment) or showcase portfolios (designed to support career placement and enhance self-directed integration of student learning). Electronic portfolios have been hailed for being versatile (Rezgui et al., 2018), promoting integrated learning (Kuh et al., 2018), enhancing student development, and communicating proficiencies to potential employers. In fact, scholars note that electronic portfolio usage promotes even deeper learning than other types of experiential learning (Hubert et al., 2015; Khan, 2014). Importantly, the use of electronic portfolios will benefit the students, teachers, and the teachers-in-residence. Benefits to students include improved professional development (Brown & Thoroughman, 2017), improved digital communication skills (Buente et al., 2015), enhanced awareness about digital technology (Challis, 2005), and career placement support (Tubaishat, 2015). For teachers, a recent study found that electronic portfolio usage “resulted in increased teacher learning about technology, a reexamination of their pedagogy, better comprehension of their students’ learning, reflective processes, and assessment, and reciprocal learning between teachers and students” (Kilbane & Milman, 2017, p. 101).

Educational Technology: AAES is committed to implementing the use of relevant, current, and engaging instructional technology in order to not only engage our students in hands-on learning experiences, but also help to build digital skills needed to thrive in the 21st century workforce. The use of educational technology will also help students develop skills in collaboration, communication, and problem-solving, 21st century skills that will help to develop globally competitive and engaged citizens (U.S. Department of Education, 2017). The educational technology will go hand-in-hand with the experiential learning model as it will allow students to use technology to solve real-world problems, applying knowledge and skills they have gained in their classes. The U.S. Department of Education identified five ways technology can enhance learning, all of which will help to guide the use of educational technology at AAES: (1) technology can provide experiences that are relevant and engaging (2) technology can help to organize learning as it relates to real world problem-solving, (3) technology can move the learning from the four walls of the classroom, creating real audiences and collaborations for student work, (4) technology can help students follow their own passions, and (5) access to technology can close the digital divide (2017). The educational technology used within AAES will also be relevant to the aerospace industry so that students are prepared when they graduate. U.S. Department of Education, Office of Educational Technology, 2017) <https://tech.ed.gov/files/2017/01/NETP17.pdf>.

Data-Driven Decision Making: AAES will utilize data-driven assessment methods to monitor student progress and adjust our educational strategies continually. By tracking student performance, we will ensure that our students meet or exceed state standards, while also identifying areas for improvement in our curriculum.

Teacher Efficacy: AAES will focus on building teacher efficacy through continuous professional development, collaborative lesson planning, and exposure to innovative teaching methods. Our educators will serve as models for best practices, fostering innovative and effective pedagogical approaches. The strong collaboration will leverage effective transfer of knowledge and theory to practice for teachers across the continuum, from aspiring teacher candidates to experienced teacher leaders (Croft et al., 2010).

Teacher Apprenticeships: An embedded teacher residency-style apprenticeship program will promote teacher identity development, strong mentoring, retention, and effective practice (Admiraal et al., 2021). AAES will create a *third space* development and preparation experience, which describes the transformations that emerge in triadic, collaborative partnerships among P-12 schools, universities, and teacher candidates (Beck, 2016; Krechmar et al., 2018; Daza et al., 2021). Such spaces reduce barriers across partners to promote shared collaboration in support of teacher development. The project will create a pathway for paraprofessionals without a bachelor's degree or licensure to complete their associate's (if needed) degree, bachelor's degree, and Virginia teaching license. While they take coursework, paraprofessionals will continue to work in their schools, with salaries and benefits already built into district annual budgets.

Awarding Credit for Academy Experiences: The award of academic credit for academy work is justified by prior research (Hoffman, 2003; Berger et al., 2013). Policy makers have called upon colleges and universities to be more innovative in efforts to keep the cost of higher education down. Besides reducing the cost of higher education, research also suggests that early exposure to college both expedites completion and increases completion rates (Song et al., 2021). Our goal is that AAES program completers receive college credit (number to be determined) through Dual Enrollment and/or through the Prior Learning Assessment process.

Educator Preparation

AAES focuses on student-guided learning through STEM, experiential learning, guided inquiry, career and technical education, and work-based internships and job shadowing requires skilled teachers able to prepare students for careers in aerospace and aviation industries. Just as AAES will be preparing future employees in STEM, aerospace and cyber industries through experiential learning, it will also be providing rigorous training and development for aspiring, new, and seasoned teachers.

Eastern Shore Community College established an [Associates in Education](#) that is a transfer degree program. This program was established in response to the need for teachers on the Eastern Shore of Virginia. Both the Accomack and Northampton schools are challenged in filling all their teaching faculty. This program, because it is a transfer degree program, can be completed through ODU at a distance. A student on the Eastern Shore can now complete their education degree without having to leave the shore.

This pathway will align with ODU's developing registered apprenticeship program for paraprofessionals working in Accomack and Northampton who can complete their associate's in education and then transfer to ODU to complete their bachelor's degrees with licensure. The program will provide rigorous and competency-based work-based learning opportunities that link university-based licensure instruction to the real-time demands and priorities of the classroom. Apprentices will gradually assume increasing responsibility over the course of their apprenticeship, under the trained guidance of the mentor teachers who will be trained under the Jim Knight instructional coaching model to coach adult learners. The apprenticeship will provide 2,000 hours of rich, school-based "on-the-job" experiences that immerse apprentices in all aspects of working in the school

community across the span of a full academic year. The apprentice will work alongside a skilled mentor with a demonstrated track record of successful teaching. That mentor will serve as the teacher of record and will provide trained guidance and instructional coaching to help promote the development of a reflective practitioner adept in planning, leading, differentiating, and assessing student learning. This training is aligned with Virginia's *Guidelines for Mentor Teacher Programs for Beginning and Experienced Teachers*.

The preparation program of study will emphasize evidence-based reading strategies to support students with low literacy levels, promote an understanding and capacity to work with students with disabilities – either as a special education or general education teacher, and develop trauma informed practices to support the range of students' academic, socio-emotional, and developmental needs. With most of its initial teaching licensure programs available fully online, paraprofessionals on the Eastern Shore will be able to maintain their work in schools and complete their licensure programs without having to make the trip to Norfolk.

By including paraprofessional educators in this teacher pipeline pathway, the program will draw on a growing segment of the U.S. education workforce (Bisht, LeClair, Loeb, & Sun, 2021) providing a renewable source of new teachers. In addition, paraprofessionals as a group are far more racially diverse than the teacher workforce as a whole and, when fully licensed, will increase the proportion of teachers who reflect the diversity of the children they teach. Finally, paraprofessionals are already working in high-need schools at low salaries. They are more likely to remain committed to their high-need school communities and persist in teaching than career switchers who are not familiar with the demands of K-12 education.

Professional Development (PD) Hub

Ongoing professional development is a critical element, as the innovations of the proposed lab school rely on a growing network of practicing teachers adept at employing effective and innovative strategies that include experiential learning, project-based learning, guided inquiry, student-guided learning, and career and technical education. Such communities of practice fosters teacher efficacy and supports development of effective and innovative instructional practices (Weinberg et al., 2021). By creating a professional development hub, AAES can fuel innovative STEM education practices beyond the lab school boundaries and into the region. The hub will host teachers from NCPS and ACPS high schools, as well as ESCC, to engage in workshops on design thinking, use of new technologies, experiential learning, and integration of STEM/CTE instruction across the high schools and AAES. The PD Hub can provide Continuing Education Credits for teachers seeking recertification points.

Research

The Lab School research team is composed of a group of ODU researchers, ESCC faculty, and school division personnel representing a diverse array of methodological approaches to education research. While the research team will be led by university researchers with expertise in such areas as education policy, leadership, organizations, and teaching and learning, it will also include the expertise, experiences, and perspectives

of doctoral students and district- and school-based practitioners. The team's comprehensive focus will examine the full life cycle of the Commonwealth's lab school program as it pertains to the partnership division. For example, research will focus on areas such as inter-organizational collaboration, effectiveness of lab schools as a choice models, teacher and professional learning for lab school success, student learning and engagement, and college and career readiness.

Modeling Best Practices for Virginia:

AAES' innovative approach represents a promising and well-theorized educational principle – an approach to education that combines hands-on learning, interdisciplinary knowledge, and a focus on sustainability and technology. By embracing these principles, we aim to set an example for best practices in Virginia's educational landscape. Our model will support future best practices for schools across the Commonwealth, highlighting the importance of:

- Preparing students for the real world by integrating experiential learning.
- Breaking down disciplinary boundaries and fostering interdisciplinary education.
- Applying engineering design principles and developing design technology fluency.
- Nurturing environmental stewardship and sustainability education.
- Strengthen the aerospace workforce across the Commonwealth.
- Establishing strong partnerships with universities and community organizations.
- Integrating technology and data-driven decision-making into education.
- Prioritizing teacher efficacy and innovative pedagogy.

By pioneering these best practices, AAES seeks to inspire and guide the future of education in Virginia, ultimately preparing students to excel in a rapidly changing world and address critical challenges, whether in the aerospace industry fields or any other sector of the 21st century economy.

III. ELEMENT 3 – Educational Program and Statutory Assessments

State the goals and objectives to be achieved by the college partnership laboratory school, which must meet or exceed Virginia Board of Education's Standards of Learning. Give thorough explanations and answer all sections completely.

1. A description of the college partnership laboratory school's academic program, educational theory, foundation of the model and proposed innovative offerings and how it is aligned with state standards.

The academic program has been designed so that all students complete four math and science credits, a CTE sequence, a high-quality work-based experience, and earn at least one relevant industry credential. Students can complete dual enrollment courses leading to a career studies certificate, certificate, or an Associate of Applied Science in Technical Studies and meet the requirements of the VCCS Passport and Passport Plus programs.

AAES will offer two pathways initially in preparation for employment or further studies in aerospace and adjacent fields.

During the first year, all students would have the opportunity to participate in problem based learning (PBL) through their English 9 course. Students will complete and present a research project on the ethics of a current technology in aerospace systems, engineering, or cybersecurity.

In addition to the career technical coursework, the curriculum will ensure students have the opportunity to fulfill graduation requirements in alignment with the 5 Cs – critical thinking, creative thinking, collaboration, communication, and citizenship – as described in the Profile of a Virginia Graduate.

Educational Theory and Model Foundation:

AAES' foundation will be rooted in constructivist educational theory, emphasizing learning through active participation, collaboration, and real-world experiences. We will integrate sustainability education and hands-on learning, reinforcing academic knowledge with practical applications. Our program will align with best practices in 21st-century education, focusing on the critical skills students need to succeed in an ever-evolving world.

Innovative Offerings:

AAES will stand out through its innovative offerings, including:

Experiential Learning Integration: AAES will place a strong emphasis on experiential learning as a cornerstone of our academic program.

Ethical Stewardship: Our program will integrate ethical stewardship into the educational experience.

Engineering Design and Design Technology: Our program will integrate engineering design practices and design technology, including autonomous systems and artificial intelligence, to prepare students for careers of the future.

Design Thinking: AAES will utilize a design thinking approach as a part of our overall instructional model.

Electronic Portfolio: AAES will use electronic portfolios as a part of the programming with students

Community and University Partnerships: Our strategic partnerships with institutions will provide students with opportunities for advanced research and mentorship.

Data-Driven Decision Making: AAES will employ data-driven assessments to continually monitor student progress and enhance their learning experiences.

Awarding Credit for Academy Experiences: AAES program completers will have the opportunity to receive dual enrollment credit or credit through the Prior Learning Assessment process. Further, students will have the opportunity to earn industry credentials.

Teacher Apprenticeship Pathways to Licensure: Our institutional partnership will provide sustainable and scalable pathways for paraprofessional educators and other aspiring teacher candidates to earn a bachelor's degree with licensure.

Alignment with State Standards:

AAES' academic program will be meticulously aligned with Virginia's Standards of Learning. Our curriculum, teaching methods, and assessments will mirror the SOL requirements, ensuring that students not only meet but exceed state educational standards. The core subjects, interdisciplinary knowledge, and sustainability focus will all align with SOL expectations.

By seamlessly integrating academic content with practical experiences and innovative pedagogy, AAES will prepare students for success while fostering a deep appreciation for sustainability. Our academic program will align closely with the Virginia SOL, ensuring that students graduate with a strong academic foundation and are well-prepared to meet the challenges of the 21st century.

2. An overview of the curriculum design, courses of study, teaching approach, teaching methods, and a description of the learning environment to be used at the college partnership laboratory school. Include research-based instructional strategies and/or educational theories to ensure that student engagement and achievement are occurring that align with the school's mission. This section should embed these components (curriculum design, course of study, teaching approach and methods, learning environment) into a clear description of the student experience, or "day in the life" of a student enrolled in the laboratory school.

At AAES, we know that students achieve more when their learning community is engaging, collaborative, and supportive. These types of relationships will be cultivated so that our students are willing to work hard and achieve success even when things are difficult. When students see the connection between the content they learn in school and real-world issues and problems, they understand the relevance of their education. When these conditions exist, instruction can go into greater depth and deal with more complex issues with greater rigor. When high-quality experiential learning experiences such as internships and mentorships are incorporated into learning, our students will be prepared to choose a pathway toward a rewarding career.

AAES teachers will receive professional development to implement teaching methods that increase the rigor and relevance of the curriculum. All teachers will be required to emphasize the 5 C's of 21st century instruction: critical and creative thinking, collaboration and communication, and citizenship. These skills will be essential in a project-based learning approach that maximizes student engagement.

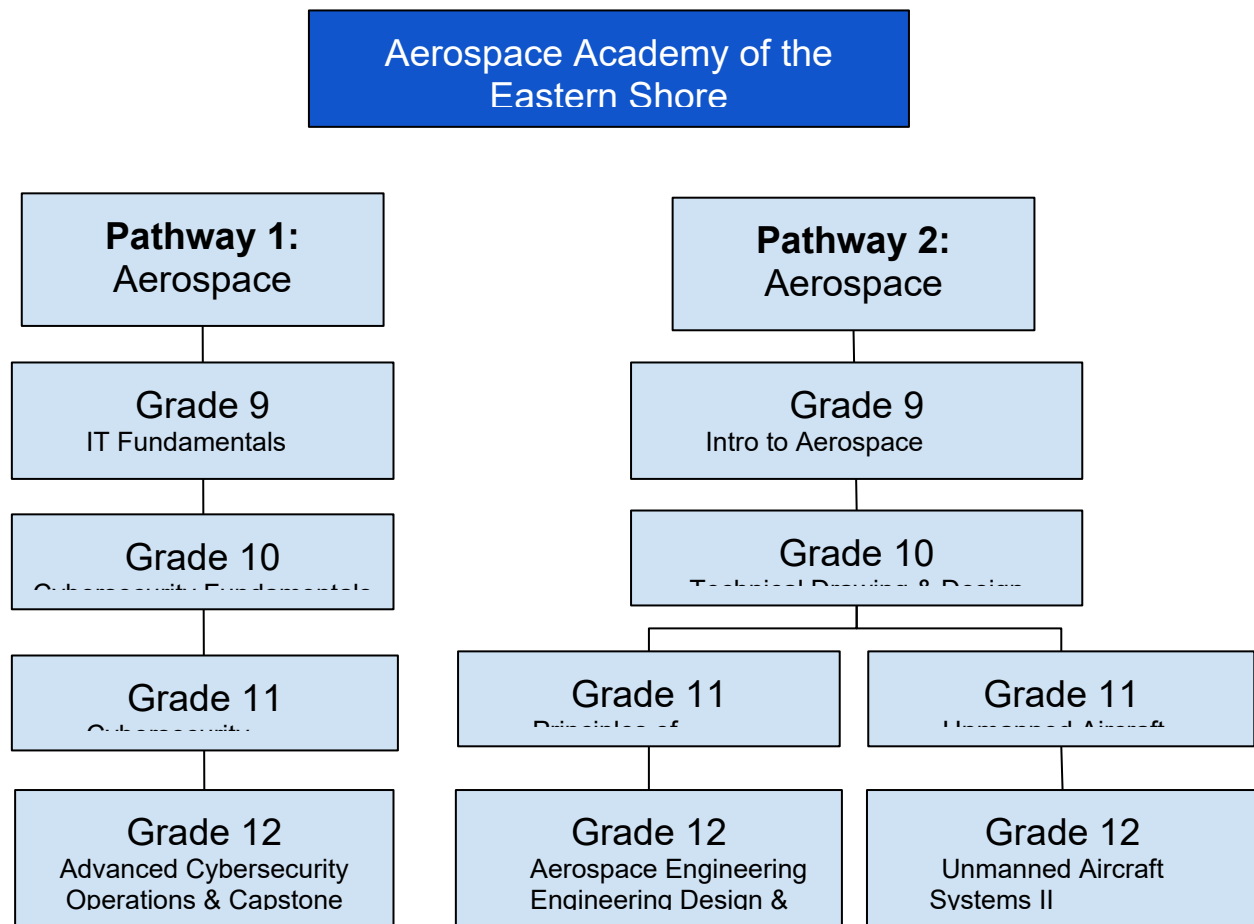
During their first year, students will be introduced to the AAES program and learn about the Aerospace Information & Security Systems and Aerospace Engineering & Explorations pathways. Students will be engaged in a variety of activities, including possible summer camp and after-school opportunities as well as course-based projects exposing them to the pathways and future career options.

Based on their interests, during their second year, students will tentatively select a path forward and complete an introductory course in the pathway. During the junior and senior years, in addition to completing their core requirements for graduation, students will take more advanced courses within their program area of interest. High-quality work-based learning opportunities will be provided within each program area.

Sample plans of study (see appendix) have been created to ensure that all graduation and certificate requirements are met. In these plans students will be able to see all the courses they would take each year in high school.

Purpose

The Aerospace Academy of the Eastern Shore seeks to develop well-rounded students by providing both the fundamentals of aerospace technology coupled with emphasis on critical thinking, ethical considerations, and developing strong communication skills.



Grade 9: Opportunities for Aerospace exposure

Through myriad avenues, 9th graders (and potentially 8th graders) will be exposed to the AAES program. This includes possible summer camps, after school opportunities, and a potential introduction in 9th grade through English 9. A possible English 9 PBL is described below.

Introduction to Aerospace Information, Engineering, and Ethics

English 9 - Students would have the opportunity to participate in a PBL through their English 9 course to complete and present a research project on the ethics of a current technology in aerospace systems and/or engineering. This PBL will incorporate the following Grade 9 English Standards of Learning: 9.RI.1 (Key Ideas and Confirming Details); 9.RI.3 (Integration of Concepts), 9.W.1 (Modes and Purposes of Writing); 9.W.2 (Organization & Composition); 9.W.3 (Usage and Mechanics); 9.C.2 (Speaking & Presentation of Ideas); 9.C.4 (Examining Media Messages); 9.R.1 (Evaluation & Synthesis of Information).

Students will examine this technology through the Beauchamp and Childress (2013) ethical framework:

- Non-maleficence (Obligation to “do no harm”)
 - How do we minimize risks?
 - How do we take precautions against possible risks or harms?
- Beneficence (Obligation to “do good”)
 - How do we ensure that technology actually improves lives?
- Respect for Autonomy & Privacy
 - How do we ensure that the technology guarantees autonomy and privacy for groups and individuals?
- Justice
 - Do the potential risks and harms disadvantage one group over another?
 - Who has access to the potential benefits?

Pathway 1: Aerospace Information & Security Systems

Students interested in information technology should take the *Information Technology Fundamentals* course which introduces the essential technical and professional skills required for students to pursue programs leading to professional careers and information technology certifications. The course introduces skills related to digital technology, digital applications, maintenance/upgrading/troubleshooting, and networking fundamentals. Students also explore ethical issues related to computers, Internet technology and examine web page and game design.

Pathway 2: Aerospace Engineering & Explorations

Students interested in Engineering should take the *Introduction to Engineering Design* course. In this foundation course in Project Lead the Way (PLTW), students use 3D computer modeling software as they learn the engineering-design process and solve design problems for which they develop, analyze, and create product models. As a culminating project, they examine a case study through the lens of a framework for ethics in engineering to describe what happened, what should have happened, and potential future safeguards. An example might be the [NSPE Code of Ethics of Engineers framework](#).

Grade 10-12: Pathways

Students who elect to enter the Aerospace Academy of the Eastern Shore will choose one of two pathways:

- Pathway 1: Aerospace Information & Security Systems
- Pathway 2: Aerospace Engineering & Explorations - in 11th grade this pathway splits and provides a choice of either Engineering or Unmanned Vehicle Systems
- Course electives listed below (i.e. VESSS course) will be offered as a separate section for lab school students, enabling all lab school students an opportunity to take the course.
- **Grade 10 Potential Electives for both pathways:**
 - **Virginia Space Coast Scholars (VSCS)** is a dynamic online course designed for high school sophomores interested in the STEM - science, technology, engineering, and math. This course focuses on the missions supported by NASA's Wallops Flight Facility and the Mid-Atlantic Regional Spaceport, offering an engaging introduction to flight, space, and supporting technologies. Created by the Virginia Space Grant Consortium (VSGC), VSCS aims to inspire and educate students by providing unique access to NASA resources and opportunities. Through a series of five interactive modules, students will explore NASA's orbital and suborbital missions, develop technical and creative skills, and complete a comprehensive final project that simulates a real-world scientific mission proposal. Topics include exploring the history of NASA, discovering NASA careers and opportunities, innovative platforms supported by NASA Wallops Flight Facility, mission development and design.

The course sequence for each of the pathways is described below:

Pathway 1: Aerospace Information & Security Systems

- **Grade 10:** Students begin with a course in *cybersecurity fundamentals*. This course focuses on securing personal, organizational, and national information in an aerospace context. Students learn basic principles of cybersecurity, are introduced to cybersecurity technologies, and explore potential threats to cyber security and protective measures. They are virtually exposed to mentors in the field of aerospace cybersecurity. Throughout the year, they complete a series of PBLs to learn the basics of cybersecurity and complete a culminating project in which they use a framework for ethics in cybersecurity. An example might be [Vallor & Rewak's](#) framework, which identifies five main ethical considerations: A) Harms to Privacy; B) Harms to Property; C) Cybersecurity Resource Allocation; D) Transparency & Disclosure; E) Cybersecurity Roles, Duties, and Interests.
- **Grade 11:** Students continue with two courses:
 - *Cybersecurity Operations* - designed to teach computer and network administration and security. Students learn cybersecurity concepts, including the practice of protecting systems, networks, and programs from digital attacks. Cybersecurity is defined as the steps and processes taken to protect networks, devices, programs, and data from unauthorized access that can result in theft or damage. Students learn to establish, implement, and maintain security networks.

- *Engineering Computer Science* - Through an engineering lens, Engineering Computer Science offers students the opportunity to explore the seven big ideas of computer science (creativity, abstraction, data, algorithms, programming, internet, and impact); apply mathematical and scientific principles to solve problems through programming, and learn and apply the foundations of computer science to address real-world problems. The course is based on concepts outlined by the College Board and prepares students to take the Advanced Placement Computer Science Principles Examination.
- **Grade 11 Potential Electives:** See potential DE list [here](#).
- **Grade 12:** Students complete their pathway with a courses in
 - *Advanced Cybersecurity Operations* - students explore security analysis and network security, monitoring and detecting security incidents in information systems and networks. The course introduces tools and tactics to manage cybersecurity risks, identify common threats, evaluate an organization's security, collect and analyze cybersecurity intelligence, and handle cybersecurity incidents. Students will understand threats, attacks and vulnerabilities, architecture and design considerations in a business environment, implementation of security operations, risk and incident response, ethics, and cryptography. Instruction will emphasize preparation for industry certification. Students complete a capstone project with a mentor that can be used to evaluate their learning across the 4-year program.
 - Grade 12 Recommended Elective in *Cybersecurity Systems & Technology* - In this course, students learn procedures for optimizing and troubleshooting concepts for computer systems, subsystems, and networks, including standards and protocols.
 - **Grade 12 Potential Electives:** See potential DE list at end of grade sequencing.
 - Cybersecurity Certification Test Preparation Career Videos
Virginia Space Grant Consortium has developed a test preparation series for the Security+ certification exams. These asynchronous programs review key topics and test practice questions, found here: [Security Systems Pathway](#). The series is free to Virginia students. Registration is required. Successful completion of this Cybersecurity Industry certification could earn students college credit.

Pathway 2: Aerospace Engineering & Explorations

- **Grade 10:**
 - Students complete a course on *Technical Drawing and Design* to learn the graphic language of business and develop precision skills in mechanical drafting. They learn lettering skills, board skills, and two and three dimensional computer aided design and drafting. In their second semester, they take a course on engineering drawing and design (possible DE credit) to learn to create complex mechanical drawings, learn mechanical drafting skills used by engineers, and gain exposure to rapid prototyping and 3-D printing processes.
- **In Grade 11:** In their grade 11 year, students choose between a focus on engineering or on Unmanned Vehicle Systems.
 - **Engineering**

- Principles of Engineering explores the engineering profession and the fundamental aspects of engineering problem solving. Students study the historical and current impacts of engineering on society, including ethical implications. Mathematical and scientific concepts will be applied to fundamental engineering topics, including mechanics and electrical-circuit theory.
- Engineering Computer Science
- **Unmanned Vehicle Systems**
 - Unmanned Aircraft Systems prepares students to pilot drones under the Federal Aviation Administration's (FAA) Part 107 guidelines for small unmanned aircraft systems (sUAS). Students get an overview of the national airspace system, FAA regulations, and the design and operation of small drones. Students monitor weather, address loading and performance of drones, and coordinate flight operation logistics. They perform administrative tasks, train, and pilot sUAS.
 - Geospatial Technology I provides experiences pertaining to the study and use of geographic information systems (GIS), global positioning systems (GPS), remote sensing (RS), and mobile technologies. Fundamentally, these technologies allow students to explore and analyze the natural and human-made world, locally, globally, and beyond. Students use tools, processes, and techniques to create, store, access, manipulate, and revise data to solve human challenges. These experiences employ real-world spatial analysis models and guidelines for integrating, interpreting, analyzing, and synthesizing data, with a focus on both the implications and the limitations of geospatial technologies.
- **Grade 11 Potential Electives:**
 - **Virginia Aerospace Science and Technology Scholars (VASTS)** is an immersive STEM learning experience focused on aerospace engineering and technology grounded in NASA's missions. The Online Course program focuses on increasing student's aerospace-related STEM knowledge and curiosity. Through a number of online modules, students are encouraged to grow their creativity in designing new concepts in Mars and Moon Base Design, imagining new tools or technologies to help astronauts build the Lunar Gateway, and calculating the needs of spacecraft headed to Mars. Students participate in forums to discuss current space topics, current events in the space industry, and to discuss concepts such as ethics in engineering careers. More than 6000 students have participated in the externally evaluated VASTS program since its inception in 2008. Longitudinal tracking shows that 95% go on to receive STEM degrees with 92% of those working in a STEM field. External evaluation shows that VASTS is very effective in engaging students in Benjamin Bloom's levels of intellectual behavior important in learning. These are, from simplest to most complex: remembering, understanding, applying, analyzing, evaluating, and creating. While students reported benefitting significantly at all six cognitive levels, they benefited from their VASTS learning experiences the most at the highest, most difficult-to-achieve level of creating, which is in contrast with

benefits acquired by students from high school STEM classes focused mostly on the lowest cognitive levels.

- **Grade 12:** In their final year, students complete coursework in which they work as a member of an actual engineering team to complete hands-on projects to solve real-world engineering problems. Students complete a capstone project with a mentor that can be used to evaluate their learning across the 4-year program.
 - **Engineering**
 - Aerospace Engineering is a specialized course for Project Lead the Way (PLTW), students are taught about aerodynamics, astronautics, space-life sciences, and systems engineering through hands-on engineering problems and projects.
 - Engineering Design and Development is a capstone course in Project Lead the Way (PLTW). The AAES team will work to identify mentors that will support teams of students to work together to research, design, and construct solutions to engineering problems. Students synthesize knowledge, skills, and abilities through an authentic engineering experience. Students are expected to develop and formally present an independent-study project and a team-oriented project that are critiqued by an evaluation committee.
 - **Unmanned Vehicle Systems**
 - Advanced Unmanned Aircraft Systems teaches students the applications of small, unmanned aircraft systems (sUAS) such as photography, videography and analysis of data collected through sensors and cameras. Students receive hands-on instruction in piloting a sUAS while learning about various sensors, flight operations, regulations, and commercial flight planning.
 - Geospatial Technology II builds upon the study and use of Geospatial Technology I. Students further explore and analyze the natural and human-made world, locally, globally, and beyond. Students use tools, processes, and techniques to create, store, access, manipulate, and revise data to solve human challenges. Data is created, collected, and used to analyze spatial relationships. These experiences employ real-world spatial analysis models and guidelines for integrating, interpreting, analyzing, and synthesizing data, with a focus on both the implications and the limitations of such technologies. Students will also use network-based data management systems.
 - **Grade 12 Potential Electives:**
 - See potential DE list [here](#).
 - **The Virginia Earth System Science Scholars (VESSS) course**, offered by the Virginia Space Grant Consortium, is an interactive online STEM learning experience for Virginia high school juniors and seniors, which engages students in NASA's satellite missions designed to improve understanding of our own planet's complex systems through the power of remote sensing. Students are immersed in NASA-related research and satellite mission design through interaction with NASA scientists, engineers, and technologists. Students can earn up to five FREE, transferable, dual-enrolled college credits through Virginia

Peninsula Community College. VESSS received the prestigious 2019 Programs That Work Award from the Virginia Mathematics & Science Coalition. The award recognizes exemplary science and integrated STEM programs for which there is evidence of a positive impact on student learning. The program is a partnership between the Virginia Space Grant Consortium, NASA Langley Research Center, the Commonwealth of Virginia, Howmet Aerospace Foundation, the Society of American Military Engineers (SAME), and the National Institute of Aerospace (NIA).

Potential Electives Offered through Virginia Space Grant Consortium Details

VSGC current secondary programs significantly align with the mission and vision of the AAES include the Virginia Space Coast Scholars (VSCS), Virginia Aerospace Science and Technology Scholars (VASTS), and the Virginia Earth System Science Scholars (VESSS), as each course was described above. Though the courses are taught through an asynchronous platform, students participate in forums to discuss current space topics, current events in the space industry, and concepts such as ethics in engineering careers. The instructors provide extensive feedback to the student assignments and technical reports. The current structure of these courses include an application process open to any high school student across the state. VSGC would provide a separate section exclusively for the AAES where the Lab students who register for these electives are not applying to the statewide pool for a seat for the online portion of the course.

Possible Other DE Passport Courses with an Aerospace Focus

Note: Which courses can be offered would depend on the teacher availability and number of interested students. Courses would need to meet the Virginia Community College requirements but would connect to concepts in aerospace through the use of project-based learning.

- PHI 100: Introduction to Philosophy
- PHI 220: Ethics & Society
- ECO 150: Economic Essentials: Theory & Application
- SOC 268: Social Problems
- PHY 100: Elements of Physics
- MTH 154: Quantitative Reasoning
- MTH 155: Statistical Reasoning
- MTH 245: Statistics I
- MTH 161/162: PreCalc I/II
- MTH 167: PreCalc & Trig
- MTH 261: Applied Calc I
- MTH 263: Calc I

A Day-in-the-Life

Potential Schedule for 9th Grader, Cybersecurity Pathway Bolded courses are in AAES.

A-Day (Block scheduling) 1st Semester (4 by 4)	B-Day (block scheduling) 2nd Semester (4 by 4)
Grade 9 English Language-Arts: Ethics in Engineering and Technology	IT Fundamentals
World History I	Elective
Algebra I	Health/PE
Spanish I/Spanish II	Earth Science

Potential Schedule for 9th Grader, Engineering & Explorations

A-Day (Block scheduling) 1st Semester (4 by 4)	B-Day (block scheduling) 2nd Semester (4 by 4)
Grade 9 English Language-Arts: Ethics in Engineering and Technology	Intro to Aerospace Engineering and Design
World History I	Elective
Algebra I	Health/PE
Spanish II	Earth Science

Potential Schedule for 10th Grader, Cybersecurity Pathway Bolded courses are in AAES.

A-Day (Block scheduling) 1st Semester (4 by 4)	B-Day (block scheduling) 2nd Semester (4 by 4)
Grade 10 English Language-Arts (Honors)	Cybersecurity Fundamentals
World History II	Elective
Algebra II	Health/PE
Spanish III	Biology (Honors)

Potential Schedule for 10th Grader, Engineering & Explorations

A-Day (Block scheduling) 1st Semester (4 by 4)	B-Day (block scheduling) 2nd Semester (4 by 4)
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Grade 10 English Language-Arts (Honors)	Technical Drawing & Design
World History II	Elective
Algebra II	Health/PE
Spanish III	Biology (Honors)

Potential Schedule for 11th Grader, Cybersecurity Pathway

A-Day (Block scheduling) 1st Semester (4 by 4)	B-Day (block scheduling) 2nd Semester (4 by 4)
Grade 11 English (Honors/DE)	Cybersecurity Operations
Engineering Computer Science	VA & U.S. History DE
Algebra II or Precalculus (DE)	Chemistry
Economics and Personal Finance	Elective

Potential Schedule for 11th Grader, Engineering & Explorations - Unmanned Vehicle Systems

A-Day (Block scheduling) 1st Semester (4 by 4)	B-Day (block scheduling) 2nd Semester (4 by 4)
Grade 11 English (Honors/DE)	VA & U.S. History DE
Unmanned Aircraft Systems I (DE)	Geospatial Technology I (DE)
Algebra II or Precalculus (DE)	Chemistry
Economics and Personal Finance	Suggested Elective - VASTS

Potential Schedule for 11th Grader, Engineering & Explorations - Engineering focus

A-Day (Block scheduling) 1st Semester (4 by 4)	B-Day (block scheduling) 2nd Semester (4 by 4)
Grade 11 English (Honors/DE)	Principles of Engineering
Engineering Computer Science	VA & U.S. History DE
Algebra II or Precalculus (DE)	Chemistry
Economics and Personal Finance	Suggested Elective - VASTS

Potential Schedule for 12th Grader, Cybersecurity Pathway

A-Day (Block scheduling) 1st Semester (4 by 4)	B-Day (block scheduling) 2nd Semester (4 by 4)
Grade 12 English (Honors/DE)	VA & U.S. Government DE
Advanced Cybersecurity Operations with Capstone Project	Suggested elective in Cybersecurity Systems Technology
Precalculus DE/Calculus DE/Statistics DE	Elective
Physics	Internship

Potential Schedule for 12th Grader, Engineering & Explorations - Unmanned Vehicle Systems

A-Day (Block scheduling) 1st Semester (4 by 4)	B-Day (block scheduling) 2nd Semester (4 by 4)
Grade 12 English (DE or Honors)	VA & U.S. Government DE
Unmanned Aircraft Systems II (DE)	Geospatial Technology II (DE) with Capstone Project
Precalculus DE/Calculus DE	Suggested electives - Aerospace Engineering or VESSS
Physics	Internship

Potential Schedule for 12th Grader, Engineering & Explorations - Engineering focus

A-Day (Block scheduling) 1st Semester (4 by 4)	B-Day (block scheduling) 2nd Semester (4 by 4)
Grade 12 English (DE or Honors)	Engineering Design & Development with Capstone Project
Aerospace Engineering	VA & U.S. Government DE
Precalculus DE/Calculus DE	Suggested Elective - VESSS
Physics	Internship

3. 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 including the planned processes for compliance with applicable laws and regulations.

Provide details related to curriculum design, courses of study, teaching approach, teaching methods, and a description of the learning environment to be used at the college partnership laboratory school for students with disabilities, students who are English Language Learners, students who are academically behind, and gifted students. Include research-based instructional strategies and/or educational theories to ensure disabled student engagement and achievement are occurring that align with the school's mission. Please note that instructional services provided to K12 students with disabilities are governed and guided by existing K12 services and cannot be replaced by university disability resources.

Students with exceptional needs who are enrolled in the AAES will be evaluated and served according to the guidelines and all applicable laws and regulations through their local school division. Students with 504 Plans or I.E.P.'s will receive special career counseling and job preparatory opportunities as outlined in their Individual Education Plans and monitored by their case manager. The Local Plan for the Education of the Gifted shall be referenced and followed to ensure compliance with the Code of Virginia and VDOE standards as well as any federal Title III requirements for English Language Learners. This comprehensive support system will assist our AAES program staff in addressing the needs of all learners.

In addition to services provided by their participating school divisions, all AAES students in dual enrollment classes will have access to all the student services offered by ESCC. The college follows the VCCS policies for providing educational services. The Office of Disability Services (ODS) is the ESCC department designated to coordinate accommodations that would allow students to have equal access and inclusion in all courses, programs, and activities at the College.

4. Who will be developing/designing/creating educational content and guidelines for the college partnership laboratory school? Provide a background on their credentials and experience.

The AAES Director and faculty, with input from various industry-related subject matter experts, the ODU School of Education, and Eastern Shore Community College, will develop/design/create educational content and guidelines for the Lab school. Current NCPS dual enrollment faculty who may be teaching for the AAES are identified below, and their credentials and experience are summarized.

- Thomas Gleason has a BA in History and an MS in Computer Information. He teaches technical drawing and engineering classes.
- Baiju Nambiarveetil has a Bachelor of Science in Mathematics, a graduate certificate in Mathematics, and Master of Education in Educational Administration. He has 25 years of teaching experience and teaches Precalculus and Calculus dual enrollment courses.
- Jason Taylor from Sentinel Robotic Solutions (SRS), is an instructor of unmanned aircraft systems at ESCC. He also owns an agricultural drone business on the Eastern Shore.

- Chris Matthews has a BS in Computer Systems Technology, and Technology Education endorsement. He teaches Computer Systems Technology in ACPs's regional program and dual enrollment.
- Dean Dedicatoria has a BS and is endorsed in grades 6-8 Math and History & Social Sciences. He teaches STEM & Robotics in middle school, and participates in NASA's summer camps.
- Bonnie Bosworth has two bachelor's degrees. She teaches Chemistry, Physics, Earth and Space Science, and DE. Also, she is an instructor for NASA's Summer camps.

Karen Sanzo, Old Dominion University. Professor, Educational Leadership, Institute for Design Thinking and Leadership Development Director. Dr. Sanzo has spent 25 years in public education, serving as a middle school mathematics teacher, elementary school administrator, and professor.

Philip Reed, Old Dominion University. Old Dominion University, Professor of Career and Technical Education. Dr. Reed will assist with curriculum and professional development for pre-service and in-service educators. Dr. Reed has 25 years as a teacher educator, one year as a district administrator for CTE, and five years as a secondary teacher.

Sampath Jayarathna, Old Dominion University. Dr. Jayarathna is an Assistant Professor of Computer Science and Graduate Program Director of the School of Data Science at Old Dominion University where he directs the Neuro-Information Retrieval and Data Science (NIRDS) Lab and is associated with the Web Science and Digital Library (WS-DL) research group. His research interests include data science and analytics, applied machine learning, information retrieval, eye tracking, and human-computer interaction. Dr. Jayarathna has published more than seventy peer-reviewed articles in venues such as ACM, IEEE, Springer, and Elsevier. He is a recipient of the prestigious 2021 US National Science Foundation CAREER Award. Dr. Jayarathna has extensive research experience with running various user experience studies.

Kate Maxlow- Dr. Kate Wolfe Maxlow is the director of curriculum, instruction, and assessment for Hampton City Schools, Virginia, as well as an adjunct professor for Old Dominion University, where she earned her PhD with a study on equity in digital learning. She began her career as an elementary school teacher, and has also worked as an instructional coach, an educational consultant, and a director of innovation. In 2022, Dr. Maxlow helped found the Future of Learning Experience (FLEx) online school for grades K-6 in which students engage in games, role-plays, puzzle quests, escape rooms, and hands-on projects to bring learning to life. She has authored multiple books including: 20 Formative Assessment Strategies that Work (Routledge); Look, Listen, Learn, LEAD: A District-Wide Systems Approach to Teaching and Learning in PreK-12 (IAP); Creating, Grading, and Using Virtual Assessments: Strategies for Success in the K-12 Classroom (Routledge Eye on Education); and Design Thinking: Research, Innovation, and Implementation (IAP). In 2020, Dr. Maxlow received the Virginia Association for Supervision and Curriculum Development (VASCD) Leadership Award for her work coordinating efforts to innovate the Hampton City Schools curriculum. In

2024, she was named as one of Education Week's Leaders to Learn From for her work with engaging curriculum, instruction, and assessment.

Gary Skeen- Gary Skeen is a doctoral candidate at Old Dominion University with 15 years of experience in K12 education. He coordinates virtual learning programs for Hampton City Schools, where he was on the team that developed the innovative Future Learning Experience (FLEEx) Program, a fully virtual learning initiative. Gary's expertise lies in integrating innovative teaching methods to enhance virtual curriculum and education.

The Virginia Space Grant Consortium ([VSGC](#)), part of NASA's Space Grant Program, is a coalition of NASA Centers, Virginia universities, state agencies, museums, and other organizations with a strong interest in aerospace and STEM education, workforce development and research.

Rachel Sparks White, Virginia Space Grant Consortium, Dr. Rachel White is the Assistant Director of the Virginia Space Grant Consortium. She earned her PhD in Curriculum and Instruction where she studied culturally relevant pedagogy and convergence education in STEM. She is a former high school administrator where she was the Governor's STEM Academy Coordinator with Virginia Beach City Public School. She has 15 years of experience in secondary education and four years serving as a community college instructor of physics.

AAES is working with ODU, ESCC, and our industry partners to hire additional instructors. Since the Academy will open in the 2025-26 school year, there is sufficient time to support training that will allow interested current NCPS & ACPS teachers to fill vacancies as lab school instructors employed by ODU for the purposes of their lab school duties.

Successful candidates will have:

- Extensive experience working within their content area
- Skills in oral and written communication
- Knowledge of and experience with proven teaching strategies that promote student success.
- Sufficient technological skills to work productively in an organization that utilizes significant information and instructional technology resources.

A description of how the curriculum and/or course of study will rely or build upon the local school division's sequence of study. Describe any prerequisite coursework requirements as well as course requirements for graduation (if the college partnership laboratory school is to be high school).

The AAES curriculum will build upon existing CTE programs in NCPS and ACPS, which begin in the 6th grade with career exploration and CTE exploratory classes and continue through high school.

5. A detailed description of the implementation process for the career exploration/pathways curriculum.

All NCPS students complete a Career Investigations class in middle school. The culminating project of that class is an individualized Plan of Studies for high school and beyond. School counselors work with students and their parents to ensure that all courses necessary for high school graduation and completion of the community college degree are included. This plan is reviewed annually and adjusted as needed.

Students will participate in a variety of work-based learning and career exploration activities that connect to the aerospace and aviation career pathway and relate to the student's career goals and interests. Students will have the opportunity to engage in the following experiences to include but not limited to guest speakers, internships, externships, job shadowing, career fairs, and workplace tours.

6. A detailed description of the process for documentation of the student's curriculum pathways throughout the lifecycle of the program.

Students will initially create a Plan of Studies based on their field of interest within AAES. School counselors will meet with students and their guardians to conduct annual progress reviews. Documentation of the student's progress throughout the program's lifecycle will include quarterly grade reporting, transcripts, standardized assessments, credential scores, and CTE competencies documentation.

7. A description of planned procedures of how the college partnership laboratory school will provide assistance to students who are not performing at expected levels to ensure the continued progress of student growth. The applicant needs to define their "expected levels" of performance and delineate a plan for corrective actions 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](#).)

Expected Levels of Performance

The AAES Lab School will define 'expected levels' of performance as the minimum standards of achievement that students are expected to meet or exceed. This will be done through a comprehensive framework that includes:

1. **State Standards of Learning (SOL):** Students must achieve proficiency or higher in the Virginia Standards of Learning assessments, meeting or exceeding the Virginia Department of Education benchmarks.
2. **The State Accreditation system,** a process that evaluates the quality of education provided by schools, will be used to compare the achievement of the school accountability requirements against performance benchmarks. These benchmarks include the College and Career Readiness Indicator, which measures students' readiness for post-secondary education and the workforce, and utilizes the performance levels of Level One (1) - At or Above Standard, Level Two (2) - Near Standard, and Level Three (3)- Below Standard.
3. **Internal Benchmarks:** Regular internal assessments, including quizzes, tests, and projects, will gauge student understanding and mastery of curriculum content.

These assessments will categorize performance as Exceeding Expectations, Meeting Expectations, or below expectations.

4. **Growth Metrics:** Each student's progress will be measured against personalized growth targets, which are specific, measurable, achievable, relevant, and time-bound (SMART) goals. This will ensure adequate yearly progress based on their starting point and learning trajectory.
5. **Industry Certifications and Workskill Readiness:** Students are expected to demonstrate proficiency in the core competencies required for industry certifications. This includes mastery of both theoretical knowledge and practical skills as per the standards set by certifying bodies.

(<https://www.cterresource.org/resources/workplace-readiness-skills/>)

Plan for Corrective Actions

In alignment with the 8VAC20-131-370 Code of Virginia, the AAES lab school will implement Virginia's Multi-Tiered System of Supports (MTSS) to ensure continuous student growth and address performance issues:

1. Identification and Monitoring

- **Frequent Assessments:** Administer bi-weekly formative assessments, such as classwork, homework, and quizzes, and quarterly summative assessments, such as unit tests and projects, to monitor student progress.
- **Data Analytics:** Use data analytics tools, such as student information systems and learning management systems, to track individual and group performance. These tools will help identify students at risk of falling below expected performance levels.
- **Student Profile:** Develop a comprehensive student profile that includes academic and behavioral data, such as test scores, attendance, and discipline records. This will help identify factors that may place a student at risk for underperforming in the program. The data will be presented in a user-friendly Data Dashboard, which will provide a visual representation of the student's performance and progress.

2. Intervention Strategies

1. Tier 1: Universal Interventions

- **Differentiated Instruction:** Implement differentiated teaching strategies in the classroom, such as flexible grouping, tiered assignments, and individual learning plans, to cater to diverse learning needs. These strategies will be tailored to each student's readiness, interests, and learning profile.
- **Professional Development:** Provide ongoing professional development for teachers to enhance their skills in delivering differentiated and inclusive instruction.
- **Instructor Training:** Provide professional development for instructors to ensure they are well-equipped to teach certification-specific content effectively.

2. Tier 2: Targeted Interventions

- **Focused Study Sessions:** Offer targeted study sessions and workshops focusing on areas where students commonly struggle.

- Small Group Instruction: Organize small group sessions for students identified as needing additional support, focusing on specific skill gaps.
 - Tutoring Programs: Offer after-school or weekend tutoring led by trained educators and college partners.
 - Peer Tutoring: Establish a peer tutoring program where higher-performing students assist those needing extra help.
3. Tier 3: Intensive Interventions
- Individualized Education Plans (IEPs): Develop and implement IEPs in accordance with special education laws for students with significant learning challenges.
 - One-on-One Support: Provide intensive one-on-one instruction and support for students who require it.

3. Parental and Community Engagement

- Recognizing the crucial role of parents in a child's Education, we will keep parents informed about their child's progress through regular reports and meetings. Involvement in the intervention planning is not just welcomed but crucial for the success of our students.
- Information Sessions: Conduct sessions to inform parents about the importance of industry certifications and how they can support their child's preparation at home.
- Community Information Nights: Provide parents and community stakeholders with opportunities to learn about the program opportunities available for their child.
- Parent as Educational Partners (PEP) Workshops: Conduct workshops to equip parents with strategies to support their children's learning at home.
- Community Partnerships: Partner with local businesses and industry experts to provide mentorship, internships, and hands-on learning opportunities.

4. Continuous Monitoring and Adjustment

- Instructional Educational Reviews - Instructional walkthroughs geared to observe the delivery of instruction, student engagement, and the inclusion of Virginia's 5 C's into the curriculum.
- Progress Monitoring Meetings: Hold monthly meetings with teachers, intervention specialists, and administrators to review student progress and the effectiveness of interventions.
- Feedback Mechanism: Incorporate feedback from students, parents, and teachers to continually refine and improve intervention strategies.

5. Resource Allocation

- Adequate Staffing: Ensure enough qualified staff to deliver high-quality instruction, identify and implement interventions, and hire specialized educators and support personnel.
- Educational Resources: Provide up-to-date instructional materials and technology to support diverse and effective learning strategies.

Ensuring Accountability and Compliance

- Performance Reviews: Conduct regular performance reviews to ensure the school's intervention strategies align with the Standards of Accreditation (SOA) and effectively improve student outcomes.
- Certification Pass Rates: Track and analyze certification pass rates to ensure students are achieving the desired outcomes.
- Performance Reporting: Regularly report on student progress towards industry certification goals to stakeholders, including the school board, parents, and industry partners.
- Transparent Reporting: Maintain transparency by regularly reporting student performance data to stakeholders, including the school board, parents, and the community.
- Compliance with 8VAC20-131-370: Ensure that all corrective actions and interventions comply with the requirements outlined in the 8VAC20-131-370 Code of Virginia, which mandates specific standards for student performance and school accountability.

Through a collaborative effort, the AAES Lab School will implement these planned procedures, providing a comprehensive support system. This system is designed to assist students who are not performing at expected levels, ensuring their continued academic growth and compliance with state standards.

8. 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*.)

It is anticipated that the AAES will start with a tenth-grade cohort in the 2025-2026 school year. Each subsequent year, an additional grade level will be added to create a 10-12 school.

We anticipate courses will maintain a minimum of 15 students per course and a maximum of 30. We anticipate a cohort of approximately 50 students starting in year 1, added by a new cohort each year.

Year 1 25-26	Year 2 26-27	Year 3 27-28	Year 4 28-29	Year 5 29-30
50 9th grade	50 9th grade 50 10th grade	50 9th grade 50 10th grade 50 11th grade	50 9th grade 50 10th grade 50 11th grade 50 12th grade	50 9th grade 50 10th grade 50 11th grade 50 12th grade

9. The proposed calendar which includes at least 180 days of school and a sample daily schedule which outlines proposed benchmarks for any innovative school schedule(s).

AAES students will follow the division calendar and the schedules of their home division, as shown below for the 2024-2025 school year.



Students in NCPS currently follow an eight-period alternating day four block schedule. Item 3.2 includes sample plans of study that show what a student schedule would look like at each grade level.

APPROVED 2024 – 2025 School Calendar Accomack County Public Schools

AUGUST 2024							SEPTEMBER 2024							OCTOBER 2024						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	3	4	5	6	7					1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30						27	28	29	30	31		

NOVEMBER 2024							DECEMBER 2024							JANUARY 2025						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6	7				1	2	3	4
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31	

FEBRUARY 2025							MARCH 2025							APRIL 2025						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1							1							
2	3	4	5	6	7	8	2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28		23	24	25	26	27	28	29	27	28	29	30			

MAY 2025							JUNE 2025							JULY 2025						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6	7							
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
15	26	27	28	29	30	31	29	30						27	28	29	30	31		

Note: Calendar includes 180 instructional days. No inclement weather days are included in this calendar. The VDOE requirement is 180 days or 990 hours of instruction per school year.

Elementary Teachers – 8:00 a.m. till 4:00 p.m.

Middle & High School Teachers – 7:00 a.m. till 3:00 p.m.

Student Instructional Time – 8:45 a.m. till 3:30 p.m.

Student Instructional Time – 7:30 a.m. till 2:33 p.m.

Note: Calendar includes 180 instructional days. No inclement weather days are included in this calendar. The VDOE requirement is 180 days or 990 hours of instruction per school year.
 Elementary Teachers – 8:00 a.m. till 4:00 p.m. Student Instructional Time – 8:45 a.m. till 3:30 p.m.
 Middle & High School Teachers – 7:00 a.m. till 3:00 p.m. Student Instructional Time – 7:30 a.m. till 2:30 p.m.

180	Instructional Days
191	Includes 11 Professional Days
1 st 9 Wks = 45 days	3 rd 9 Wks = 45 days
Begin 9/3/24 - End 11/4/24	Begin 1/28/25 - End 4/8/25
2 nd 9 Wks = 45 days	4 th 9 Wks = 45 days
Begin 11/6/24 - End 1/23/25	Begin 4/9/25 - End 6/13/25
New Teacher Acad. 8/13-16 & 19-20/24 NMS	
Staff Development Days (SDD) 8/23/24, 8/26/24, 8/27/24, 8/28/24, 1/27/25	
Open House (All Schools) 8/29/24 (TWD) 9:00 - 11:00 a.m. - 1:00 - 7:00 p.m.	
All Teachers Report to Schools 8/21/24	
Opening Day Program (All Teachers) (NHS) 8/22/24	
Teacher Work Days (TWD) 8/21/24, 8/22/24, 8/29/24, 11/5/24, 1/24/25, 6/16/25	
School is in Session	
Interims Issued 10/3/24, 12/11/24, 2/28/25, 5/13/25	
(PLC) days (2-Hr. Early Out) 9/25/24, 10/16/24, 11/13/24, 12/4/24, 2/19/25, 3/12/25, 4/30/25, 5/14/25	
End 9 Weeks End 11/4/24, 1/23/25, 4/8/25, 6/13/25	
Report Cards Issued 11/12/24, 2/3/25, 4/15/25, 6/23/25	
2-Hr. Early Out Before a Holiday 11/26/24, 12/20/24, 3/14/25, 4/17/25	
Labor Day 9/2/24	
Thanksgiving Vacation 11/27/24 – 11/29/24	
Winter Vacation 12/23/24 – 1/1/25	
Martin Luther King's Birthday 1/20/25	
Presidents' Day 2/17/25	
Spring Vacation 3/17/25 – 3/21/25	
Good Friday & Easter Monday April 18-21/25	
Memorial Day 5/26/25	
Juneteenth Day 6/19/25	
Exam Dates are Full Days:	
First Semester Exams – 1/22/25 & 1/23/25	
Second Semester Middle & High School Exams – 6/12/25 & 6/13/25	
Graduation Dates:	
6-13-25	6:00 p.m. Tangier Combined School
6-14-25	9:00 a.m. Chincoteague Combined School
6-14-25	11:00 a.m. Arcadia High School
6-14-25	2:00 p.m. Nandua High School 12/5/23

10. For each grade or course in the college partnership laboratory school, 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.

A comprehensive strategy for curriculum development at the college partnership laboratory school is characterized by a transdisciplinary approach. Rooted in the integration of CTE Standards Correlations Guides and VDOE Curriculum Frameworks for core academic subjects, it ensures a strategic combination of practical, real-world applications with rigorous academic standards. The summarized blueprint of the approach is as follows:

Curriculum Development Approach:

The framework provided by the VDOE Curriculum Frameworks and CTE Standards Correlations Guides will stand as the foundation for curriculum mapping. A collaborative process that engages core subject teachers with AAES' CTE instructors and curriculum developers to identify and integrate the Standards of Learning (SOL) and Essential Knowledge and Practices as defined in the Virginia Standards of Learning Curriculum Frameworks into

every unit of study. This partnership is key in developing problem-based learning units that are relevant and tied to real-world scenarios, notably in aerospace and aviation skills.

Application Across Grades and Courses:

The curriculum, for each grade or course, is carefully designed around the SOL and the corresponding SOL Curriculum Framework. This foundation ensures alignment with state educational standards and enhances learning experiences by:

- **Integrating Digital Learning:** Incorporating digital learning standards with skills such as additive manufacturing and augmented reality to prepare for modern workplace demands.
- **Real-World Problem Solving:** Employing real-world scenarios to drive each unit, necessitating the application of cross-disciplinary skills for solving complex problems.
- **Collaborative Instructional Design:** Fostering a unified curriculum that reflects both the depth and breadth of required standards through collective curriculum design.

Exceeding SOL Requirements:

Goals and objectives within the curriculum will meet and surpass SOL standards through:

- **Enhancing Cognitive Engagement:** Developing learning experiences that promote higher-order thinking, problem-solving, and application of knowledge in new scenarios.
- **Cultural and Digital Relevance:** Ensuring content is both culturally relevant and digitally progressive, setting the stage for success in a global and technologically evolved society.
- **Interdisciplinary Learning:** Advocating for the application of knowledge across different fields to deepen the understanding of their interconnectivity.

This curriculum development strategy is intended to provide a robust, interdisciplinary educational experience that equips students for future success, surpassing the Standards of Learning through the integration of CTE competencies, academic skills, and real-world applications.

Virginia Space Grant Consortium Course Electives SOL Alignment:

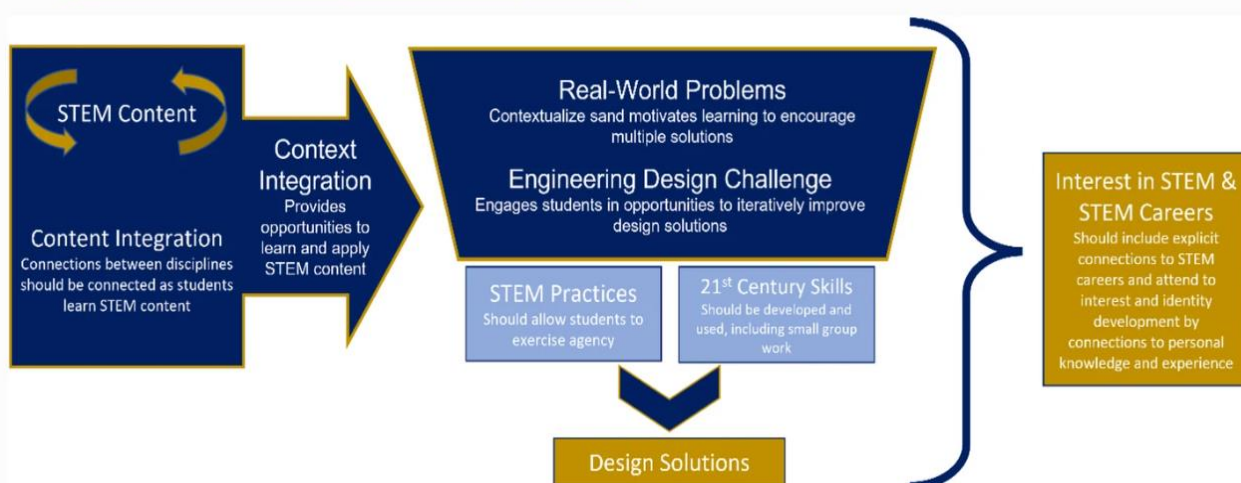
The pathway course electives, Virginia Space Coast Scholars, VASTS, and VESSS each uniquely align with the VDOE SOLs in a *transdisciplinary* learning approach through integrated STEM.

- **Virginia Space Coast Scholars:** (detailed [Link](#))
 - Science Standards of Learning (SOLs)
 - PH.1 - PH.12: Aligns with physics principles in motion, energy, and waves.
 - ES.1 - ES.11: Covers Earth Science standards, including space exploration and technological impacts.

- Mathematics Standards of Learning (SOLs) AII.1 - AII.11: Aligns with Algebra II standards in functions, data analysis, and problem-solving. MA.1 - MA.10: Meets Mathematical Analysis/Pre-Calculus standards in limits, functions, and vectors.
- CTE Technology and Engineering Competencies TE.1 - TE.7: Integrates design process and technology impacts on society. EN.1 - EN.8: Focuses on engineering problem-solving and design.
- English (SOLs) ENG.10.6 and 10.9
- **Virginia Aerospace Science and Technology Scholars (VASTS):** (detailed [Link](#))
 - Science Standards of Learning (SOLs) PH.1 -14; BIO.1-7; CH.1-5; ES.4,6,11,12
 - Mathematics Standards of Learning (SOLs) A.1-8; AII/T 1-5,7-8; G.1,11
 - CTE Digital Learning Integration C/T 9-12.1-3
 - English (SOLs) ENG.11.1-2, 11.6-8
- **The Virginia Earth System Science Scholars (VESSS):** (VPCC College Course - [Physical Geology - GOL 105](#))
 - Science Standards of Learning (SOLs) Earth Science ES.1-12
 - English (SOLs) ENG.11.1-2, 11.6-8

Fig. 1

From: [Beyond the basics: a detailed conceptual framework of integrated STEM](#)



Interactions between critical characteristics of integrated STEM

<https://diser.springeropen.com/articles/10.1186/s43031-021-00041-y#Tab1>

11. Provide a detailed description of how the college partnership lab school will meet all state and federal testing requirements (including at least 95% participation in the *All Students* group and in each student group) and state test administration requirements. Include in the description who (the role) will provide oversight of the testing program in the college

partnership laboratory school, who will ensure technology requirements are met, who will provide training to test examiners, proctors and others to ensure test security is maintained, the frequency of training, and how training will be tracked. Also include the process by which test record data quality will be maintained and verified. ([Virginia SOL Assessment Program](#), [SOL Test Administration & Development](#), [ESSA Consolidated State Plan](#), [Standards of Quality](#))

Students will meet all state and federal testing requirements at their designated home school. Each of the high schools are responsible for ensuring proper testing protocol will be followed including test administration requirements, technology requirements, training to test examiners and proctors, and the process by which test record data quality will be maintained through central records.

12. If the college partnership lab school intends on requesting compliance waivers for Board evaluation and approval prior to implementation for any Virginia SOL Assessment Programs or Test Administration & Development, ESSA Consolidated State Plan or Standards of Quality, include details on the following:

a. Purpose and objectives of the experimental or innovative programs;

Not Applicable

b. Description and duration of the programs;

c. Anticipated outcomes;

d. Number of students affected;

e. Evaluation procedures; and

f. Mechanisms for measuring goals, objectives, and student academic achievement.

13. Provide a description of the school's balanced assessment plan to include all formative and summative assessments, their purpose, their administration periods (when they will be administered), how and when the data will be reported and to whom, who will analyze the data, and when, and how the data will be used to monitor and inform instruction.

Teachers will align instruction based on the Virginia Standards of Learning. Daily instruction will engage students through instructional practices that integrate the 5Cs: communication, collaboration, critical thinking, creativity, and citizenship. Students will develop personal achievement goals related to daily participation and demonstration of learning.

Students will be assessed through a balanced assessment model that includes diagnostic, formative, and summative assessments. Students will have opportunities to demonstrate learning through open-ended responses, multiple-choice style questions, essays, presentations, labs, and projects. Teachers and staff will analyze data to adjust instruction and support students' academic needs through re-teaching, small group instruction, and/or tutoring opportunities with college support personnel.

The divisions' Assessment Calendars will be used as the guide and timeline to assess student progress. Formative assessments will be ongoing and students will be provided opportunities to demonstrate mastery throughout the grading period. The divisions' assessment departments will provide division assessment data to division leaders, and the program administrator. Content supervisors will unpack data with teachers in Professional Learning Committee Meetings and provide content support in teaching and learning.

14. Describe how program effectiveness will be measured. The description should include measures by which the program will be measured, and the targets for improvement over time. Student performance data should be one of the measures and student performance targets should be established for each of the first five years. The applicant must address how all measures 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.

Program success will be measured by:

Metric 1: 90% of participants graduating from the Aerospace Academy of the Eastern Shore will earn three or more college credits through the program.

Planning Year 2024-2025: Collect baseline June 2025.

Implementation Year 1 2025-2026: 90% or 45 out of 50 students, June 2026

Implementation Year 2 2026-2027: 90% or 45 out of 50 students, June 2027

Implementation Year 3 2027-2028: 90% or 45 out of 50 students, June 2028

Data: The number of program participants who earn three or more college credits, compared to the total number of graduating participants.

Collected by: Northampton County and Accomack County student records.

Metric 2: 96% of participants graduating from the Aerospace Academy of the Eastern Shore will have completed a work based student externship.

Planning Year 2024-2025: Collect baseline June 2025 & June 2026.

Implementation Year 2 2026-2027: 96% or 48 out of 50 students, June 2027

Implementation Year 3 2027-2028: 96% or 48 out of 50 students, June 2028

Data: The number of program participants who complete the required externship hours, compared to the total number of graduating participants.

Collected by: Northampton County and Accomack County student records.

Metric 3: 96% of participants graduating from the Aerospace Academy of the Eastern Shore will enroll in post-secondary education, join the military, or join the workforce.

Planning Year 2024-2025: Collect baseline June 2025.

Implementation Year 3 2027-2028: 96% or 48 out of 50 students, June 2028

Data: The number of program participants who enroll in an Institute of Higher Education, compared to the total number of graduating participants.

Collected by: Northampton County and Accomack County student records.

Raw data will be collected by Northampton County and Accomack County and shared with the external evaluator, who will also monitor fidelity of implementation throughout the project period.

15. Who will provide oversight to ensure that the college partnership laboratory school will meet the long-range planning and continuous improvement requirements in SOA (8VAC20-131-400) application of the school quality indicator performance levels to actions?

The Governing Board will provide oversight to ensure the school meets the requirements of the SOA. The ODU Lab School Network Director and the NCPS & ACPS OFFICES will support the oversight and oversee a needs assessment, in collaboration with division and ODU & ESSC staff, to identify needed actions to ensure continuous improvement for students. A robust theory of action, guided by a logic model to operationalize the Lab School vision, mission, and articulated focus within this document will be developed. Research processes, guided by Old Dominion University, to continuously evaluate the efficacy of the plan implementation, will be conducted in an ongoing manner. Results of the needs assessment shall be used to develop a multi-year improvement plan, which will be a component of the school's comprehensive, unified, long-range plan and monitored through a continuous improvement model.

NCPS & ACPS division, ESSC, and ODU staff shall:

- Identify factors related to the school's performance on the indicator as part of the school's comprehensive needs assessment.
- Use the results of the needs assessment to develop and revise the multi-year school improvement plan to address the factors identified in the needs assessment that are related to the performance indicator.
- Implement the essential actions and research-based strategies with fidelity.
- Regularly evaluate evidence of the school's progress in implementing the plan, monitor changes on the school quality indicator, and make adjustments as warranted.
- Evaluate the progress of the school quality indicators at Level Two at the end of each year and assess the results of the school improvement plan actions at the end of two years. If no progress is made within the two-year period on such school quality indicators, the plan shall be revised.

The college partnership laboratory governing board will ensure long-range planning and continuous improvement requirements are being met.

16. Details on how the college partnership laboratory school plans to involve parents or guardians and community members within the school.

Under Virginia law, parents have a fundamental right to make decisions concerning the upbringing, education, and care of their children. When schools partner with parents, and actively seek their involvement, students are more likely to experience improved outcomes. The VDOE has created a [Parent Page](#) that outlines information and resources to support success in school and beyond.

A parent advisory committee will be developed, compromised by parents of the school, to provide insights and make recommendations. The chair of the parent advisory committee will serve on the ODU Laboratory School Advisory Board.

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

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

Not Applicable

18. 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).

Through this partnership, the AAES can provide students the opportunity to earn multiple industry-recognized credentials. Upon completion of the program, a Certificate or an Associate of Applied Science in Technical Studies degree will be awarded concurrently with high school graduation. Students will also benefit from High Quality Work-Based Learning opportunities where they will have access and exposure to employers seeking skilled employees for in-demand, high-wage jobs.

(<https://www.cteresource.org/resources/workplace-readiness-skills/>;
<https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/career-and-technical-education-cte/hqwbl>)

The benefits for AAES faculty and staff include professional development through more significant interaction with industry experts and college faculty and the opportunity to seek guidance and input from AAES's industry partners for curriculum development and refinement. This has the potential to benefit all students within the divisions.

Our partners will benefit by collaboratively creating and implementing a unique educational opportunity that is well-aligned with their respective missions and will meet the identified needs of students, the community, and employers.

19. 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.

Virtual learning will provide opportunities to students when one of the participating schools lacks a qualified instructor for an Academy course. This is critical for small or isolated schools. Both ODU and ESCC have committed to assisting in the recruitment and professional development of qualified instructors when AAES can't secure on-site instructor, in conjunction also with the Virginia Space Grant Consortium. Every effort will be made to provide these courses with synchronous instruction. At this time, it is difficult to project how many students from these schools will apply to the AAES and their areas of interest.

20. If the college partnership laboratory school plans to provide co-curricular and extracurricular programs and how they will be funded and delivered.

Extracurricular activities including, but not limited to athletics, youth development and service organizations, STEM competition teams, and honors societies, will be accessible through students' home schools.

We anticipate offering optional summer learning opportunities for Academy students, as well as a part of our recruitment processes. Initially this will be funded via lab school grant funds, and we are also in the process of exploring external funding for these programming efforts.

The Virginia Space Flight Academy offers summer residential camp opportunities, as well as during the academic year enrichment sessions. Examples of these that may be included as a part of the lab school experience include:

BASE CAMP -6-day, 5-night residential camp experience combining introductory courses in robotic and aerospace academics with behind-the-scenes tours of aerospace facilities.

ADVANCED CAMP: AEROSPACE - 6-day, 5-night residential camp experience focusing on model rocketry and drone operation. Features CAD and 3D printing, rocket flight simulation, multi-sensor payloads, and behind-the-scenes tours of aerospace facilities.

ADVANCED CAMP: CODING & ROBOTICS 6-day, 5-night residential camp experience focusing on advanced programming operations and complex robotics engineering design challenges. Includes behind-the-scenes tours of aerospace facilities.

Enrichment opportunities through the Virginia Space Flight Academy include video game design fundamentals, astronomy & astrophysics, roboexplorers, and aeroengineers.

The Virginia Space Grant Consortium currently offers summer residential academy programs (one-week per cohort) in partnership with NASA Wallops Flight Facility on the Eastern Shore and NASA Langley Research Center in Hampton, VA.

Virginia Space Coast Scholars: a one-week residential summer academy at NASA Wallops at which they learn more in depth about NASA Wallops airborne, rocket, balloon, and unmanned aerial systems. They work in project teams with students assigned typical NASA mission roles to design and present their own mission to a panel of NASA experts.

Virginia Aerospace Science and Technology Scholars: a one-week residential academy at NASA Langley Research Center where they engage in project teams with NASA, industry, and academic mentors to design and present a human mission to MARS. They are divided into five teams: Mission Integration, Science and Surface Operations, Mission Transit, Human Factors, and Strategic Communications. Students take on the roles of professionals in a typical NASA mission team such as systems manager, deputy systems manager, science return specialist, budget analyst, communications specialist, and more to undertake their mission planning and to develop their mission concept of operations

Virginia Earth System Science Scholars (VESSS): a one-week immersion in NASA-related research and satellite mission design through interaction with NASA scientists, engineers, and technologists.

IV. ELEMENT 4 – Lab School 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 §§22.1-289 through 22.1-318.2 of the *Code of Virginia*.)

The AAES Regional School Board will be established by ODU as required by § 22.1-349.1 of the Code of Virginia. This Board will consist of three members from ODU, the President of ESCC (or a designee), and the Superintendent or designee of each participating School Board.

Each member of the AAES Governing Board shall serve a term of two years, which may be renewed.

Current Board members would include:

Dr. Brian K. Payne, is the vice provost for academic affairs at Old Dominion University, where he is tenured in the Department of Sociology and Criminal Justice. Payne is the author or co-author of more than 160 journal articles and seven books including *White-Collar Crime: The Essentials* (Sage), *Family Violence and Criminal Justice* (Elsevier, with Randy Gainey), *Crime and Elder Abuse: An Integrated Perspective* (Charles C Thomas), *Introduction to Criminal Justice: A Balanced Approach* (Sage, with Will Oliver and Nancy Marion). He is the director of the Coastal Virginia Center for Cyber Innovation and serves as his institution's SACSCOC Liaison. He led the development and currently oversees the School of Cybersecurity, School of Data Science, and School of Supply Chain Logistics, and Maritime Operations. His administrative areas of oversight include the Institutional Effectiveness and Assessment, Academic Success Center, Registrar's Office, Honors College, Undergraduate Studies, Center for High Impact Practices, and Institute for Design Thinking and Leadership Development. Payne is a past president of the Southern Criminal Justice Association and the Academy of Criminal Justice Sciences and former editor of the *American Journal of Criminal Justice*. He has served as PI or co-PI grants totaling more than \$6.5 million.

Dr. James M. Shaeffer became the fifth president of Eastern Shore Community College on July 1, 2019. As president, Shaeffer leads the college in serving Virginia's Eastern Shore with two-year degree programs, workforce certifications as well as customized training for businesses and industry. Previous to joining ESCC, Shaeffer served as the Founding Dean of the new College of Continuing Education and Professional Development at ODU. The College of Continuing Education and Professional Development was established in February 2014. Before joining ODU Shaeffer served as the first Associate Vice Provost for Outreach and Engagement at JMU and as Associate Vice President for Outreach and the first CIO at the University of North Dakota. Shaeffer has a PhD from Northwestern University and a masters from Kansas State University and bachelor's from Iowa State University.

Dr. Rhonda A. Hall has served in a variety of roles in Accomack County Public schools over the past 34 years to include second grade teacher, assistant principal, principal, assistant superintendent for Human Resources and Administration, Director of School Improvement and Federal Programs, and currently the Assistant Superintendent for Curriculum and Instruction. Dr. Hall also served as Interim Superintendent from April-July 2014. She received her Bachelor of Science Degree in Communication Disorders from Hampton Institute/University, a Master's Degree in Education from Salisbury University, and a Doctorate of Philosophy Degree in Organizational Leadership from the University of Maryland Eastern Shore. Dr. Hall is a graduate of the National Superintendents Academy and attended the Virginia Aspiring Superintendents Academy. Dr. Hall is a native of the Eastern Shore, graduating from Atlantic/Arcadia High School.

Dr. Lisa L. Martin has an extensive background in the field of education serving as a teacher, assistant principal, building principal, assistant superintendent supervising the areas of Human Resources, Curriculum and Instruction, Alternative Education and Technology. Dr. Martin has also served as a Superintendent of Schools in North Carolina, as the Chief Academic Officer for the third largest school district in Georgia, and as the Coordinator of Federal Programs for the Virginia Department of Education (VDOE), Office of School Quality working with K-12 school divisions in the area of school improvement. Most recently, Dr. Martin has served as the

Associate Superintendent of Instruction, Interim Superintendent and appointed Superintendent for Northampton County Public Schools. Dr. Martin earned her Bachelor of Arts from the University of Central Florida, a Masters from the University of North Carolina at Chapel Hill, and her Doctorate of Philosophy from Virginia Commonwealth University. Dr. Martin attended the Vincent E. Reed Principal Leadership Institute, the Virginia Aspiring Superintendent's Academy and was awarded a Principal of Distinction certification by the VDOE. She was also selected as the Washington Post Principal of the Year for Stafford County Public Schools, and her high school earned the Ethel Percy Andrus Award for the Most Innovative High School in Virginia.

Dr. Karen Sanzo is the director of the ODU Lab School Network. Her work centers around the areas of organizational innovation and leadership preparation and development. She began her career in education as a middle school mathematics teacher, later serving as an elementary school administrator. Dr. Sanzo is also the Director of the INNOVATE Program, which she developed, which uses a design thinking framework with students, faculty, and staff, centered around a human-centered approach to understand problems of practice to create innovative solutions to identified challenges. In 2019 she was awarded the University Council of Educational Administration Master Professor Award, was the 2018-2020 Provost Fellow for Design Thinking and Strategic Planning at Old Dominion University, and received the 2021 ODU Doctoral Mentoring Award. She frequently works with K-12 districts and universities to support their work in the areas of continuous improvement; organizational development and change; strategic planning; and innovation.

Dr. Joanna K. Garner is a research professor and the Executive Director of The Center for Educational Partnerships (TCEP) at Old Dominion University. Formed in 2010, TCEP is missioned to support the development and dissemination of promising educational innovations in the Commonwealth of Virginia. In 14 operational years, TCEP has served more than 20,000 educators and 850,000 students and has secured more than \$45M in funding for the education sector. Since joining TCEP in January 2011, Dr. Garner has worked closely with school divisions, institutions of higher education, and educational non-profit organizations on a variety of initiatives including STEM and computer science teacher professional development, curriculum development, and support for military connected students. Her collaborative approach to school-university partnerships has been funded by federal and state agencies including the National Science Foundation, the United States Education Department, and the Virginia Department of Education. Four of these projects have won state-wide Programs That Work awards from the Virginia Mathematics and Science Coalition.

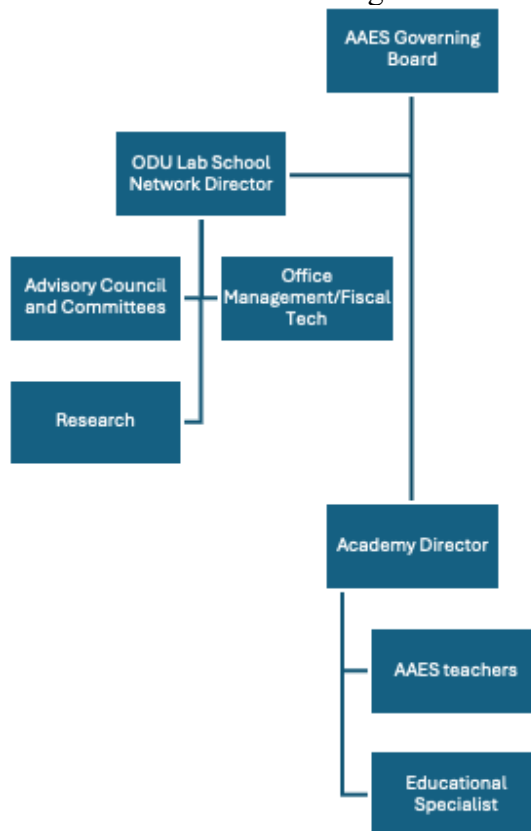
Dr. Garner is an affiliate faculty member of the Educational Psychology and Program Evaluation program in the ODU Darden College of Education and Professional Studies. Her primary areas of scholarship include the design, implementation, and evaluation of formal and informal learning environments. Dr. Garner applies design-based and systems perspectives to understand individual and organizational development. She has published widely in journals such as Science Education, the Journal of STEM Outreach, and the Journal of Educational Psychology. Dr. Garner holds a PhD in Educational Psychology from The Pennsylvania State University, and bachelor's and master's degrees in psychology from the University of Surrey, UK.

2. A well-defined organizational chart showing the roles and responsibilities of all positions included as well as the relationship of the school's governing board to the

administrative staff of the college partnership laboratory school. This organizational chart should include the functional reporting structure, including lines of authority and reporting between the school's governing board, school leadership, school management, teaching staff and any functional administrative teams. Also include related functions such as advisory boards, parents/guardians, and teacher councils or external organizations that will play a role in managing the school.

3. A clear description of the functions, roles, and duties of the governing board and its proposed composition and bylaws, the location of the public meeting space, and how it will comply with regulations such as the Freedom of Information Act. The description must detail the specific role of the governing board in the operation and oversight of the college partnership laboratory school.

Governing Board: The Governing Board will be composed of leaders from Old Dominion University, Eastern Shore Community College, Accomack County Public Schools, and Northampton County Public Schools. A shared governance model will be in place, establishing policies that deviate from established university and school division policies. The Board will seek recommendations from the ODU Lab School Network Coordinator, the Academy Director, and the Advisory committee when considering decisions regarding the Lab School functioning. The Board will meet quarterly, following the procedures in the Code of Virginia.



Responsibilities of the Governing Board include:

- a. Work with the Fiscal Agent to manage the daily operations of the AAES in accordance with the Virginia SOQ, including the Standards of Learning and Accreditation.
- b. Identify and establish funding streams with community organizations and businesses to support the financial sustainability of the lab school.
- c. Approve the Academy's strategic plan.
- d. Meet quarterly to receive updates and reports on student progress, program and curriculum revisions, and progress towards the goals and objectives set for the Academy.
- e. Approve the Academy's annual budget based on input.
- f. To make policy decisions and approve personnel necessary to carry out the mission of the Academy.
- g. To adopt a student Code of Conduct for the Academy.

The **Director** should have:

- A valid Virginia teaching license with an administrative endorsement
- A minimum of three years' experience as a secondary school administrator
- A minimum of five years teaching experience, preferably in a STEM field

The responsibilities of the AAES Director include:

- a. Manage the daily operations of the Academy as the principal and instructional leader.
- b. Work with a fiscal agent to purchase items included in the approved budget and necessary for day-to-day operations.
- c. Carry out the responsibilities delegated by the governing board.
- d. Provide leadership in
 - i. Decision-making and communication with the governing board.
 - ii. Planning, organizing, implementing, and evaluating Academy educational staff and programs.
 - iii. Developing and maintaining close working relationships both within the Academy governance structure and with community partners and families.

The Advisory Council will provide guidance to the Governing Board. The council will be composed by the chairs of the following committees. Committees may be dissolved and created as the Lab School process evolves. Depending on the committee, members of these committees may include parents, teachers, students, school and central office administrators, industry and community members, and university faculty and administrators.

- Business Advisory Council
- Community Advisory Council
- Parent, Teacher & Student Advisory Committee
- Curriculum

- Research
- Educator Preparation
- Sustainability
- Marketing & Branding

The Business Advisory Committee shall be composed of business representatives from each academic pathway. Their purpose is to:

- Advise on pathway design, including curriculum, equipment and instructional materials to meet the needs of the school and local industry
- Support work-based learning for students and staff
- Assist the School to make programs operate efficiently and effectively to meet the needs of both business and students
- Provide input into development of an annual School report with recommendations for actions to improve services.
- Promote public relations and publicity for the school
- Help locate qualified instructors.
- Facilitate equipment donations or loans.

The Community Advisory Committee shall be composed of representatives from higher education, local government officials and agencies, and other interested parties. Their purpose is to:

- Assist the School to make programs operate efficiently and effectively to meet the needs of both the community and students
- Provide input into development of an annual School report with recommendations for actions to improve services.
- Promote public relations and publicity for the school

The Parent, Teacher & Student Advisory Committee shall be composed of representatives from student families including a high school and a middle school parent and student representative from each participating school in each division. Each division will have one teacher representative. Their purpose is to:

- Provide input into planning and implementation of services in the Lab School
- Provide input into development of an annual School report with recommendations for actions to improve services.
- Foster a line of communication with school administrators and faculty.
- Share new ideas and strategies for fostering family engagement with the Board of Directors.
- Share resources gained through the committee with other parents.

Provide insights into barriers to family engagement within the Lab School and offer suggestions for how to overcome these barriers.

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/guardians, and community organizations.

The Governing Board will include leaders from ACPS, NCPS, ESCC, and OD

5. Explain the decision-making processes the governing board will use to develop school policies.

The ODU Lab School Network director will solicit input from the Academy Director and advisory groups for policy recommendations. The Director will present those recommendations to the Governing Board. The Governing Board will also solicit input from AAES Laboratory School Advisory Board.

6. Portray how the governing board will involve parents/guardians and community members in governing the school.

Parents and community members will be a part of the advisory committees, as well as to attend regular information sessions about the school.

7. Admissions Policy (see 22.1-349.3 of the *Code of Virginia*.) Provide a detailed description of the overall college partnership laboratory school lottery process. The detailed process description should include a) strategy and methodologies for process design, b) public communication strategies, c) process implementation, and c) ongoing management of the following topic areas:

- (1) marketing strategies to reach all demographic groups residing in the Commonwealth,
- (2) admitting students to the college partnership laboratory school,
- (3) management of the enrollment lottery waiting list,
- (4) managing statutorily allowed preferences,
- (5) managing student withdrawals and transfers, and
- (6) audit process.

See [Best Practices for Administration of Lottery](#) from the CPLS Standing Committee for more information.

Students interested in attending AAES will submit applications to Old Dominion University specific to the lab school. Any student can apply to be considered for enrollment in the lab school by applying through the lab school website. Additionally, a link to the application will be available on the divisions', ODU's, and ESCC webpages. In the event that interest exceeds open seats the lab school will conduct a lottery using the lottery best practices document as follows:

1. Determine the number of new students that will be admitted each year or the number of seats offered. 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 we receive applications, we will time stamp the date and time of the receipt of the application. This will be done prior to determining student residency.
3. A neutral party or employee of the VDOE will monitor the lottery process.
4. ODU and the divisions will conduct the marketing campaign and student recruitment process. This process will begin prior to the start of the application process.
5. Because AAES will be available to all children in the Commonwealth of Virginia, we will use general information to determine student eligibility such as the student's name, age, 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, we have more qualified applications than we have seats, we will conduct a lottery. If we do not have more applicants than we have available seats, we will conduct our 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, we will prepare a roster or “Qualified Applicant List” listing each student’s name. The list will be given to the neutral party who will monitor the lottery.
7. In order to maintain student privacy and to facilitate randomization of the process, a ticket number composed of six to seven numbers will be generated and applied to a name on the list. These numbers, unique to each student, are on the Number Identifier List. The Number Identifier List is given to the neutral party monitoring the lottery process and is not shared with anyone else.
8. The lottery is run on the appointed day with the opportunity for interested individuals from the public to attend. The neutral party will attend the lottery. The Number Identifier List without the associated student name is generated by the neutral observer and given to whomever is running the lottery. 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 will be 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 to the school administration.
10. The Lab School begins the admission process by having the parent or guardian of the student sign a document saying that they will accept or reject a seat in the class.
11. Each month after the lottery, The Lab School 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.

V. ELEMENT 5 – Laboratory School Management Structure

The following components must be addressed:

1. A detailed staffing chart showing all planned positions for the college partnership laboratory school. This organizational chart should include all planned positions for the school’s leadership team, administration team, teaching staff, teaching assistants/pre-licensure student teachers, specialized instructional support positions and any other and any positions. This staffing chart should include (1) Position Title, (2) Brief Overview

of the Position Responsibilities and SCED assignment, if any, (3) Licensure Requirements, if any, (3) Planned Hiring Date, (4) Number of Positions Required (5) Reporting Relationship, and (6) Position Professional Development Requirements, if any.

Position (1, 3, 4)	Reports to (5)	Qualifications (2, 6) Brief Overview of the Position Responsibilities and SCED assignment Position Professional Development Requirements, if any.
ODU Lab School Network Director Year 1 (no licensure requirement; 1 position)	Old Dominion University	Faculty or administrator at Old Dominion University; preferred earned doctorate
AAES Director Year 1	Governing Board (day-to-day supervision and oversight ODU Lab School Network Director)	Master's required, K-12 Administration license required; Content expertise in one or more of the lab school pathways
STEM Education Specialist Year 1	ODU Lab School Network Director - Specialist in Pathway 2 Aerospace Engineering and Exploration	Master's Degree preferred, K-12 teaching experience preferred, CTE teacher license required
Lab School Pathways Teachers (number to be determined)	AAES Director & Director, Institute for Design Thinking and Leadership Development	Teachers must have the appropriate endorsement for their assigned courses. See Appendix 3 for a chart. High leverage endorsements include: Technology Education Information Technology Engineering Computer Science SCED Code: TBD based on courses Must attend district and lab school related training as outlined by ODU and divisions
Faculty and Administration Lab School Support	Old Dominion University	Faculty and administration at Old Dominion University

Year 1 (no licensure requirement)		
Curriculum Development Writers Year 1	Old Dominion University, Virginia Space Grant Consortium	Content expertise in curricular focus and/or experience in lab school pathways preferred
Research Coordinators Year 1 (1 position; no licensure requirement)	Old Dominion University	Faculty and administration at Old Dominion University
Operations Manager & Fiscal Tech	Old Dominion University	Fiscal tech experience, bachelor's degree required

2. Detailed plans for the recruiting and developing school leadership and staff including a timelines/calendar for recruiting, recruiting strategies, plan for recruiting and supporting a diverse staff, and the position responsible for college partnership laboratory school staff selection. Also include a plan for onboarding/orientation of new staff members and what entity is responsible.

Recruitment and Hiring Overview In hiring the AAES Director, staff, and faculty, all standard DHRM, VCCS, and ODU hiring practices will be followed. Recruitment processes will follow best practices in state hiring which include broad advertising of the position and a rigorous search process to identify a pool of diverse and qualified candidates. Before a position can be filled, the hiring manager is required to develop an Employee Work Profile/Job Description (EWP) and complete a Request to Fill (RTF). EWP's are reviewed by the Director of Human Resources, and RTF's are reviewed and approved by ODU. Once approved, the position is advertised on the ODU jobs website, Virginia jobs, and to other platforms, organizations, or distribution lists where diverse and qualified candidates are likely to see the posting. Most full-time administrative and staff positions are posted for a minimum of 30 days. For all full-time administrative, faculty, and staff positions, a diverse search committee, which includes a trained search advocate (whose responsibility is to help ensure a fair and equitable review of all candidates), reviews applications in accordance with a rubric based on the job description. Candidates who progress in the search are interviewed by the search committee using a standard list of questions that are pre-approved by Human Resources. At the conclusion of its interviews, the search committee recommends finalists to the hiring manager for the position. The hiring manager may also interview finalists, and then a recommendation for hire is made by the hiring manager.. The recruitment and hiring process is similar for full-time faculty.

Hiring the AAES Director ODU human resources staff will work collaboratively with the Governing Board to identify the AAES Director. Recruitment will begin in July 2024, with the goal of identifying and employing a Director not later than 6 months prior to the opening of the Lab School in September 2025, and ideally by January 1,

2025 so that the AAES Director will be on board to manage the recruitment and application process for the first cohort of AAES students and participate in hiring of the remaining AAES staff and faculty.

Hiring AAES Staff and Faculty The AAES Director, as Hiring Manager for AAES staff and faculty, will be responsible for staff selection. The AAES Director, with input from supervisors, will be responsible for completing the hires. In consideration of the timeline for AAES implementation, ODU will initiate the search process for faculty, and engage the Director, once hired, to conclude the process so that key personnel can be in place efficiently. The AAES Director, in collaboration with ODU human resources, shall be responsible for hiring faculty to teach in the AAES. In February, 2025, the AAES Director will identify faculty needs for AAES in Year 1, and initiate the recruitment and selection process to fill these positions. Onboarding and Orientation The AAES Director, in collaboration with ODU, ODU human resources, ESCC and with support from NCPS and ACPS principals, shall be responsible for onboarding and orientation of new AAES faculty and staff. Orientation and onboarding, most of which should be completed in the first week of employment, will include: assignment of office, computer, and related equipment/supplies; overview/introduction to AAES mission and organizational structure; required training on privacy and confidentiality of student records, safety and security policies and procedures, emergency procedures, technology use policies and procedures; supervisor-employee review of the job description, performance expectations, and performance review process; introductions to colleagues; tour of facilities; and developing a plan for first-year professional development.

3. Assurance that the applicant will meet the conditions of § 22.1-349.9 of the *Code of Virginia* which states that the college partnership laboratory school personnel will be employees of the Institute of Higher Education and/or the Eligible Entity and be granted the same employment benefits given to professional, licensed personnel in public schools in accordance with the agreement between the college partnership laboratory school and the Board.

The Academy Program Director and teachers will be employees of ODU for the purposes of their duties related to the lab school.

4. List the qualifications and appropriate licenses and endorsements that each position must have to perform the job function(s) for the college partnership laboratory school's leadership and proposed teachers and other staff. Provide information about what entity is responsible for submitting licensure requests to VDOE and ensuring staff maintain their license during their renewal cycle. If individuals have already been identified for specific positions, provide their names, qualifications and/or teaching license number as an Appendix – Laboratory School Teacher/Staff Information.

The AAES Academy Program Director must hold a Virginia Postgraduate Professional License in Administration and Supervision endorsement.

Teachers must be endorsed in the relevant CTE or content course(s), such as Technology Education, Computer Science, Information Technology, Engineering, and Physics.

5. Describe the plan to 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.”

School division teachers must possess a Bachelors or Masters degree in education or related field and must be eligible to possess Virginia Collegiate Professional License or Post Graduate Professional License with appropriate endorsements.

In alignment with Va. Code 22.1-349.9(B), teachers who work in AAES will hold a license or, “in the case of an instructor in the Board-approved teacher education program of the [IHE], be eligible to hold a Virginia teaching license”.

Teachers, as a condition for employment, must complete a background check with fingerprinting, collecting data on convictions for crimes of child abuse and neglect as required by §§ [22.1-296.1](#), [22.1-296.2](#), and [22.1-296.4](#).

Additionally, teachers must possess the ability to communicate effectively verbally and in writing, as well as the ability to establish and maintain effective working relationships with students, staff, parents, & the public.

The AAES Program Director and teachers will be provided a supplemental laboratory school contract and be ODU employees in their lab school capacity.

6. Describe the school’s leadership and teacher employment policies by identifying which entity’s employment policies pertain to which particular position and describe the process of notification to all school employees of the terms and conditions of employment. If possible, provide a sample of the human resource policy for the school that is consistent with state and federal law.

Employment Policies per Entity:

- Old Dominion University positions will follow the organization’s human resource hiring and employment practices in Appendix 2.
- Eastern Shore Community College
- ACPS - See Appendix G

7. Describe the plan for annual performance evaluations, including who will be conducting the evaluations for each position and what evaluation standards will be used for each position. Such performance evaluation plans must be consistent with the policies of the institution of higher education.

ODU will follow division policies and procedures for routine evaluation of the Academy Director and teachers. See Appendix D.

8.

High-quality professional development will be accessible through NCPS, ACPS, ESCC, and Old Dominion University in order to establish teacher efficacy as a pillar of our program. Through continuous professional development, mentoring, coaching, and small group peer support our educators will refine their teaching methods, collaborate with peers, and embrace innovative pedagogical approaches. Additional professional development to create a best practice teaching model for AAES includes:

- Experiential Learning
- Ethical Stewardship Education
- Engineering Design Practices and Design Technology
- Autonomous Systems and Artificial Intelligence
- Interdisciplinary Education
- Integrated STEM learning
- Design Thinking
- Electronic Portfolios
- Research

Below are examples of potential professional development opportunities.

Bringing Space to the CTE Classroom

VSGC has created an immersive space-themed professional development program for CTE teachers at the Middle and High School Level. This national and state CTE competencies aligned program provides a two-week immersive residential teacher Institute (80 professional development hours) at the ODU Peninsula Center in Hampton with sessions/tours at NASA Langley, NASA Wallops, ODU Department of Engineering Technology, and the Mid-Atlantic Region Spaceport. Teachers undertake classroom-tested, standards-aligned lessons and activities just as their students would do them and receive presentations and materials for use in their classrooms. Teachers have an administrator and counselor cohort who participate with them in one and half days of Summer Institute activities (can be done virtually or in person) and who commit to supporting them during the academic year. A component of the program is to raise awareness of the aerospace sector, workforce needs and career pathways. Teachers prepare an implementation plan for how they will integrate selected lessons and activities into their classroom teaching

STEM Takes Flight Professional Development Program at NASA Wallops Flight Facility (WFF)

VSGC currently provides professional development to community college instructors across the state hosted at NASA Wallops Flight Facility. The AAES Lab School could participate in this

already existing three-day workshop. Certain number of slots would be dedicated to the AAES Lab School, partnering school districts and ESCC instructors. The goals and outcomes of this professional development of STEM educators include:

- Sharing information on NASA WFF missions and capabilities with STEM Community College faculty since 2015.
- Building relationships among Wallops Flight Facility, VSGC, and Virginia's Community College System.
- Models the importance of teamwork and communication in 21st Century workforce skills.
- Helping STEM Faculty see how STEM skills are applied in the workplace through examination of case studies relevant to NASA Wallops Flight Facility.
- Development and implementation of all Case Study Simulations.
- Aggregation and Presentation of Educator Resources given to participants.
- Facilitation of WFF location tours on the Main Base and Island.

Further Professional Development

Teachers, administrators, and other personnel will engage in professional development to create and support the curriculum. The approximate hours for the curriculum development academy are as follows:

Topic	Approx. Hours	Audience
Understanding the Disciplines: The Philosophies and Signature Pedagogies of STEM (5 hours, onsite)	5	Admin, curriculum writers
Curriculum Writing with Understanding by Design: Stage 1 training (5 hours, onsite)	5	Curriculum writers, SMEs
Curriculum Writing with Understanding by Design: Stage 2 training (5 hours, onsite)	5	Curriculum writers, SMEs
Curriculum Writing with Understanding by Design: Stage 3 training (5 hours, onsite)	5	Curriculum writers, SMEs
Classroom administrator and peer observation form creation and training (3 hours development, onsite; 2 hours training, onsite)	5	Admin, curriculum writers, SMEs (optional)
Traditional and Performance Assessments (6 initial hours training onsite; then 1-hour virtual meetings up to 4 hours)	10	Curriculum writers, SMEs
Traditional & Performance Review Assessments (ongoing, up to 20 hours, virtual)	20	
Curriculum review and feedback (ongoing, up to 20 hours, virtual)	20	

Additionally, teachers providing online instruction will engage in the following professional development sessions:

Topic	Approx. Hours	Audience
Equity in Digital Learning	2	Teachers, Admin
Virtual Learning Pedagogies	2	Teachers, Admin

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*.)

An MOU will be developed between divisions and ODU to indicate the following:

- ACPS & NCPS are responsible for the logistics and cost of student transportation to and from the Academy and all experiential learning opportunities and field trips.
- ACPS & NCPS are responsible for the logistics and cost of student extracurriculars including school sports originating from their divisions.
- ACPS & NCPS are responsible for providing meals to all students originating from their division.
- ACPS & NCPS are responsible for identifying and providing the necessary support for students with disabilities, students who are English Language Learners, students who are academically behind, and gifted students.
- ACPS & NCPS are responsible for ensuring student access to counseling, support services, and accommodations as necessary.
- ACPS & NCPS are responsible for managing attendance concerns.
- Academy staff (Director and teachers) are responsible for reporting attendance, mid-term, and final grades to ACPS & NCPS..
- ACPS & NCPS will provide access to and the use of their Learning Management System, library resources, and other digital systems for the use of the Academy staff.
- ACPS & NCPS are responsible for organizing SOL testing, SAT testing, ACT testing, and other standardized learning assessments.
- ACPS & NCPS and Lab School leadership will work together with the guidance of the governing board to regularly review and update the MOUs as necessary to best support students and their families.
- ACPS & NCPS are responsible for providing nursing and medical services to Academy students.

Old Dominion University responsibilities:

- Ensure all Lab School employees are ODU employees.
- Coordinate professional development support for lab school teachers as needed and identified by joint ODU-NNPS team related to aerospace and design thinking.
- Provide curriculum development support for the lab school.
- Periodically review and adapt the curriculum.
- Establish and manage partnerships toward the development, implementation, and sustainability of the lab school.
- Oversee the procurement of essential equipment for the lab school.
- Coordinate educator preparation support for site-based courses and student teaching.
- Design, implement, and coordinate the research ODU-related research activities.
- Facilitate family/student focus group sessions and lab school advisory council.

NCPS & ACPS division, and ODU staff shall:

- Identify factors related to the school's performance on the indicator as part of the school's comprehensive needs assessment.
- Use the results of the needs assessment to develop and revise the multi-year school improvement plan to address the factors identified in the needs assessment that are related to the performance indicator.
- Implement the essential actions and research-based strategies with fidelity.
- Regularly evaluate evidence of the school's progress in implementing the plan, monitor changes on the school quality indicator, and make adjustments as warranted.

Evaluate the progress of the school quality indicators at Level Two at the end of each year and assess the results of the school improvement plan actions at the end of two years. If no progress is made within the two-year period on such school quality indicators, the plan shall be revised.

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

The aerospace industry of the eastern shore faces ongoing challenges with its workforce pipeline, and especially from the ACPS and NCPS alumni. Both school divisions continue to work and have partnerships with organizations through their CTE Advisory Committees. Members of the committees include parent, student, teacher, labor organization, workforce investment council, Special populations, community representative, business & industry, local community college, and out-of-school/homeless/at-risk youth.

Throughout the process of applying for the Lab Grant, the CTE advisory has been informed and included.

In the upcoming school year, students will be surveyed for their interest in each of the career pathways and a table will be set up during school Career Fairs to give students information and inquire about interest. We will give information and get feedback from

our students, parents, and community members during a variety of outreach opportunities.

11. Provide drafts of a *Student Code of Conduct*, student handbooks, and other governing policies that addresses student behavior, discipline, and participation in school activities. Include policies and procedures governing suspension and expulsion of students. 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. Also describe how a parent could appeal the decision of a school administrator through a grievance process. Provide any drafts as Appendix – Student Handbook. See Appendix H for ACPS Student Code of Conduct.

12. A detailed school start-up plan that identifies major tasks, timelines, and responsible individuals for accomplishing each task noted in the start-up plan.

Date	Type of Activity	Activity	Target group	Responsible Individual(s)	Location	Description/Notes
Summer 2024	Advisory Board	Creation of Advisory Board and first meeting	Key Partners and Stakeholders	ODU Lab School Network Director (LSN Dir)	TBD	Purpose and function of the advisory board, input and feedback on current plan
Summer 2024	Personnel	Establish steering committee leads	Key leaders for partners	LSN Dir/Division leads	N/A	Identify leaders responsible for each of the core teams (Research, Educator Prep, Curriculum Development, etc.)
Summer 2024	Educator Prep	Convene regional apprenticeship consortium partners to finalize apprenticeship model	ODU Educator prep leads, division partners	ODU DCEPS Assoc. Dean	TBD	Determine apprenticeship model (progressive wage increases, apprentice role, recruitment, timeline, funding model)

Summer 2024	Educator Prep	Complete hiring process for ODU Director of DCEPS Strategic Partnerships	ODU	ODU DCEPS Assoc. Dean	ODU	Hire Director for DCEPS partnership coordination, including lab school educator prep efforts
Summer 2024 - Spring 2025	Curriculum Development	Identify content experts to serve on curriculum development processes/internal and external stakeholders	ODU Faculty, ESCC, division partners Industry, and Business partners, VSGC	ODU Lab School Network Director (LSN Dir)/Division leads/ AAES Lab School Director & LS Ed Specialist	TBD	Identify lead facilitator and work with core team leads to establish outcomes.
Summer 2024/Fall 2024	Exposure/Recruitment	Develop logo and marketing/promotion materials	HS marketing and digital design courses	AAES Lab School Director & LS Ed Specialist	TBD	Consider utilizing existing HS marketing courses through a pitch process/design brief, need to develop a logo, marketing materials, etc.
Summer 2024	Research	Convene Research Core Team and map out theory of action and logic model.	Research Core Team	LSN Dir	TBD	Identify members of the Research Core Team and utilize a facilitator to support the work to map out the theory of action and logic model.
Fall 2024	Building Understanding and Capacity	School Board updates	School Board and Community	LSN Dir/Division Partner Leads	ACPS & NCPS	To provide an update on the work taking place, including immediate, short term and long term actions

Fall 2024	Building Understanding and Capacity	Division Staff meetings	Key division Leaders and Staff (Cabinet/Senior Staff, Principals, Counselors, MS/HS Activities Coordinators)	LSN Dir/Division Partner Leads	TBD	Overview of the program and plan
Fall 2024	Advisory Board	Advisory Board meetings	Key Partners and Stakeholders	AAES Lab School Director & LS Ed Specialist	TBD	Orientation, purpose and expectations. Introduce a partnership plan.
Summer/fall 2024	Exposure/Recruitment	General Student Interest activities	8 th grade students	AAES Lab School Director & LS Ed Specialist	TBD	Push into the schools, what course is most appropriate?;
Summer/fall 2024	Building Understanding and Capacity	Parent and Family Information sessions	Division Parents and Families	AAES Lab School Director & LS Ed Specialist	Each middle school & HS and Virtual session(s)	Overview of the program and plan

Summer & fall 2024	Curriculum Development	Develop curriculum pathways	Division partners, VSGC, ESCC, ODU	AAES Lab School Director & LS Ed Specialist	TBD	Identify key staff from partners and external partners. Host sessions bringing people together to map out the pathways, course offerings and identify next steps.
Summer 2024	Personnel	Recruitment and hiring of Director & Ed Specialist	ACPS & NCPS Educators	LSN Dir/Division Partner Leads	TBD	Finalize job description and post on multiple sites for recruitment of high quality candidates.
Fall 2024 - Spring 2025	Educator Prep	Recruitment and review paraprofessional and other candidate credentials: Cohort 1	Educator Prep Core Team	ODU Dr. of Strategic Partnerships	TBD	Complete analysis of division paraprofessional credentials and college credits to identify and recruit multi-year pipeline; complete ESCC or ODU applications
Fall 2024	Exposure/Recruitment	Activities at home schools	Rising 9th graders	AAES Lab School Director & LS Ed Specialist	TBD	Spread throughout the fall for greater access

Fall 2024	Curriculum Development	Virtual and in person	Core team identified to develop the curriculum and pathways	AAES Lab School Director & LS Ed Specialist	TBD	Dedicated time for key staff to collaborate
Fall 2024	Building Understanding and Capacity	School Board updates	School Board and Community	AAES Lab School Director & LS Ed Specialist	Divisions	To provide an update on the work taking place, including immediate, short term and long term actions
Fall 2024	Exposure/Recruitment	School visits	8th graders	AAES Lab School Director & LS Ed Specialist	MS & HS	Visit each high school to hold an information session during the school day; Several visits to set up a table/booth during lunches at each MS& HS
Fall 2024	Exposure/Recruitment	Roll out Marketing materials	students and community	AAES Lab School Director & LS Ed Specialist	Divisions	Roll out marketing plan to include school and community messages, social media and TV ads, community marketing, etc.

Fall 2024	Exposure/Recruitment	After school opportunities/ during school	MS and HS	AAES Lab School Director & LS Ed Specialist/division partners	MS and HS	High interest activities; off-site trips? sponsors?
Fall 2024	Advisory Board	Advisory Board meetings	Key Partners and Stakeholders	LSN Dir/AAES Lab School Director	TBD	
Fall 2024	Exposure/Recruitment	Field trips	MS and HS	AAES Lab School Director & LS Ed Specialist/division partners	MS and HS	Potentially build activities into the 8th or 9th grade curriculum for a site based field trip during the school day?
Winter 2024/25	Exposure/Recruitment	Continued Marketing and Recruitment	Lab School staff, Division Leadership and Counselors	LSN Dir/Division Partner Leads	Divisions	Continued promotion and use of marketing and recruitment materials until course selection ends.
Winter 2024/25	Course Selection	Student course selection for 2025-26	9th graders	LSN Dir/Division Partner Leads	Each HS	
Winter 2024/25	Advisory Board	Advisory Board meeting	Key Partners and Stakeholders	LSN Dir/AAES Lab School Director	TBD	
Winter 2024/25	Cohort 1	1st cohort notified of selection	rising 9 h graders	LSN Dir/AAES Lab School Director	Each HS	Consider how to notify students. Plan to capture some student and parent reactions. How can we memorialize this moment?
Spring 2025	Building Understanding and Capacity	Parent and Family Information sessions	Parents and Families of identified cohort	LSN Dir/AAES Lab School Director	Each MS	Overview of the program and plan

Spring 2025	Building Understanding and Capacity	School Board update	School Board and Community	AAES Lab School Director	Division s	To provide an update on the work taking place, including immediate, short term and long term actions
Spring 2025	Personnel	Recruit Teachers as needed	Teacher community	AAES Lab School Director/District Partners	Division s	Begin to on board teachers; professional development
Spring 2025	Cohort 1	Initial meeting of cohort 1	1st 9th grade cohort	AAES Lab School Director	TBD	Initial meeting to include overview, team building, high interest activities, etc. Notification of summer institute dates.
Summer 2025	Exposure/Recruitment	Summer Camps	Middle School students, 9 th graders not in cohort	AAES Lab School Director/Ed Specialist	TBD	Spread throughout the summer for greater access; include transportation and meals to eliminate barriers; each day is a visit to a different facility and experience
Summer 2025	Building Understanding and Capacity	Teacher Summer Retreat	Cohort Teachers and Staff	AAES Lab School Director/Ed Specialist	TBD	In-depth training into the curriculum, equipment, resources, etc. Work with experts in the field, demonstration and coaching of curriculum units and lessons

Summer 2025	Cohort 1	Summer Institute for identified cohort	1st 9th grade cohort	AAES Lab School Director/Ed Specialist	TBD	This would be a summer experience for 11th graders in the first cohort. Include exposure to field experts, site visits, and high interest activities.
Summer 2025	Educator Prep Cohort 1	Summer “bootcamp” for incoming teacher candidates	Educator Prep Core Team	ODU Dr. of Strategic Partnerships	TBD	This will be an annual workshop for teacher candidates to frame their work as apprentices and to ensure strong transfer of learning between their licensure coursework and their practice in schools
Fall 2025	Cohort 1	9th grade cohort begins	9th graders	AAES Lab School Director/Ed Specialist	Lab School	
Fall 2025	Building Understanding and Capacity	Parent Academy sessions	Parents and Families of identified cohort		TBD	Opportunities to engage with parents and families to showcase the learning experiences taking place in the program and to build their capacity to support their students. Could be day or evening sessions.

Fall 2025	Exposure/Recruitment	Recruitment for fall 2026 cohort	8th graders, 9 th graders (eligible 9 th graders not in cohort)	AAES Lab School Director/Ed Specialist	Each HS	
Fall 2025	Educator Prep Cohort 1	Paraprofessional apprentices begin coursework	ESCC, ODU, paraprofessional participants	ODU Dr. of Strategic Partnerships	ESCC, ODU	Teacher candidates enrolled in coursework toward associate's and bachelor's with license
Winter 2025/26	Course Selection	Student course selection for 2026-27	Lab School Students	AAES Lab School Director/Ed Specialist	Each HS	Course selection for new cohorts and those returning in year 2. Consider 1:1 scheduling with the initial cohort to guide and understand any reasons for not continuing in the program.
Winter 2025/26	Advisory Board	Advisory Board meeting	Key Partners and Stakeholders	AAES Lab School Director/Ed Specialist/LSN Dir/Division leads	TBD	
Winter 2025/26	Cohort 2	2nd cohort notified of selection	LS Students	AAES Lab School Director/Ed Specialist	Each HS	

Winter 2025/26	Building Understanding and Capacity	Parent Academy sessions	Parents and Families of identified cohort	AAES Lab School Director/Ed Specialist	TBD	Opportunities to engage with parents and families to showcase the learning experiences taking place in the program and to build their capacity to support their student. Could be day or evening sessions.
Spring 2026	Building Understanding and Capacity	Parent and Family Information sessions	Parents and Families of identified cohorts	AAES Lab School Director/Ed Specialist	Each HS	Overview of the program and plan
Spring 2026	Building Understanding and Capacity	School Board update	School Board and Community	AAES Lab School Director/Ed Specialist	Division s	To provide an update on the work taking place, including immediate, short term and long term actions
Spring 2026	Cohort 2	Initial meeting of cohort 2	Cohort 2	AAES Lab School Director/Ed Specialist	TBD	Initial meeting to include overview, team building, high interest activities, etc.
Spring 2026	Educator Prep Cohort 2	Recruitment and review paraprofessional and other candidate credentials: Cohort 2	Educator Prep Core Team	ODU Dr. of Strategic Partnerships	TBD	Complete analysis of division paraprofessional credentials and college credits to identify and recruit multi-year pipeline; complete ESCC

						or ODU applications
Summer 2026	Exposure/Recruitment	Summer Camps (several 1 week camps) Optional for students	Rising 8th and eligible 9th graders	AAES Lab School Director/Ed Specialist	TBD	Spread throughout the summer for greater access; include transportation and meals to eliminate barriers; each day is a visit to a different facility and experience
Summer 2026	Building Understanding and Capacity	Teacher Summer Retreat	ACPS & NCPS Cohort Teachers and Staff	AAES Lab School Director/Ed Specialist	TBD	In-depth training into the curriculum, equipment, resources, etc. Work with experts in the field, demonstration and coaching of curriculum units and lessons
Summer 2026	cohort students	Summer Institute for identified cohort	LS students	AAES Lab School Director/Ed Specialist	TBD	This would be a summer experience for new cohort students.

				ODU Dr. of Strategic Partnerships		This will be an annual workshop for teacher candidates to frame their work as apprentices and to ensure strong transfer of learning between their licensure coursework and their practice in schools
Summer 2026	Educator Prep Cohort 1-2	Summer “bootcamp” for incoming teacher candidates	Educator Prep Core Team		TBD	

13. 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).

AAES, through its partnership among ODU, ESCC, ACPS, and NCPS, will provide a focal point of engagement for the growing, unique workforce of the eastern shore in support of the schools, community, and economic interests of the eastern shore. ODU will leverage existing relationships among philanthropic, grant, and corporate funding partners to extend benefits to K12 students and provide clear career pathways.

Students graduating from AAES will be provided guaranteed admissions to Old Dominion University with a minimum GPA of 2.5.

VI.

- Describe how the college partnership laboratory school plans to adhere to the requirements of the health and safety laws and regulations of the federal and state governments. Address how the proposed college partnership laboratory school will meet the following requirements including the process to notify parents of health and safety situations
 - Fire & Safety Regulations
 - Severe Weather/Natural Disaster
 - Student Missing/Hiding/Runaway/Abduction
 - Terrorist/Hostage Situation
 - Possession of Weapons
 - Bomb Threats/Explosions
 - Food Inspections

- Student Medical Issues/Medical Emergencies

AAES will adhere to requirements of health and safety laws and regulations of federal and state governments. ACPS, NCPS, ESCC, and ODU have policy and protocols in place in the event of the aforementioned health and safety situations. All AAES-affiliated staff and faculty shall receive training on the policies and protocols, including any differences based on location of instruction. Student medical issues/emergencies experienced by AAES students shall be managed by ACPS, NCPS medical/nursing personnel or other appropriate personnel in accordance with division policies. In all cases, the AAES Director (or designee) shall notify parents of any health and safety situations.

VII. ELEMENT 6 – 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 for the school in accordance with generally accepted accounting principles

ODU provides services for the procurement of goods and services for the operation of an Institution of Higher Education including, general fund, sponsored programs, discretionary accounts and ODU operating expenses. Purchasing policies and procedures are designed to comply with all Commonwealth purchasing guidelines and cost principles.

ODU strives to procure most goods and services through the use of contracts and purchase orders with appropriate terms and conditions to properly protect ODU and the vendor. When bids are required by policy, they are to be conducted on an open and competitive basis and without favoritism. Interested suppliers will receive fair and impartial consideration.

Only persons officially designated within ODU Finance and Administration shall have the authority to issue purchase orders. All contracts or agreements associated with a Purchase Order must be signed according to ODU signature authority.

Fiscal responsibility and accountability are deeply rooted in the concept of budgeting and the subsequent comparison of actual performance against budgets. Purchasing decisions are made by the appropriate grant authority with oversight from the fiscal agent representative to assure that the purchase is appropriate and within the confines of the approved budget. Purchase requisitions and other spending requests will not be processed if budgeted funds are not available. The fiscal agent personnel are responsible for ensuring that purchases are within the contract compliance, period of performance and availability of budget.

ODU is exempt from Virginia sales tax for purchases of tangible personal property, qualifying prepared meals and catering services.

2. Revenue projections for the college partnership laboratory school for Years One (1) through Five (5). Include detailed information including estimated amounts as well as any assumptions and/or formulas used to calculate the figures for the following categories of potential revenue:
 - Start-up grants
 - Operational per-pupil funds from the College Partnership Laboratory Schools Fund
 - State ADM funds – Include the formula used for calculating allotments.
 - Local Per Pupil Funds – Include the formula used for calculating allotments.
 - Federal Funds
 - Operational Grants
 - Foundations*
 - Private Funds*
 - Other Funds *
 - In-Kind/Non-Monetary Goods or Services*

*If you are depending on these sources of funding to balance your operating budget, provide documentation, such as signed statements from donors, foundations, etc., on the Availability of these funds.

3. Budget expenditure projections for the college partnership laboratory school for Years One (1) through Five (5). Include detailed information including estimated amounts as well as any assumptions and/or formulas used to calculate the figures for the following categories of potential expenditures or include other categories as needed:
 - Total Personnel (for total number of staff)
 - Employee Benefits Total
 - Staff Development Total
 - Materials & Supplies
 - Office Supplies
 - Instructional Supplies
 - Classroom, Computer and Other Equipment
 - Facilities (Insurance, Utilities, Phone/Internet, Rent, Construction, Maintenance and Repair, Technology Maintenance, Transportation, Fuel, Marketing)
 - Food/Cafeteria

A Sample Budget Expenditure Worksheet is included at the end of this document. Complete a Budget Expenditure Worksheet for each year. Include additional information that showcases all assumptions for your budgetary calculations. For example, the Year 1 may include 10 teachers, but the plan is to add 2 teachers each year, and the increase in Expenditure is seen in the budget. Explain below, in detail, the budget calculations for years budget for Years Two (2) through Five (5).

4. Include substantiation of anticipated fundraising contributions, if applicable.

ACPS and NCPS will examine building in the academic personnel and non-personnel expenditures into their base budgeting as the Lab School progresses. Also, both school divisions will examine building expenditures within other grant funds, as well as searching for additional grants to sustain the programs. Both school divisions will continue to partner with organizations such as Cal Ripken Jr. Foundation, NASA, NOAA, Amazon, and other contributors to help continue the funding out of the Lab School.

The AAES Director will continue to reach out to our funders to continue to engage in potential funding and support of the Lab School initiative. We will develop relationships with community memes and not-profits to help support the sustainability efforts. The student organizations, such as SkillsUSA, within the Lab School programs will participate in fundraising efforts to attend competitions and conferences. In turn it will help promote the AAES and the accomplishments our students perform. Having public relations promote our students and programs will help recruit more funders and partners.

The AAES committee will collaborate with the CTE Advisory committees from both school divisions on needs and funding for the Lab School programs.

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

As a state agency, Old Dominion University is insured through the Division of Risk Management which is part of the Virginia Department of the Treasury. This includes general liability, auto, and property, as stated in VA Code: [§ 2.2-1837. Risk management plan for public liability \(virginia.gov\)](#).

See Appendix E for ACPS COI.

6. Provide 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.

The ODU Office of Risk Management will administer the property and liability risk management programs for the University. This includes the procurement of insurance protection, managing internal self-insurance programs, participation in the state self-insurance plans, providing risk management advice, and administering claims associated with the University's operations. The insurance and self-insurance coverage includes general liability, directors and officers, errors and omissions, professional liability, property damage, crime, employee bond, equipment breakdown, watercraft, aircraft, automobile liability and physical damage, cyber risk, and other specialized insurance as may be necessary.

For Eastern Shore Community College, pursuant to state law, the Division of Risk Management (DRM) protects the Commonwealth of Virginia's departments, agencies, institutions, boards,

commissions, officers, agents, and employees against the financial risks that result from legal liability, property damage or loss, and loss of state funds. DRM offers the following:

- Liability (including Automobile Liability)
- Property
- Automobile Physical Damage (*CarCare*)
- Bonds
- Aviation and Watercraft

As a state agency, the University is permitted to participate in risk management programs that are part of the State's Risk Management Plan. ODU will procure insurance or develop self-insurance programs that are not provided by the State Plans, when deemed necessary.

All University operations conducted on university property, in owned and leased buildings, or at sites located away from the University are covered for authorized University business. This coverage provides protection for acts of negligence for which the University and/or its employees and agents may be held legally liable. It should be noted, however, that there may be no coverage if it is determined that liability was incurred by reason of (a) acts of fraud or dishonesty by the Covered Party, (b) acts of intentional, malicious, or willful and wanton misconduct by the Covered Party, or (c) criminal acts. Defense for claims, suits, actions, or other proceedings covered by this plan is provided under 2.2-507 et al of the Code. Additionally, claims, demands or other actions seeking relief or redress in any form other than monetary damages, including, but not limited to injunctive relief are not covered. Liability assumed under any written contract or agreement is also not covered.

7. Does the applicant have access to an existing facility suitable for a school with relevant local safety and health standards, such as fire, building, and sanitation available to students?

Check one of the following: Yes ☒ No ☐

If the answer is yes to the question above, provide the following information each location:

NCPS will hold classes in the CTE building located on the campus of our high school/middle school complex at 16041 Courthouse Rd., Eastville, Virginia. The building has a valid Certificate of Occupancy for Education.

Description of the CTE Facility:

Total square feet: 21,247

Number of Classrooms: 11

Number of restrooms: 4

Other rooms are located in the main building which is undergoing renovations.

Cafeteria: 1
Auditorium: 1
Gymnasium: 2
Music room: 2
Art room: 1
Laboratory: 7

ACPS does not have a designated building, so the classes will be held within the four high schools (Arcadia, Chincoteague, Nandua, and Tangier). Each building has a valid Certificate of Occupancy for Education.

Arcadia High
P.O. Box 69
Oak Hall, VA 23416

Description of the Facility:

Total square feet: 114,087 sq. ft.
Number of CTE Classrooms: 11
Number of Restrooms: 16

Other Rooms:

Cafeteria: 1
Auditorium: 1
Gymnasium: 1
Music Room: 1
Art Room: 1
Laboratory: 4

Chincoteague Combined School
4586 Main Street
Chincoteague, VA 23336

Description of the Facility:

Total square feet: 64,442 sq. ft.
Number of Classrooms: 3
Number of Restrooms: 6

Other Rooms:

Cafeteria: 1
Auditorium: 0
Gymnasium: 2
Music Room: 1
Art Room: 1
Laboratory: 3

Nandua High School
2635 Lankford Highway
Onley, VA 23418

Description of the Facility:

Total square feet: 120,032 sq. ft.
Number of Classrooms: 9
Number of Restrooms: 8

Other Rooms:

Cafeteria: 1
Auditorium: 1
Gymnasium: 1
Music Room: 1
Art Room: 1
Laboratory: 4

Tangier Combined School

P.O. Box

Tangier, VA 23440

Description of the Facility:

Total square feet: 22,107 sq. ft.
Number of Classrooms: 2
Number of Restrooms: 3

Other Rooms:

Cafeteria: 1
Auditorium: 0
Gymnasium: 1
Music Room: 0
Art Room: 1
Laboratory: 1

Full address:

Describe the facility in which the school will be located. Include information on how the site is appropriate to the mission and instructional program for the college partnership laboratory school.

Has the school obtained a valid Certificate of Occupancy for Education?

Description of the Facility:

Total square feet:
Number of Classrooms:
Number of Restrooms:

Other Rooms:

Cafeteria
Auditorium:

Gymnasium:
Music Room:
Art Room:
Laboratory:

Ownership: Fee Simple Lease

Describe the method of finding a facility if one is not readily available currently including information about the spatial needs of the school to best suit your adopted educational program and instructional methodologies.

If the college partnership laboratory school is going to be a partnership with an existing local school district, provide a describe the facility space including total square footage, number of classrooms, restrooms and Other Rooms that will be dedicated to the college partnership laboratory school.

Provide a comprehensive facilities plan, including any backup or contingency plans. Facilities information must include:

- (1) the provision of suitable instructional space.
- (2) provisions for library services.
- (3) provisions for the safe administration and storage of student records and medication
- (4) information regarding compliance with building and fire codes and compliance with 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 or other entities and whether debt will be incurred.

1. ***The provision of suitable instructional space;*** AAES instructional locations provide flexibility and accessibility to multiple suitable spaces wherein students will be provided ample space for learning.

2. ***Provisions for library services;*** The buildings have a dedicated library space and students will have access to libraries at their home schools. Additionally, Old Dominion University will provide access to all library services to Lab School students.

3. ***Provisions for the safe administration and storage of student records and medications;*** Student records will be housed in accordance with the provisions of the MOU and in line with pre established record keeping practices used in the execution of Dual Enrollment Agreements where applicable. Students' base high schools are responsible for the safe administration and storage of medication for AAES students. An individualized plan would be developed for any student who needed regular and immediate access to medication during their learning time at experiential

learning sites.

4. *Information regarding compliance with building and fire codes and compliance with the federal Americans with Disabilities Act;* All AAES sites are fully compliant with building and fire codes. AAES is fully compliant with the federal Americans with Disabilities Act (ADA).

5. *General information on emergency evacuation plans;* Each school location has an emergency-crisis intervention plan that provides information regarding appropriate responses to each emergency situation. Evacuation routes are posted in each space. Additionally, students and staff have access to first aid kits, fire extinguishers, eye wash stations, and AED machines.

6. *Information regarding site location and preparation;* All school sites have been prepared and have preestablished operating and emergency protocols.

7. *The structure of operation and maintenance services;* All AAES locations maintain dedicated operational and maintenance services in ACPS, NCPS, and ESCC. ODU will work with ACPS and NCPS to establish an MOU to outline specific maintenance responsibilities as needed to ensure proper function and access to necessary equipment for all AAES students.

8. *Financial arrangements for facilities, including any lease arrangements with school divisions or other entities and whether debt will be incurred.* All AAES locations are managed and arranged financially independently. No debt is incurred nor are any lease arrangements existing among AAES locations.

Storage and Administration of Records/Medication

The AAES plans to follow all state policies regarding storage and administration of records and medication. Policies may be adopted by the governing body, in accordance with state and federal law.

Fire Codes and ADA Compliance

All spaces used by AAES students are fully compliant with building and fire codes as well as the Americans with Disabilities Act (ADA).

Emergency Evacuation Plans

The school will follow the emergency evacuation plan as developed by the school divisions and ESCC. Each school location has an emergency-crisis intervention plan that provides information regarding the appropriate response to each emergency situation. Evacuation routes are posted in each space. Additionally, students and staff have access to first aid kits, fire extinguishers, eye wash stations, and AED machines. Plans will be updated as needed to reflect the partner guidelines for evacuation plans.

The Structure of Operation and Maintenance Services

Space operation and maintenance services will be provided by the divisions and ESCC.

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

Yes

Describe 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.

Courses for students will be in person and virtual, to be determined upon enrollment into the school. Course attendance location (i.e. virtual, students attending course while in school and located within the premises of an ACPS or NCPS building) will be determined once the student cohort has been accepted via lottery.

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

ACPS & NCPS will provide transportation for their school division students to and from experiential learning sites (i.e. field trips, site-based learning opportunities). During year one we will explore options for internship transportation.

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.”)

Accomack and Northampton provide students with transportation to and from school and afterschool programs. This includes students enrolled in magnet and other specialty programs, and students with disabilities. The school divisions have ADA accessible school buses to accommodate students’ needs. To meet safety requirements, wheelchair bound students must have a WC-19 wheelchair, which is a wheelchair that has been designed and tested for use as a seat in motor vehicles.

Special needs transportation services are often subject to frequent transportation changes due to the number of students entering and exiting special needs programs

throughout the school year. This is a dynamic process, and changes are made as quickly as possible while maintaining continuity of transportation service for all students involved.

10. A description of food service operations and all other significant operational or ancillary services to be provided, including any special provisions and responsible individuals administering free and reduced breakfast and/or lunch.

Students will attend the lab school courses at their home school. Students will participate in the lunch services provided by their divisions.

VIII. ELEMENT 7 – Lab School Closure Placement Plan

The following information must be provided:

1. Identification of a name or position 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. Include contact's name, title, email address, and phone number.

Dr. Karen Sanzo, Director, Institute for Design Thinking and Leadership Development, ksanzo@odu.edu, 757-683-6698

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

If the contract is terminated or revoked, a notification will be provided to families, teachers, and administrators within 72 hours. Families will be notified via email and mailed letter, and school personnel will be notified via email. A follow up email will be sent to families (see below) regarding alternative placement options.

3. A draft notification process to parents or 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.

If the contract is terminated or revoked, the Lab School administration will contact surrounding area school divisions and other program service providers to identify alternative options for students. This process will take place within a two week time-period and subsequent notification for potential speciality opportunities will be sent to families via email.

The Governing Board will convene a meeting with the school systems, ESCC, and Old Dominion University to determine if an alternative approach to the school can be developed in partnership.

4. A detailed plan 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*).

Student records will be housed within their home school divisions and therefore any students within those divisions' records will remain within the division. Any records of students from outside of the division will be sent electronically to the transferring division

5. A detailed 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.

A good faith effort will be made to support employees as they seek other employment opportunities. Since teachers and paraprofessionals will retain their regular employment status with ACPS and NCPS, as applicable to division policy and state/federal guidelines, employee placement will not be affected other than the elimination of the adjunct contract. In the event there are other adjunct opportunities within ODU, a good faith effort to provide additional adjunct opportunities will be presented as applicable.

The Governing Board will work with partner divisions to identify teaching placements for lab school employees. Employees will follow the existing termination/existing policies and procedures in place within the school divisions. Staff suspension hearing procedures are covered by VA Code 22.1-315, including part time and temporary employees. Resignation of staff follows policy and procedures in the GCPB section of the ACPS Policies & Procedures Manual (see appendix).

6. A close-out process plan related to the college partnership laboratory school 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.

Our anticipated close-out plan is below:

Financial Obligations and Audits:

If the contract is revoked or terminated, an immediate review of all fiscal commitments and obligations will occur. This review will include an assessment of all outstanding invoices and contracts, and other fiscal commitments. ODU will make every effort to lessen financial commitments where possible one notification of revocation or termination is provided. A timeline will be sent to address fulfilling the obligations and assure that contractual and legal requirements are met. All fiscal activities and transactions may be reviewed as a part of ODU's annual independent audit report.

Termination of Contracts and Leases:

We will identify all existing contracts and leases, following the termination process as per the terms outlined in each agreement. Notifications will be sent to all partners regarding the

termination of the lab school and to adhere to notice periods in contracts. We will begin discussions regarding any fiscal settlements as may be required in contract documents. ODU may invoke termination procedures for in-process contracts and existing leases.

Sale and Disposition of Assets:

Fixed assets owned by NCPS, ACPS, ESCC, or owned by ODU will remain the property of the purchasing party and will remain subject to rules and regulations for tagging, tracking, and maintaining property in accordance with the laws of the Commonwealth and ODU policies.

Disposition of Records and Financial Accounts:

All student records will be managed and maintained by the division of the students' residence if within Northampton or Accomack. Students from outside of the two partner divisions' records will be managed by an identified division partner at the time of enrollment. All personnel records for ODU employees working in the Lab School will be maintained by ODU and all personnel records for division employees working within the Lab School as affiliates or employees of the lab school will be retained within the divisions. All such records will be maintained in accordance with each entity's policies and procedures for record retention. We will establish a procedure for closing out any relevant fiscal accounts and ensure all outstanding transactions are resolved and accounts are appropriately closed and reconciled. All fiscal records will be maintained by ODU in accordance with current policies and procedures for record retention.

Timeline and Reporting:

The close-out plan will be completed no later than one fiscal year after the lab school closure. All parties will comply with legal and fiscal obligations.

IX. ELEMENT 8 – Other Assurances and Requirements

The following information should be provided:

1. A detailed 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.

Linked Old Dominion University Policies on student records and records retention in Appendix C..

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.

AAES programs, services, and activities shall operate in accordance with all applicable federal and state laws and regulations, including the Virginia Freedom of Information Act, the Americans with Disabilities Act, Title IX, and other relevant federal and state laws. More information about FOIA policies and compliance is available on ODU FOIA webpage and in ODU's catalog, student handbook, and website.

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. (See §8VAC20-131 of the *Code of Virginia*.)

None at this time.

5. A detailed 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*.)

Old Dominion University (ODU) is partnering with Accomack County Public Schools, Northampton County Public Schools, and Eastern Shore Community College to design and open the laboratory school. Old Dominion University will serve as the fiscal agent. School divisions will be subcontracted to serve as the hiring agent for the Academy Director and teachers. ODU will lead the educator preparation and research components of the grant, with collaborative partnerships leading the curriculum design and academic components of the school. All partners will collaborate to design and implement recruitment and community outreach initiatives. We plan to partner with business and industries to support internships, host guest speakers, and inform curriculum design.

6. A detailed description of all agreements that the applicant may need in the contract with the Board related to the release of the college partnership laboratory school from state regulations, consistent with the requirements in § [22.1-349.3](#) B of the *Code of Virginia*, including the approval of an Individual School Accreditation Plan. Section [22.1-349.4](#) of the *Code of Virginia* states that “[i]f the college partnership laboratory school application proposes a program to increase the educational opportunities for at-risk students, the Board of Education may approve an Individual School Accreditation Plan for the evaluation of the performance of the school.”

Not applicable.

7. A detailed 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*.)

Both the applicant and the secondary partners are subject to the State and Local Government Conflicts of Interest Act, Va. Code § 2.2-3100 *et seq.* As required by the Act in § 2.2-3100.1, the members of the governing board are familiar with the requirements of the Conflict of Interests Act and shall disclose any conflicts of interest in accordance with the requirements of the Act.

8. 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.

Both the applicant and the secondary partners are subject to the State and Local Government Conflicts of Interest Act, Va. Code § 2.2-3100 *et seq.* As required by the Act in § 2.2-3100.1, the members of the governing board are familiar with the requirements of the Conflict of Interests Act and shall disclose any conflicts of interest in accordance with the requirements of the Act.

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:

Last revision: *January 8, 2024*

APPENDIX A – AAES Plans of Study

Geographic Information Systems and Unmanned and Autonomous Vehicles

Career Cluster: Transportation, Distribution & Logistics			 Plan of Study			Name:		
Pathway: Transportation Systems						Student ID:		Date:
Grade	English	Math	Science	Social Studies	Other Required	CTE Electives	Other Electives	
7	English 7	Math 7	Life Science	US History II	HPE 7	STEM Elective		Career Investigations
8	English 8	Math 8	Physical Science	Civics	HPE 8	IT Elective H		World Language I
Career Assessment Used: ☐ Virginia Wizard or other assessment (please indicate)								
9	English 9	Algebra I	Earth or Env. Science	World History I	HPE 9	Intro to Engineering Design		World Language II
10	English 10	Geometry	Biology	World History II	HPE 10	Technical Drawing & Design		World Language III
11	English 11 DE	Algebra II	Chemistry or Applied Physics	US & VA History DE	Econ & Personal Finance	Unmanned Aircraft Systems DE	Geospatial Tech I DE	
12	English 12 DE	Statistics DE or Precalculus DE or Calculus I DE	Science DE	US & VA Government DE		Unmanned Aircraft Systems, Adv DE	Geospatial Tech II DE	
Courses should be coded as follows: O (Taken Online), H (Honors), VC (Verified Credit earned), DE (Dual Enrollment)								
# Verified Credits Earned		Sequential Electives Completed	Industry Credentials Available/Earned		Additional Learning Opportunities:			
	Reading	☐ CTE ☐ Fine & Performing Arts ☐ World Languages (3 or 2+2)	☐	FAA Remote Pilot Certificate	CTSO: ☐ TSA Work Based Learning (40 hr minimum) ☐ Internship ☐ Mentorship ☐ Apprenticeship			
	Writing		☐	Small UAS Safety Certification				
	Math	Postsecondary Placement Exams VPT SAT Reading _____ Writing _____ Math _____	☐	GIS Fundamentals Foundation	With completion of this Plan of Study, students will earn: • VCCS Passport Plus • Career Studies Certificate in Unmanned Aircraft Systems, Flight Technician.			
	Science		☐					
	Social Studies		☐					

Information Technology & Cybersecurity

Career Cluster: Information Technology			 Plan of Study			Name:		
Pathway: Network Systems Cybersecurity						Student ID:		Date:
Grade	English	Math	Science	Social Studies	Other Required	CTE Electives	Other Electives	
7	English 7	Math 7	Life Science	US History II	HPE 7	STEM Elective		Career Investigations
8	English 8	Math 8	Physical Science	Civics	HPE 8	IT Elective H		World Language I
Career Assessment Used: ☐ Virginia Wizard or other assessment (please indicate)								
9	English 9	Algebra I	Earth or Env. Science	World Geography	HPE 9	IT Fundamentals		World Language II
10	English 10	Geometry	Biology	World History II	HPE 10	DE Cybersecurity Fundamentals		World Language III
11	English 11 DE	Algebra II	Chemistry	US & VA History DE	Econ & Personal Finance (O)	DE Cybersecurity Operations	Engineering Computer Science	
12	English 12 DE	Statistics DE or Precalculus DE	Science DE	US & VA Government DE		DE Cybersecurity Operations, Advanced		
Courses should be coded as follows: O (Taken Online), H (Honors), VC (Verified Credit earned), DE (Dual Enrollment)								
# Verified Credits Earned	Sequential Electives Completed		Industry Credentials Available/Earned		Additional Learning Opportunities:			
	Reading	☐ CTE ☐ Fine & Performing Arts ☐ World Languages (3 or 2+2)	☐	CompTIA IT Fundamentals	CTSOs: ☐ FBLA ☐ TSA Work Based Learning (40 <u>hr</u> minimum) ☐ Internship ☐ Externship ☐ Mentorship ☐ Apprenticeship With completion of this Plan of Study, students will earn a Career Studies Certificate in Cybersecurity and a VCCS Passport or Passport Plus.			
	Writing		☐	CompTIA A+				
	Math	Postsecondary Placement Exams	☐	CompTIA Network+				
	Science	VPT SAT Reading _____ Writing _____ Math _____	☐	CompTIA Security+				
	Social Studies		☐					

Engineering

Career Cluster: STEM			 Plan of Study Building the Future on the Shore			Name:		
Pathway: Engineering & Technology						Student ID:		Date:
Grade	English	Math	Science	Social Studies	Other Required	CTE Electives	Other Electives	
7	English 7	Pre-Algebra	Life Science	US History II	HPE 7	STEM Elective		Career Investigations
8	English 8	Algebra I H	Physical Science	Civics	HPE 8	IT Elective H		World Language I
Career Assessment Used: ☐ Virginia Wizard or other assessment (please indicate)								
9	English 9H	Geometry H	Biology H	World Geography	HPE 9	Introduction to Engineering Design		World Language II
10	English 10H	Algebra II H	Chemistry H	World History II	HPE 10	Technical Drawing & Design		World Language III
11	English 11 DE	DE Precalculus	Physics	US & VA History DE	Econ & Personal Finance (O)	Principles of Engineering DE	Engineering Computer Science	
12	English 12 DE	DE Calculus	Science DE	US & VA Government DE		Engineering Design & Development	Aerospace Engineering	
Courses should be coded as follows: O (Taken Online), H (Honors), VC (Verified Credit earned), DE (Dual Enrollment)								
# Verified Credits Earned		Sequential Electives Completed	Industry Credentials Available/Earned		Additional Learning Opportunities:			
	Reading	☐ CTE ☐ Fine & Performing Arts ☐ World Languages (3 or 2+2)	☐	IC3 Digital Literacy Certification	CTSOs: ☐ TSA Work Based Learning (40 <u>hr</u> minimum) ☐ Mentorship ☐ Externship ☐ Internship			
	Writing		☐	AP Computer Science Principles				
	Math	Postsecondary Placement Exams VPT SAT Reading _____ Writing _____ Math _____	☐		With completion of this Plan of Study, students will earn: • VCCS Passport Plus (UCGS)			
	Science		☐					
	Social Studies		☐					

Appendix 2 - Dual Enrollment & Credentialing Options

AAES Dual Enrollment Options			
Pathway	High School Course	Corresponding VCCS Courses	Potential Industry Certifications
Aviation & Aerospace Engineering	Introduction to Engineering Design		
	Technical Drawing and Design	CAD 151 Engineering Drawing Fundamentals I CAD 152 Engineering Drawing Fundamentals II	Autodesk or Solidworks CSWA
	Principles of Engineering	SDV 101 Orientation to Engineering and Technologies (PLA) EGR 121 Foundations of Engineering	
	Engineering Computer Science	EGR 125 Introduction to Computer Programing for Engineers EGR 216 Computer Methods in Engineering and Technology	
	Engineering Design & Development	EGR 122 Engineering Design	
	Precalculus	MTH 161/162 Precalculus I & 2	

	Calculus	MTH 263/264 Calculus I & II	
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Pathway	High School Course	Corresponding VCCS Courses	Potential Industry Certifications
Aviation & Aerospace Engineering – Unmanned Systems Focus	Unmanned Aircraft Systems (8910)	UMS 107 Small Unmanned Aircraft Systems Remote Pilot Ground School UMS 111 Small Unmanned Aircraft Systems I	FAA Remote Pilot Small Unmanned Aircraft Systems Certificate (FAA Part 107)
	Unmanned Aircraft Systems, Advanced Completes CSC in Unmanned Aircraft Systems Flight Technician	UMS 177 Small Unmanned Aircraft Systems Components and Maintenance UMS 211 Small Unmanned Aircraft Systems II	sUAS Safety Certification Levels 1 & 2
	Geospatial Technology I	GIS 101 Introduction to Geospatial Technology I GIS 200 Geographical Information Systems I	
	Geospatial Technology II One additional course completes CSC in Geographic Information Systems Technician	GIS 102 Introduction to Geospatial Technology II GIS 201 Geographical Information Systems II	ESRI GIS Fundamentals Foundation

AAES Dual Enrollment Options			
Pathway	High School Course	Corresponding VCCS Courses	Potential Industry Certifications
Information Technology & Cybersecurity	Information Technology Fundamentals (6670)	SDV 101 Orientation to Information Technology ITE 152 Intro to Digital & Information Literacy & Computer Apps (PLA)	CompTIA IT Fundamentals
	Cybersecurity Fundamentals (6302)	ITN 107 PC Hardware and Troubleshooting ITN 106 Microcomputer Operating Systems	CompTIA A+
	Cybersecurity Operations (6304)	ITN 101 Intro to Network Concepts ITN 260 Network Security Basics	CompTIA Network+
	Cybersecurity Operations, Advanced (6306) Completes CSC in Cyber Security and Networking Foundations	ITN 261 Network Attacks, Computer Crimes and Hacking ITN 262 Network Communication, Security and Authentication ITN 263 Internet/Intranet Firewalls and E-Commerce Security ITN 264 Introduction to Malware Analysis	CompTIA Security+
Electives	Cybersecurity Systems Technology (8628)	ITN 266 Network Security Layers	

Appendix 3 - Teacher Endorsement Areas

Course	SCED Code	Endorsements	Endorsement Codes
Introduction to Engineering Design	21017	Technology Ed Engineering	7200 3201
Principles of Engineering	21004	Technology Ed Engineering Science - All (If PLTW, only Physics)	7200 3201
Engineering Design and Development	21007	Technology Ed Engineering	7200 3201
Aerospace Engineering	21055	Technology Ed Engineering	7200 3201
Technical Drawing & Design	21101	Technology Ed Mechanical Drawing	7200 7210
Engineering Computer Science	10019	Computer Science Engineering Business & IT Technology Ed Mathematics	2004 3201 6900 7200 3100
Unmanned Aircraft Systems I & II	20905	Computer Science Engineering Business & IT Technology Ed 17 other areas	2004 3201 6900 7200
Geospatial Technology I & II	21058	Technology Ed	7200
IT Fundamentals	10245	Computer Science Business & IT Technology Ed Business Education	2004 6900 7200 6000, 6600,6500
Cybersecurity Fundamentals	10302	Computer Science Business & IT Technology Ed Electronics Technology Networking	2004 6900 7200 8425 6630
Cybersecurity Operations I & II	10302	Computer Science Business & IT Computer Science Specialist	2004 6900 3010

		Networking	6630
Cybersecurity Systems Technology	10109	Computer Science Business & IT Electronics Technology Mathematics Engineering	2004 6900 8425 3100 3201

APPENDIX B:

6010 Instructional/Research Faculty and Administrative/Professional Faculty Recruitment Funding Policy

A. Purpose

The purpose of this policy is to establish procedures for funding recruitments for full-time instructional/research faculty and administrative/professional faculty.

B. Authority

Code of Virginia Section 23.1-1301, as amended, grants authority to the Board of Visitors to make rules and policies concerning the institution. Section 7.01(a)(6) of the Board of Visitors Bylaws grants authority to the President to implement the policies and procedures of the Board relating to University operations.

C. Definitions

Administrative and Professional (AP) Faculty - Employees who perform work directly related to the management of the educational and general activities of the institution, department or subdivision or whose professional positions serve the educational, research, athletic, medical, student affairs, and development functions or activities of the institution.

Educational and General (E&G) Budget Units - Those departments that are funded from State general appropriations, tuition, and educational and general fees such as admissions fees, Children's Learning & Research Center fees, and transcript fees.

Essential Recruitment Expenses - Expenses related to the recruitment of new instructional and administrative/professional faculty including recruitment advertising in print publications such as newspapers or academic, scientific or engineering journals; internet recruitment advertising; and travel expenses for the interview candidates including airfare or mileage, lodging and meals.

Teaching and Research Faculty - Employees whose work assignments primarily involve instruction, research, and scholarly activities, and who hold academic rank/titles (with departmental designation).

D. Scope

This policy applies to all employees. Employees include all staff, administrators, faculty, full- or part-time, and classified or non-classified persons who are paid by the University

E. Policy Statement

The University maintains a centrally-managed University Recruitment Budget in the Office of the Provost and Vice President for Academic Affairs to fund essential recruitment expenses such as advertising and travel expenses for instructional/research

faculty and administrative/professional faculty recruitments. Hiring departments should use other funding sources to support recruitment expenses beyond those provided by the central budget.

Non-Educational and General (E&G) budget units may not use the University Recruitment Budget or any other E&G funds to support their recruitment efforts; however, recruitment expenditures must be in compliance with applicable Commonwealth directives.

F. Procedures

1. All recruitments for instructional/research faculty and administrative/professional faculty must be conducted in the University's on-line Position Action/Performance Evaluation Recruitment System (PAPERS) except for searches conducted with the assistance of an external search firm. Initiation of the recruitment in PAPERS serves as the hiring department's request to obtain advertising and travel funds.
2. The Office of Academic Affairs manages the University Recruitment Budget, sets the amount of funding for each level of recruitment, and approves advertising for instructional faculty positions. The Department of Human Resources approves advertising for administrative/ professional faculty positions.
3. To assist hiring departments, the University Recruitment Budget funds annual contracts with *The Chronicle of Higher Education* recruitment website, HigherEdJobs.com, diversejobs.net, and other higher education recruitment websites as determined by the Office of Academic Affairs in consultation with the Department of Human Resources for advertising instructional/research faculty and administrative/professional faculty positions. Advertising expenses not covered by the University's annual contracts with recruitment services will be charged back to the hiring department's Educational and General (E&G) budget.
4. Funds allocated from the University Recruitment Budget may also be used to cover a portion of candidates' travel expenses and relocation bonuses. Expenditures for travel, such as transportation, lodging and meals, must remain within the guidelines set forth in the [Commonwealth Account Policies and Procedures \(CAPP\), Section 20335](#). The [University's Travel Guidelines](#) should be reviewed for specific details regarding travel expenditures for recruitment. Relocation bonuses must remain within the guidelines set forth by the Office of Finance.

G. Records Retention

Applicable records must be retained and then destroyed in accordance with the [Commonwealth's Records Retention Schedules](#).

H. Responsible Officer

Associate Vice President for Academic Affairs

I. Related Information

[Board of Visitors Policy 1401 - Initial Appointment of Teaching and Research Faculty](#)

[Board of Visitors Policy 1490 - Administrative and Professional Faculty](#)

[Academic Rank and Criteria for Ranks](#)

[Guidelines for Appointment and Promotion of Librarians](#)

[Recruitment and Selection Process for Instructional and Administrative Faculty](#)

6020 Recruitment/Selection of Classified and Wage Employees

A. Purpose

The purpose of this policy is to provide guidance to hiring supervisors regarding the recruitment and selection procedures for classified and wage positions and to ensure compliance with Federal and State employment policies and regulations.

B. Authority

[Virginia Code Section 23-9.2:3, as amended](#), grants authority to the Board of Visitors to establish rules and regulations for the institution. Section 7.01(a)(6) of the [Board of Visitors Bylaws](#) grants authority to the President to implement the policies and procedures of the Board relating to University operations.

[Code of Virginia Section 2.2-1201.1, as amended, Criminal Background Checks for certain positions](#)

[Virginia Department of Human Resource Management Policy 2.05 - Equal Employment Opportunity](#)

[Virginia Department of Human Resource Management Policy 2.10 - Hiring Uniform Guidelines on Employee Selection Procedures, Code of Federal Regulations](#)

C. Definitions

Budget Unit Director - The University employee on record with the Office of Finance Data Control Department as having signature authority and financial management responsibility for a specific budget code.

Classified Employee - A salaried employee whose terms and conditions of employment are subject to the [Virginia Personnel Act, Code of Virginia Section 2.2-2900 et seq., as amended](#), and who is employed in a classified position.

Final Candidate - The applicant selected for employment by the hiring supervisor.

Hiring Supervisor - The management level employee with the authority to hire, assign work, manage work schedules, approve leave, evaluate, and discipline employees.

Wage Employee - A non-salaried employee who receives pay for hours worked and is not covered by the provisions of the Virginia Personnel Act. (Wage employees are sometimes referred to as hourly employees.) Wage employees have no guarantee of employment for a particular term or a particular daily or weekly work schedule; they serve at the will of the designated hiring official and may be terminated at any time.

D. Scope

This policy applies to all Budget Unit Directors and hiring supervisors in the recruitment and selection of classified and wage employees.

E. Policy Statement

Old Dominion University has established procedures for recruiting wage and classified employees that comply with Federal and State policies and regulations and support the University's Affirmative Action objectives. Old Dominion University is committed to a policy of positive affirmative action in the recruitment of women and minorities and of non-discrimination in employment practices. Equal opportunity for employment shall be provided to all applicants on the basis of their demonstrated ability and competence without regard to race, including hair texture, hair type, and protective styles such as braids, locks, and twists; color; religion; sex (including pregnancy, childbirth or related medical conditions); national origin; ancestry; age; political affiliation; genetic information; marital status; disability; sexual orientation; gender identity; or veteran status.

F. Procedures

1. Hiring supervisors must obtain Budget Unit Director approval to fill vacant positions. The University must make a good-faith effort to actively recruit qualified candidates from underrepresented groups using appropriate sources and methods. Classified positions must be open to the public except for internal recruitments when a sufficient pool of qualified candidates exists. Whether such qualified candidates exist on campus will be determined by the Department of Human Resources and/or The Office of Institutional Equity and Diversity. Direct hiring of wage employees without a recruitment requires the approval of the Department of Human Resources.
2. Job vacancy postings may be limited to Old Dominion University's current employees (to include classified, wage, and faculty) to provide promotional and career opportunities. The decision to limit the opening should be made in consideration of Old Dominion University's affirmative action objectives, availability of qualified applicants, and other factors determined to be consistent with both the University's and the Commonwealth's policies and

needs. Prior approval by the Department of Human Resources and the Office of Institutional Equity and Diversity is required.

Positions advertised to the general public are open to the Old Dominion University community. Vacancies are advertised for a minimum of five work days on the State Position Vacancy Listing/Job Posting System (RMS) and on Old Dominion University's on-line Position Action/Performance Evaluation and Recruitment System (PAPERS).

3. A selection committee designated by the hiring supervisor must be approved by the Department of Human Resources. Hiring supervisors must select a diverse search committee/interview panel that include individuals with subject matter expertise, when appropriate. Interview questions must be job-related and based on the established minimum and preferred qualifications described in the position description.
4. The hiring supervisor is responsible for reviewing candidate qualifications against the minimum and preferred qualifications in the job posting and entering selection and non-selection information into PAPERS for review by the Department of Human Resources. The Department of Human Resources must approve the hiring supervisor's on-line selections for interviews prior to interviews being scheduled. The hiring supervisor is responsible for scheduling the interviews.

Use of work samples requires prior approval from the Office of Institutional Equity and Diversity and the Department of Human Resources.

5. The hiring supervisor is responsible for conducting reference checks on the candidate selected for employment and forwarding this reference information via a Reference Report Form to the Department of Human Resources before approval will be given to offer the position to the candidate. Employment rather than personal references must be contacted. No supervisor may recommend hiring a candidate until reference checks have been completed.
 - a. Hiring supervisors should check references with the current and at least one former supervisor prior to making a selection recommendation to the Department of Human Resources. If the applicant is currently employed at Old Dominion University in the same department as the hiring supervisor and the hiring supervisor has personal knowledge of the applicant's qualifications, the hiring supervisor can provide reference information directly to the Department of Human Resources.

- b. When obtaining employment references, dates of employment, job titles, and major duties listed on the application and/or résumé should always be verified with the current or former supervisor.
 - c. Exceptions to a. and b. must be approved by the Department of Human Resources.
 - d. All questions asked of references must be job-relevant.
 - e. The Department of Human Resources is available to provide further guidance and assistance in the reference checking process.
6. Access to Reference Information by Applicants
- Applicants do not have access to their reference information since educational institutions are exempt from this disclosure per [State Policy 2.10, Hiring](#).
7. Before an offer of employment is made, all interview results must be entered into PAPERS and required signed applications and a Hiring Proposal (for classified positions), or E-1 Form (for wage positions) must be completed and submitted to the Department of Human Resources for review and approval. Reference Report Forms must also be provided to the Department of Human Resources. The Department of Human Resources will then initiate the pre-employment criminal conviction investigation.
- The ODU Police Department conducts its own background investigation of applicants for positions in the ODU Police Department. In addition, the Darden College of Education and Professional Studies conducts its own background investigation of applicants for positions working with children in the Children's Learning and Research Center, which includes a sexual assault/molestation, child abuse and criminal history report. Other University units and programs such as the College of Health Sciences and the Office of Teacher Education Services may require additional background checks. The candidates complete the Criminal Background Authorization and Consent for Release of Information Form which is keyed into the appropriate system by staff in the Department of Human Resources. Employment offers should not be made until after the results of the background check have been received.
8. Recruitment-related forms and complete procedures are available from the Department of Human Resources.

G. Records Retention

Official records are retained by the Department of Human Resources for a period of three years following selection then destroyed in accordance with the [Commonwealth's Records Retention Schedules, General Schedule 103 \(Personnel Records\), Series](#)

[012185 \(Recruitment, Hiring, Interview, and Selection Records\)](#). The non-record duplicate materials held by the hiring supervisor are immediately destroyed when notified by the Department of Human Resources.

H. Responsible Officer

Recruitment and Employment Manager, Department of Human Resources

I. Related Information

[Virginia Department of Human Resource Management Policy 1.60 - Standards of Conduct](#)

[University Policy 3700 - Records Management Policy](#)

[University Policy 6130 - Policy for Direct Employment of Wage Employees](#)

[Department of Human Resources Recruitment Web Site](#)

[Department of Human Resources Recruitment Web Site, Hiring Guide Document](#)

021 Criminal Background Checks

A. Purpose

The purpose of this policy is to establish the University's guidelines and parameters for conducting criminal background checks to provide a safe and secure environment for its employees, students and visitors.

B. Authority

[Code of Virginia Section 23.1-1301, as amended](#), grants authority to the Board of Visitors to make rules and policies concerning the institution. Section 7.01(a)(6) of the [Board of Visitors Bylaws](#) grants authority to the President to implement the policies and procedures of the Board relating to University operations.

[Code of Virginia Section 2.2-1201.1, as amended, Criminal Background Checks for Certain Positions](#)

[Virginia Department of Human Resource Management Policy 2.10 - Hiring](#)

C. Definitions

Administrative and Professional (AP) Faculty - Employees who perform work directly related to the management of the educational and general activities of the institution, department or subdivision or whose professional positions serve the educational, research, athletic, medical, student affairs, and development functions or activities of the institution.

Adjunct Faculty - Employees appointed to academic adjunct ranks who teach part time and whose compensation is based upon the number of credit hours taught.

Classified Employee - A salaried employee whose terms and conditions of

employment are subject to the [Virginia Personnel Act, Code of Virginia Section 2.2-2900 et seq., as amended](#), and who is employed in a classified position.

Criminal Background Check - A report that includes criminal felony and misdemeanor courts records searches based on a social security trace, a national sex offender registry search as well as other appropriate sources of background information.

Emergency Hire - An employee in a one- or two-year restricted appointment who did not compete through a formal search for a teaching, research, administrative, or professional faculty position. The maximum number of consecutive years an emergency hire may be offered a restricted appointment is three years, regardless of the position(s).

Exceptional Hire - An employee hired under the Exceptional Opportunities provision included in the [Recruitment and Selection Process for Instructional and Administrative Faculty](#). An exceptionally well-qualified candidate that was offered employment for an instructional faculty or administrative and professional faculty position where a formal search was not conducted. Requests to hire exceptionally well-qualified candidates for instructional faculty positions must be approved by the President or designee in consultation with the respective Dean, chairs, faculty, Provost and Vice President for Academic Affairs, and the Office of Institutional Equity and Diversity. Requests to hire an exceptionally well-qualified candidate for an administrative faculty position without conducting a search must be approved by the President or designee in consultation with the appropriate Vice President, unit head, and the Office of Institutional Equity and Diversity.

Minor - A person under the age of 18 who is not enrolled or accepted for enrollment at the University. Students who are "dually enrolled" in University courses while also enrolled in elementary, middle or high-school courses are not included in this policy unless such enrollment includes overnight housing in University facilities.

Non-Instructional Part-time Faculty - A person hired in a part-time non-teaching and non-research position with responsibilities that are comparable to administrative and professional faculty. This category is also referred to as "4031," which is the budget subaccount code used to designate the funding for this type of employee.

Rehired Employee - An employee who previously separated and is currently employed again at the University.

Sensitive Position - The [Code of Virginia \(§2.2-1201.1\)](#) defines sensitive positions as those "generally described as directly responsible for the health, safety and welfare of the general populace or protection of critical infrastructures; that have access to

sensitive information, including access to federal tax information in approved exchange agreements with the Internal Revenue Service or Social Security Administration; and that otherwise required by State or Federal law to be designated as sensitive." Examples of sensitive positions include police officers, nurse practitioners, and information systems security administrators. Teaching positions are generally excluded.

Teaching and Research Faculty - Employees whose work assignments primarily involve instruction, research, and scholarly activities, and who hold academic rank/titles of professor, associate professor, assistant professor, senior lecturer, lecturer, instructor, or the equivalent in an academic unit.

Wage Employee - A non-salaried employee who receives pay for hours worked and is not covered by the provisions of the Virginia Personnel Act. Wage employees are sometimes referred to as hourly employees. Wage employees have no guarantee of employment for a particular term or a particular daily or weekly work schedule; they serve at the will of the designated hiring official and may be terminated at any time.

D. Scope

This policy applies to new and rehired classified employees, teaching and research faculty, administrative and professional faculty, adjunct faculty, non-instructional part-time faculty, and wage employees. Current employees who are transferred or promoted into sensitive positions are also subject to this policy.

Student employees, graduate assistants, volunteers, and interns who are in certain positions that handle confidential or restricted data and/or work with minors may also be required to undergo criminal background checks. For more information on programs involving minors, please see [University Policy 3014, Minors on Campus](#).

Contract workers or vendors performing work or providing services for the University are not covered by this policy but may be required under University contracts to undergo criminal background checks.

Federal and State laws or regulations or professional licensing standards may require background checks or other forms of screening or testing for certain University positions. Such checks, screening, or testing are outside the scope of this policy.

E. Policy Statement

As a condition of employment, the Department of Human Resources and the Office of Academic Affairs will conduct confidential criminal background checks on new and rehired teaching and research faculty, administrative and professional faculty, exceptional hires, emergency hires, adjunct faculty, non-instructional part-time

faculty, classified employees, and wage employees. A background check will not be conducted on employees who are rehired within six months of their separation date if a background check was previously conducted.

Criminal background checks will also be conducted on current employees who are transferred or promoted into sensitive positions. [Virginia Code 2.2-1201.1](#) requires that fingerprint-based criminal history checks must be conducted on finalists for sensitive positions.

Criminal background checks may also be conducted on student employees, graduate assistants, interns, and volunteers who are in certain positions that handle confidential or restricted data and/or work with minors.

Job postings for confidential or restricted positions will state that a criminal background check is required for the position.

Criminal background checks on volunteers will be conducted in accordance with [University Policy #6023, Policy for the Use of Non-Research Related Volunteers](#).

The following departments conduct their own criminal background checks:

1. ODU Police Department - The ODU Police Department conducts its own background investigation of applicants for sensitive positions within the Department.
 2. Office of Clinical Experiences - The Office of Clinical Experiences in the Darden College of Education and Professional Studies conducts its own background checks for student teacher supervisors.
 3. Darden College of Education and Professional Studies - The Darden College of Education and Professional Studies conducts its own criminal conviction investigation of applicants for positions working with children in the Children's Learning and Research Center, which includes a sexual assault/molestation, child abuse and criminal history background check
 4. College of Health Sciences - Select programs in the College of Health Sciences require background checks when clinical placements or service-learning activities involve working with patients or other vulnerable population in the community. The background check includes The Patriot Act search, Social Security Alert, residency history, criminal records, Federal criminal records, and sex offender.
- F. Other University activities and programs may require criminal background checks as required by law. Certain other positions not described above may also require a criminal background check.

G. Procedures

1. Conducting the Criminal Background Checks

Selected candidates for positions at the University must complete an Authorization and Consent for Release of Information form to consent to a criminal background check. In compliance with the [Fair Credit Reporting Act \(FCRA\)](#), the candidate will also receive a copy of A Summary of Your Rights and Consumer Disclosure Form.

Criminal background checks will include a criminal felony and misdemeanor court search based on a social security number trace and a National Sex Offender Registry search as well as other appropriate sources of background information. The Department of Human Resources and the Office of Academic Affairs staff will conduct the criminal background check in the appropriate systems. The Office of Risk Management will administer the background screening of staff and volunteers participating in programs involving minors in accordance with [University Policy 3014, Minors on Campus](#). For candidates who resided in the Commonwealth of Virginia within the last seven years, the background check is conducted in the Virginia State Police criminal record check system. If the candidate has lived outside of the Commonwealth of Virginia within the last seven years, an alternate system will be used. Background screening requirements for programs involving minor children will be administered according to [University policy 3014, Minors on Campus](#).

2. Review Process

Although a background check will include at a minimum a criminal history and social security number trace, it is the responsibility of the hiring manager to check employment and/or personal references and to verify required professional licenses and certifications prior to submitting a request for a formal background check. Academic degrees will continue to be verified through the National Student Clearinghouse, the appropriate institution, or vendor. If required for the position, a Motor Vehicle Report (MVR) may also be requested by the hiring official. Depending on the job-relatedness, additional background information may be requested by the hiring official. This determination will be made in consultation with the Department of Human Resources.

If criminal convictions are found and are considered job-related, the Department of Human Resources or the Office of Academic Affairs staff will notify the hiring manager as soon as possible. In compliance with FCRA, the candidate will be given an opportunity to explain any negative information and a copy of a summary of his or her rights under the FCRA. The candidate may be asked to provide additional information about the offense(s); the job-relatedness of the convictions will be determined by the Department of Human Resources. The determination may be in consultation with University Counsel, the Office of Institutional Equity and Diversity, the Dean of the College, the Chair of the Department, and the hiring manager. The candidate will be granted a reasonable period (five days) to contest the information. Failure of the applicant to provide requested documentation may result in the applicant's removal from further consideration for employment. The decision to offer employment must be based on the following factors:

- a. the nature and gravity of the offense or offenses;
 - b. the time that has passed since the conviction and/or the completion of the sentence; and
 - c. the nature of the job.
3. The hiring manager must submit a written justification of the decision to hire to the Vice President for Human Resources, Diversity, Equity, and Inclusion. If the hiring manager and the Vice President for Human Resources, Diversity, Equity, and Inclusion agree on the decision, the approval will be documented and the Department of Human Resources and/or the Office of Academic Affairs will notify the applicant accordingly. If the hiring manager and the Vice President for Human Resources, Diversity, Equity, and Inclusion disagree, the Vice President for Human Resources, Diversity, Equity, and Inclusion and University Counsel (and Assistant Vice President for Institutional Equity and Diversity if necessary) will make the final determination in consultation with the appropriate senior administrator.

For criminal background checks conducted by the Department of Human Resources and Office of Academic Affairs, a note regarding the outcome of the criminal background check is retained in the confidential position recruitment file for positions that were advertised and in a confidential file

for emergency hires appointments. The Office of Academic Affairs also keeps track of the criminal background check completion date for adjunct faculty in the Adjunct Personnel Database File (e.g., ADFILE). The criminal history report obtained during the hiring process will be destroyed by shredding once it has served that purpose.

If an adverse employment action is taken as a result of the criminal background check, the Department of Human Resources or Office of Academic Affairs, as required by the [Fair Credit Reporting Act](#), will provide the candidate with the name, address, and phone number of the agency that provided the information.

4. Preliminary Offers

Employment offers are not made until after the results of the background check have been received; however, contingent offers may be made to candidates for teaching and research faculty, administrative and professional faculty, adjunct faculty, and non-instructional part-time faculty positions. The offer letter must include language that the continuation of employment is contingent on the satisfactory results of the background check.

5. Access to Criminal Background Check Details

Virginia law limits access to the details contained in a criminal background check. This policy limits access only to those persons permitted access by law. The persons permitted access are required to maintain the confidentiality of the information in such reports.

6. Sanctions

Violations of University policies, including providing false or misleading information used for any of the above background checks, will be handled in accordance with applicable University policies and procedures, which may include corrective actions up to and including separation from the University.

H. **Records Retention**

Applicable records must be destroyed in accordance with the [Commonwealth's](#)

[Records Retention Schedule 103, Series 02349 \(Criminal History/Background Check Records\)](#) at the conclusion of the recruitment.

I. **Responsible Officer**

Director of Total Compensation and Staffing, Department of Human Resources

J. **Related Information**

[Enforcement Guidance on the Consideration of Arrest and Conviction Records in Employment Decisions Under Title VII of the Civil Rights Act of 1964](#)

[The National Child Protection Act of 1993](#)

[Code of Virginia Section 19.2-389, as amended, Dissemination of Criminal History Record Information](#)

[Commonwealth of Virginia Executive Order 41 \(2015\), Implementation of "Ban the Box" Hiring Policies in the Commonwealth](#)

[Board of Visitors Policy 1450 - Faculty Sanctions](#)

[Information Technology Standard 02.3.0 - Data Administration and Classification Standard](#)

6024 Wage Employment Policy

A. **Purpose**

The purpose of this policy is to establish the terms and conditions of wage employment at the University.

B. **Authority**

[Code of Virginia Section 23.1-1301, as amended](#), grants authority to the Board of Visitors to make rules and policies concerning the institution. Section 7.01(a)(6) of the [Board of Visitors Bylaws](#) grants authority to the President to implement the policies and procedures of the Board relating to University operations.

[Virginia Department of Human Resource Management Policy 2.20 - Types of Employment](#)

C. **Definitions**

Wage Employee - A non-salaried employee who receives pay for hours worked and is not covered by the provisions of the Virginia Personnel Act. (Wage employees are sometimes referred to as hourly employees.) Wage employees have no guarantee of employment for a particular term or a particular daily or weekly work schedule; they serve at the will of the designated hiring official and may be terminated at any time.

Wage Employment - Employment to meet seasonal, temporary, part-time, or casual workforce needs.

Web Time Entry (WTE) - A web-based system designed to enable employees to submit hours worked and leave information electronically, eliminating the paper submission of time slips, time and attendance forms, leave activity forms, and leave reports.

D. Scope

This policy applies to all University departments and all wage employees.

E. Policy Statement

It is the policy of the University to comply with Federal and State employment laws with regard to wage employment and to support wage employees through consistent application of policies and procedures.

F. Procedures

Hours of Work

Wage employees are restricted to working 29 hours per week on average during the timeframe of May 1 to April 30 (up to 1500 hours). Supervisors are responsible for monitoring hours worked and ensuring compliance with this law.

Wage employees working two or more jobs at the University may only work a combined total of 1500 hours during the 12-month period.

The Department of Human Resources provides reports to supervisors that support monitoring hours worked by wage employees. If a wage employee is in danger of exceeding the 29 hours per week on average in the May 1 - April 30 period, Human Resources will direct the supervisor to establish a plan in writing describing how work hours will be adjusted to remain compliant with the work hour limit. The supervisor must submit the plan to the Department of Human Resources.

There are no exceptions to the work hour limits for wage employees. Supervisors who allow wage employees to exceed 29 hours per week on average during May 1 to April 30 are in non-compliance with State policy.

Supervisors are responsible for ensuring that wage employee work hours are entered, verified and approved via Web Time Entry (WTE) each pay period.

Compensation

Wage employees are paid using the hourly equivalent of the salaries for comparable classified positions in the Commonwealth's salary structure. Wage employees are considered non-exempt for purposes of the Federal Fair Labor Standards Act (FLSA). As such, wage employees will be compensated at one and one-half times the employee's hourly rate for hours worked over 40 in a work week.

Wage employees are not eligible for holiday pay and will not be compensated for official University holidays unless these days are worked.

Pay rate increases may be requested from the Department of Human Resources. Pay rate increases are contingent on the availability of budget unit funds and requests may be assessed using [pay factors](#) comparable to those used for classified staff.

Benefits

Wage employees are eligible for the following benefits:

- Family and Medical Leave Act (FMLA)
- Military Leave
- 403(b) Tax Sheltered Annuities
- 457 Deferred Compensation Plan
- AFLAC Insurance
- Tuition Assistance at a pro-rated rate
- Return to Work Program
- Workers' Compensation
- University identification card privileges

- G. Information concerning these benefits is available from the Benefits Unit in the Department of Human Resources.

Supervisor Responsibilities

Supervisors are responsible for:

- Assigning duties, monitoring performance and providing feedback as needed
- Scheduling wage employees to ensure that total hours worked does not exceed 29 hours/week on average during the May 1 - April 30 period each year
- Monitoring and tracking hours worked on an on-going basis
- Reviewing and approving time in WTE each pay period
- Revising work schedules when needed to insure compliance with the 29 hours/week average limit

H. Employee Responsibilities

Wage employees are expected to:

- Report to work as scheduled
- Perform work as assigned
- Obtain approval prior to changing work hours including arriving early or leaving late
- Enter work hours accurately in WTE each pay period

I. Employee Relations

Wage employees are expected to comply with the Old Dominion University Policies and Procedures, the ODU Code of Ethics, the Service Standards and guidelines provided in the Wage Employee Guidebook. Wage employees are also expected to conform to the standards for behavior and performance provided in the Standards of Conduct Policy. The protections contained in the Commonwealth's Standards of Conduct Policy, including access to the Grievance Procedure, are not available to wage

employees.

Wage employees may contact the Employee Relations unit in the Department of Human Resources for assistance with workplace concerns. Wage employees may contact the Office of Institutional Equity and Diversity for assistance should they believe they have been the victim of discrimination, retaliation, sexual harassment or related concerns.

J. Records Retention

Applicable records must be retained and then destroyed in accordance with the [Commonwealth's Records Retention Schedules](#).

K. Responsible Officer

Recruitment and Employment Manager, Department of Human Resources

L. Related Information

[Federal Fair Labor Standards Act](#)

[University Policy 1002 - Code of Ethics](#)

[University Policy 6020 - Recruitment/Selection of Classified and Wage Positions](#)

[University Policy 6130 - Policy for Emergency Employment](#)

[Wage Employee Guidebook](#)

6027 Employment Eligibility and Verification Policy

A. Purpose

The purpose of this policy is to ensure compliance with the provisions for employment eligibility verification in accordance with the Immigration Reform and Control Act (IRCA) and guidance issued by the U.S. Citizenship and Immigration Services (USCIS) of the U.S. Department of Homeland Security.

B. Authority

[Code of Virginia Section 23.1-1301](#), as amended, grants authority to the Board of Visitors to make rules and policies concerning the institution. Section 7.01(a)(6) of the [Board of Visitors Bylaws](#) grants authority to the President to implement the policies and procedures of the Board relating to University operations.

[Homeland Security Act of 2002](#)

[Immigration Reform and Control Act of 1986](#)

[Immigration Act of 1990](#)

[Illegal Immigration Reform and Immigrant Responsibility Act of 1996](#)

C. Definitions

Authorizing University Representative - University employees who have completed training on certifying I-9 forms.

Campus - For the purpose of this policy, campus shall include the Norfolk campus, all

higher education centers and distance learning sites, and the Virginia Modeling, Analysis and Simulation Center (VMASC).

Employment Eligibility Verification (Form I-9) - The Federal form employers use to verify the work-authorization status of all newly hired employees in the United States.
E-verify - An internet-based system that compares information from an employee's Form I-9 to data from U.S. Department of Homeland Security and Social Security Administration records to confirm that an employee is eligible to work in the United States.

Immigrant - A person seeking permanent residence and/or citizenship in the United States.

Non-citizen - Any person who is not a citizen or a national of the United States.

Undocumented Immigrant - A non-citizen who has not been lawfully admitted to the United States or who has violated the terms of his/her lawful admission.

Unauthorized Immigrant - A non-citizen who does not have legal permission to work in the United States because of his/her immigration status or because he/she has applied and been found ineligible for work authorization.

D. Scope

This policy applies to all employees. Employees include all staff, administrators, faculty, full- or part-time, and classified or non-classified persons who are paid by the University.

E. Policy Statement

Old Dominion University complies with Federal requirements that all University employees' identity and eligibility to work in the United States are verified. The primary provisions of the Federal requirements are:

- The ban on hiring of unauthorized immigrants;

- The requirement to verify the employment eligibility of all new hires;

- The prohibition against discrimination towards certain persons on the basis of their citizenship or national origin.

F. Procedures

Verification

USCIS requires the completion of the Employment Eligibility Verification (Form I-9) to verify that persons are eligible to work in the United States. The employee is required to complete Section 1 of the Form I-9 no sooner than a job offer has been accepted and no later than the first day of employment. For Form I-9 purposes, an employee's first day of employment is the first day that the employee is physically present on campus. For employees who work off campus, the first day of employment is the first day that an employee engages in work for the University.

Using the I-9 Form Requirements and Process, the authorizing University

representative must certify documents establishing the employee's identity and eligibility to work by completing Section 2 of the Form I-9 on the employee's first day of work. The types of documentation that are acceptable are listed on the Form I-9. Based on the type of employment, several offices are responsible for I-9 verification and records retention. Upon completing Section 2 of the Form I-9, the authorizing University representative must forward it immediately to the appropriate office. Data entry into E-verify must be done by the third business day to complete the verification process. If employees are authorized to work but are unable to present the required documents within three business days, they must present a receipt for application of the document(s) within those three business days and the actual document(s) within 90 days.

If the University hires individuals for a duration of less than three business days, Section 2 of the Form I-9 must be completed at the time employment begins. Failure to complete the Form I-9 or to provide required documentation by the relevant deadline will result in removal from the payroll system for wage and part-time employees. Salaried faculty and staff will be placed on leave without pay. Employees will be terminated for failure to comply with the employment eligibility and verification requirements.

Steep fines may be imposed if the University knowingly hires an unauthorized immigrant or an undocumented immigrant or allows someone to continue to work beyond 90 days without documentation.

Updating and Re-verification

The University is not required to re-verify documents or re-execute the Form I-9 in instances when the employee has been away from the work force or has a change in status but is continuing employment. Examples include:

- approved paid or unpaid leave of absence;
- promotion/demotion;
- transfer within the same agency;
- change in type of employment with the same agency.

- G. Rehire of an employee within three years after termination, and during the period that the Form I-9 is required to be retained, requires reconfirmation of the information on the Form I-9. Employment eligibility and identity must also be rechecked. If the information remains the same, no new Form I-9 is needed.

When an international employee's work authorization expires, the University must re-verify the person's employment eligibility. The employee must present a document that shows either an extension of the employee's initial employment authorization or new work authorization. Section 3 of the Form I-9 may be used to record re-verification. If the employee cannot provide proof of current work authorization, the University cannot

continue to employ that person.

Sanctions

Failure to follow the requirements of this policy as stated will result in sanctions up to and including termination commensurate with the severity and/or frequency of the offense.

H. Records Retention

Applicable records must be retained and then destroyed in accordance with the Commonwealth's Records Retention Schedules.

I. Responsible Officer

Recruitment & Employment Manager, Department of Human Resources

J. Related Information

USCIS Handbook for Employers

University Policy 3011 - Identity Theft Protection Program

University Policy 4100 - Student Record Policy

Certification/Retention of I-9 Forms Chart

Policy on Collection and Use of Social Security Numbers

6027 Employment Eligibility and Verification Policy

A. Purpose

The purpose of this policy is to ensure compliance with the provisions for employment eligibility verification in accordance with the Immigration Reform and Control Act (IRCA) and guidance issued by the U.S. Citizenship and Immigration Services (USCIS) of the U.S. Department of Homeland Security.

B. Authority

Code of Virginia Section 23.1-1301, as amended, grants authority to the Board of Visitors to make rules and policies concerning the institution. Section 7.01(a)(6) of the Board of Visitors Bylaws grants authority to the President to implement the policies and procedures of the Board relating to University operations.

Homeland Security Act of 2002

Immigration Reform and Control Act of 1986

Immigration Act of 1990

Illegal Immigration Reform and Immigrant Responsibility Act of 1996

C. Definitions

Authorizing University Representative - University employees who have completed training on certifying I-9 forms.

Campus - For the purpose of this policy, campus shall include the Norfolk campus, all higher education centers and distance learning sites, and the Virginia Modeling,

Analysis and Simulation Center (VMASC).

Employment Eligibility Verification (Form I-9) - The Federal form employers use to verify the work-authorization status of all newly hired employees in the United States.

E-verify - An internet-based system that compares information from an employee's Form I-9 to data from U.S. Department of Homeland Security and Social Security Administration records to confirm that an employee is eligible to work in the United States.

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Undocumented Immigrant - A non-citizen who has not been lawfully admitted to the United States or who has violated the terms of his/her lawful admission.

Unauthorized Immigrant - A non-citizen who does not have legal permission to work in the United States because of his/her immigration status or because he/she has applied and been found ineligible for work authorization.

D. Scope

This policy applies to all employees. Employees include all staff, administrators, faculty, full- or part-time, and classified or non-classified persons who are paid by the University.

E. Policy Statement

Old Dominion University complies with Federal requirements that all University employees' identity and eligibility to work in the United States are verified. The primary provisions of the Federal requirements are:

- The ban on hiring of unauthorized immigrants;

- The requirement to verify the employment eligibility of all new hires;

- The prohibition against discrimination towards certain persons on the basis of their citizenship or national origin.

F. Procedures

Verification

USCIS requires the completion of the Employment Eligibility Verification (Form I-9) to verify that persons are eligible to work in the United States. The employee is required to complete Section 1 of the Form I-9 no sooner than a job offer has been accepted and no later than the first day of employment. For Form I-9 purposes, an employee's first day of employment is the first day that the employee is physically present on campus. For employees who work off campus, the first day of employment is the first day that an employee engages in work for the University.

Using the I-9 Form Requirements and Process, the authorizing University representative must certify documents establishing the employee's identity and

eligibility to work by completing Section 2 of the Form I-9 on the employee's first day of work. The types of documentation that are acceptable are listed on the Form I-9. Based on the type of employment, several offices are responsible for I-9 verification and records retention. Upon completing Section 2 of the Form I-9, the authorizing University representative must forward it immediately to the appropriate office. Data entry into E-verify must be done by the third business day to complete the verification process. If employees are authorized to work but are unable to present the required documents within three business days, they must present a receipt for application of the document(s) within those three business days and the actual document(s) within 90 days.

If the University hires individuals for a duration of less than three business days, Section 2 of the Form I-9 must be completed at the time employment begins. Failure to complete the Form I-9 or to provide required documentation by the relevant deadline will result in removal from the payroll system for wage and part-time employees. Salaried faculty and staff will be placed on leave without pay. Employees will be terminated for failure to comply with the employment eligibility and verification requirements.

Steep fines may be imposed if the University knowingly hires an unauthorized immigrant or an undocumented immigrant or allows someone to continue to work beyond 90 days without documentation.

Updating and Re-verification

The University is not required to re-verify documents or re-execute the Form I-9 in instances when the employee has been away from the work force or has a change in status but is continuing employment. Examples include:

- approved paid or unpaid leave of absence;
- promotion/demotion;
- transfer within the same agency;
- change in type of employment with the same agency.

- G. Rehire of an employee within three years after termination, and during the period that the Form I-9 is required to be retained, requires reconfirmation of the information on the Form I-9. Employment eligibility and identity must also be rechecked. If the information remains the same, no new Form I-9 is needed.

When an international employee's work authorization expires, the University must re-verify the person's employment eligibility. The employee must present a document that shows either an extension of the employee's initial employment authorization or new work authorization. Section 3 of the Form I-9 may be used to record re-verification. If the employee cannot provide proof of current work authorization, the University cannot continue to employ that person.

Sanctions

Failure to follow the requirements of this policy as stated will result in sanctions up to and including termination commensurate with the severity and/or frequency of the offense.

H. Records Retention

Applicable records must be retained and then destroyed in accordance with the [Commonwealth's Records Retention Schedules](#).

I. Responsible Officer

Recruitment & Employment Manager, Department of Human Resources

J. Related Information

[USCIS Handbook for Employers](#)

[University Policy 3011 - Identity Theft Protection Program](#)

[University Policy 4100 - Student Record Policy](#)

[Certification/Retention of I-9 Forms Chart](#)

[Policy on Collection and Use of Social Security Numbers](#)

6130 Policy for Direct Employment of Wage Employees

A. Purpose

The purpose of this policy is to provide a means for departments to employ part-time wage (hourly) staff, without a recruitment, when an employee is needed to meet seasonal or temporary workload needs for short-term projects, as interim replacements or to perform jobs that do not require a classified employee.

B. Authority

[Code of Virginia Section 23.1-1301, as amended](#), grants authority to the Board of Visitors to make rules and policies concerning the institution. Section 6.01(a)(6) of the [Board of Visitors Bylaws](#) grants authority to the President to implement the policies and procedures of the Board relating to University operations.

[Restructured Higher Education Financial and Administrative Operations Act \(Chapter 10 of Title 23.1 of the Code of Virginia, as amended\)](#)

[Virginia Department of Human Resource Management Policy 2.20 - Types of Employment](#)

C. Definitions

Budget Unit Director - The University employee on record with the Office of Finance Data Control as having signature authority and financial management responsibility for a specific budget code.

Direct Hire - The employment of an individual in a wage position without conducting a recruitment to fill the position.

Wage Employee - A non-salaried employee who receives pay for hours worked and is not covered by the provisions of the Virginia Personnel Act. (Wage employees are sometimes referred to as hourly employees.) Wage employees have no guarantee of employment for a particular term or a particular daily or weekly work schedule; they serve at the will of the designated hiring official and may be terminated at any time. Wage employees are limited to working 29 hours per week on average and only 1500 hours between May 1 and April 30. When an employee has reached the maximum of 1500 hours before April 30, he or she may not continue working until May 1.

D. Scope

This policy applies to all employees and employees of affiliated organizations who are paid through the University. Employees include all staff, administrators, faculty, full- or part-time, and classified or non-classified persons who are paid by the University. Affiliated organizations are separate entities that exist for the benefit of the University through an operating agreement and include the Foundations, the Community Development Corporation, and the Alumni Association.

This policy does not apply to adjunct faculty or students.

E. Policy Statement

Occasionally a situation occurs when a wage employee is needed to carry out specific duties for a short period of time or a department has a need for part-time work or contingent employment. In these cases, an individual may be employed as a direct hire. A direct hire will not require listing on the vacancy list and advertising or recruiting in the usual manner, but must be processed by the Department of Human Resources.

F. Procedures

1. The department or academic unit must have an established wage position or must request establishment of a wage position by completing an -HR-3 Form (Request to Establish/Change an Hourly Position), the position description, and submitting them to the Compensation unit in the Department of Human Resources.
2. The department or academic unit must identify someone who meets the minimum requirements listed in the position description.
3. The department or academic unit must submit a direct hire packet requesting approval from the Staffing & Operations Manager in the Department of Human Resources to employ someone as a Direct Hire.
4. The person cannot begin work until the Department of Human Resources completes the approval process.
5. The department is responsible for tracking hours worked and ensuring compliance with the 1500 hour limit.

- G. If a department or academic unit does not have a wage position to which they can assign an employee or has not identified someone who meets the minimum requirements of their wage position, they will be unable to employ someone as a direct hire. The alternative is to initiate a recruitment through the Department of Human Resources for the position or contract services with a temporary employment agency. Temporary employment agency personnel are not assigned to University wage positions and are not placed on the University payroll. The Budget Unit Director should contact the Department of Procurement Services for assistance with contract services through temporary employment agencies.
- H. **Records Retention**
Applicable records must be retained for five years after expiration of contract and then destroyed in compliance with the Commonwealth's Records Retention and Disposition Schedule (General 102, Series 200110).
- I. **Responsible Officer**
Human Resources Staffing & Operations Manager
- J. **Related Information**
University Policy 6020 - Recruitment/Selection Process for Classified and Wage Employees
Old Dominion University Department of Human Resources Direct Hire Process Request to Establish/Change an Hourly Position

6220 Conflicts of Interests Arising from an Employee's or Family Member's Financial Interests, Employment at, or Representation of Old Dominion University

- A. **Purpose**
The purpose of this policy is to ensure all employees of Old Dominion University address conflicts of interests that may result in their personal and private interests being in opposition to their official responsibilities.
- B. **Authority**
Virginia Code Section 23.1-1301, as amended, grants authority to the Board of Visitors to establish rules and regulations for the institution. Section 6.01(a)(6) of the Board of Visitors Bylaws grants authority to the President to implement the policies and procedures of the Board relating to University operations.
State and Local Government Conflict of Interests Act, Code of Virginia Section 2.2-3100 et seq., as amended
Code of Virginia Section 2.2-115, et seq., as amended
Governor's Executive Order 2 - Personnel Directive Prohibiting Certain Gifts (2014)

Governor's Executive Order 8 - Designation of Executive Branch Officers and Employees Required to File Financial Disclosure Statements (2018)

C. Definitions

Conflict of Interests - A personal interest by a University employee or the employee's immediate family member in a contract or transaction to which Old Dominion University is a party.

Contract - An agreement to which Old Dominion University is a party or an agreement that benefits Old Dominion University and involves use of funds appropriated by the General Assembly.

Employee - Any staff, administrator, faculty member, full- or part-time, or classified or non-classified person who is paid by the University.

Immediate Family Member - A spouse or any other person residing in the same household as the employee who is a dependent of the employee or of whom the employee is a dependent.

Personal Interest - A financial benefit or liability accruing to an employee or to a member of the employee's immediate family. The personal interest shall exist by:

1. Ownership in a business where the ownership interest exceeds three percent of the total equity of the business;
2. Income from ownership of a business or property exceeds or may reasonably be anticipated to exceed \$5,000 annually;
3. Salary, other compensation, fringe benefits or benefits exceed or may reasonably be expected to exceed \$5,000 annually;
4. Ownership value of the real or personal property exceeds \$5,000 annually;
5. Personal liability exceeds three percent of the asset value of the business; or
6. An option for ownership of a business, real property, or personal property will consist of (1) or (4) above.

D. Scope

This policy applies to all employees of the University. Employees include all staff, administrators, faculty, full- or part-time, and classified or non-classified persons who are paid by the University.

E. Policy Statement

1. Prohibited Content

- a. No employee shall accept or solicit money or any other thing of value to perform the job assigned to the employee by Old Dominion University other than the remuneration provided by the University for that job.
- b. No employee shall accept or solicit money or any other thing of value from another to appoint, employ, or promote any person within the University.
- c. No employee shall accept or solicit money or any other thing of value for any person to obtain a contract or business with the University.
- d. No employee shall use or provide information obtained by virtue of employment, which is not available to the public, for profit.
- e. No employee shall accept any money, loan, gift, favor, service or business or professional opportunity when that employee knows or should know that there is a reasonable likelihood that the opportunity is being afforded to influence the employee in his or her official duties.
- f. No employee shall accept a gift where the timing, frequency and nature of the gift could cause a reasonable person to question the employee's impartiality in a matter affecting the donor.

2. Nepotism

The University prohibits spouses or other members of the employee's immediate family from working at the University where a spouse or other immediate family member may report to or otherwise be supervised by the employee. The spouse or immediate family member may only be hired when the reporting line is modified to remove the conflict; the Board of Visitors is advised of the conflict; and the Board finds that it is in the best interests of the University to allow the dual employment.

The employee shall not supervise, review or otherwise be under the control of a spouse or a member of the immediate family if employment is permitted.

3. Exceptions:

Exceptions may be allowed for employees under the following circumstances:

- a. Contracts with other agencies of State government.

- b. Contracts with a publisher or wholesaler of textbooks or other educational materials for students because the employee has authored or otherwise created the material.
- c. Subject to the approval of the Board of Visitors, a personal interest in a contract for research and development or commercialization of intellectual property between Old Dominion University and a business in which the employee has a personal business interest if
 - i. the employee's interest was disclosed prior to entry into the contract;
 - ii. the employee files a proper disclosure statement and thereafter files a statement annually, as required by law;
 - iii. Old Dominion University has a policy that has been approved by the State Council of Higher Education for Virginia (SCHEV); and
 - iv. Old Dominion University files the annual report with the Secretary of the Commonwealth as required by law.

4. Sanctions

- a. Any person who knowingly violates the Conflict of Interests Act may be prosecuted for a Class 1 misdemeanor and malfeasance in office.
- b. The agreement or contract made in violation may be declared void and a civil penalty assessed.
- c. A violating employee may be terminated.

F. Procedures

- 1. The employee has the ultimate responsibility to comply with the law.
- 2. All employees with a potential conflict of interests are required to advise the University of the potential conflict of interests and, when applicable, complete a Statement of Economic Interest.
- 3. The Department of Human Resources shall prepare a list of employees who, due to their job descriptions, are designated by the Commonwealth of Virginia as employees who must complete a Statement of Economic Interest.

4. All employees listed by the Department of Human Resources as being required to file a Statement of Economic Interest must complete the Statement of Economic Interest annually.
5. University Counsel shall be responsible for providing Conflict of Interests training to all designated employees as required by law.
6. All employees required to file a Statement of Economic Interest must undergo training as to conflict of interests when initially identified and every two years thereafter.
7. The Department of Human Resources shall be responsible for identifying potential conflicts of interests related to reporting relationships with new classified employees and administrative and professional faculty and preparing the necessary resolutions for submittal to the Board of Visitors. The Office of Academic Affairs shall be responsible for identifying potential conflicts of interests related to reporting relationships with new faculty and preparing the necessary resolutions for submittal to the Board of Visitors. Vice Presidents shall be responsible for providing the Department of Human Resources or the Office of Academic Affairs, as appropriate, with notice of potential conflicts of interests that may occur as the result of marriage between two employees either within their vice presidential area or another vice presidential area.
8. Any employee may clarify a possible conflict of interests by a formal request for an opinion from the Attorney General of Virginia.

G. Records Retention

Applicable records must be retained and then destroyed in accordance with the [Commonwealth's Records Retention Schedules](#).

H. Responsible Officer

University Counsel

I. Related Information

[Board of Visitors Policy 1421 - Outside Employment](#)

[University Policy 1002 - Code of Ethics](#)

[Teaching and Research Faculty Handbook](#)

APPENDIX C

4100 Student Record Policy

A. **Purpose**

The University Student Record Policy is formulated to protect the privacy of the student information that is maintained by the University, and provide access to student records to those having a legitimate reason to view such records. The regulations and procedures to ensure adequate protection of student records are provided in this policy.

B. **Authority**

Code of Virginia Section 23.1-1301, as amended, grants authority to the Board of Visitors to make rules and policies concerning the institution. Section 6.01(a)(6) of the Board of Visitors Bylaws grants authority to the President to implement the policies and procedures of the Board relating to University operations.

The University Student Record Policy is intended to conform with all State and Federal statutes dealing with access of information held by an educational institution on present and former students. (FERPA Cite 20 U.S.C. 1232 (g); Government Data Collection and Dissemination Practices Act, Code of Virginia Section 2.2-3800, et seq., as amended.)

Code of Virginia Section 23.1-405, as amended. Student records and personal information; social media.

C. **Definitions**

De-identified Data - Data are de-identified if a reasonable determination is made that the student's identity is not personally identifiable, whether through single or multiple releases, taking into account other reasonably available information.

Family Educational Rights and Privacy Act (FERPA) - The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Personally Identifiable Information - Includes direct identifiers, such as social security number, as well as indirect identifiers, such as the name of the student's parent or

family member or other personal information that would allow a reasonable person in the community to identify the student with reasonable certainty.

Proxy Access - A proxy is a person authorized to view student information by the student. This is authorized in the LEO Online Self Service pages. Proxies are authorized for specific pages, for a specific time frame.

Student Records refers to those files and their contents that are maintained by official units of the University.

D. **Scope**

This policy applies to authorized employees, employees of affiliated organizations paid through the University, contractors and volunteers accessing, for any reason, the records of all students who attend or have attended Old Dominion University.

Employees include all staff, administrators, faculty, full- or part-time, and classified or non-classified persons, including student employees, who are paid by the University.

Affiliated organizations are separate entities that exist for the benefit of the University through an operating agreement and include the Foundations, the Community Development Corporation, and the Alumni Association.

E. **Policy Statement**

Generally, students have the right to review any official record that the University maintains on them. Generally, access to records by others, without student permission, is limited to purposes of an educational nature. When access is permitted, documents will be examined only under conditions that will prevent unauthorized removal, alteration or mutilation. Information to which the student does not have access is limited to:

1. Financial records of parents or guardians;
2. Confidential letters of recommendation received by the University prior to January 1, 1975;
3. Specific confidential letters of recommendation received by the University on or after January 1, 1975, for which students have waived their right of access;
4. Medical-psychological records used in connection with treatment of the student. Students may, however, sign a release to request copies of their health records; and
5. Old Dominion University Police Department and Department of Human Resources records, when utilized for internal purposes by those offices in their official capacities.

F. The University Registrar is the custodian of the official academic record maintained by the University and is the office designated to release official transcripts on behalf of the University. The Office of the University Registrar is the initial point of contact for questions related to these rules. Subpoenas seeking education records are served on the Office of the University Counsel. No documents shall be released or information disclosed until University Counsel determines that the subpoena is valid.

Only the following offices are authorized to release non-directory information upon written authorization of the student, subpoena or court order: Office of the University Registrar, Career Development Services, Office of Finance, Student Financial Aid Office, Office of the Dean of Students, and Office of the Dean in each of the academic colleges and Advising Centers. The non-directory information that these offices are permitted to release includes, but is not limited to, the following:

1. Office of the University Registrar: admission records, cumulative academic records, Veteran's records, transfer records
2. Career Development Services: information necessary to gain or maintain employment (part time, work/study, co-op/internship, full time)
3. Student Financial Aid Office: financial aid records (scholarships, grants, etc.)
4. Office of the Dean of Students: disciplinary and student organization records
5. Office of the Dean in each of the Academic Colleges and Advising Centers: advising records
6. Office of Finance: business records (tuition, fees, etc.)

G. The appropriate official will collect and maintain records not included in the categories listed above and will make them available for inspection and review.

1. Access to Student Records by the Student

A student has the right to inspect his/her record (as defined earlier in this section) and is entitled to an explanation of any information therein. Most record information is available to students in the self-service system, Leo Online.

Documents submitted to the University will not be returned to the student. Academic records received from other institutions will not be sent to third parties external to the University or released to the student. The student must request those records from the originating institution.

Official records and transcripts of the University (signature and/or seal affixed) will be provided directly to other institutions or agencies at the student's request. Official records given directly to the student will be clearly marked "Issued to Student."

Should a student believe his/her record is incorrect, a written request must be submitted to the appropriate University official indicating the incorrect information and the information that should be entered. The official will respond within 14 business days of the student's request.

Students should be referred to my.odu.edu to view grades.

2. Access to Student Records by Others

Old Dominion University hereby designates the following information as information that may be released to the public by the University - known as directory information under the Family Educational Rights and Privacy Act (FERPA). Such information may be disclosed by the institution at its discretion.

- i. Name;
- ii. E-Mail address;
- iii. Date of birth;
- iv. Photograph;
- v. Major field of study;
- vi. Participation in officially recognized activities;
- vii. Weight and height of athletic team members;
- viii. Dates of attendance;
- ix. Degrees, honors, and awards received; and
- x. The most recent educational institution attended.

Except as described in item 9 below, directory information will not be released for commercial purposes by administrative offices of the University.

Students may withhold disclosure of directory information under the [Family Educational Rights and Privacy Act of 1974](#). To withhold disclosure, written notification should be submitted to the Office of the University Registrar. A form that can be used for this purpose is available from the Office of the University

Registrar. A request to withhold directory information will remain in effect until rescinded in writing by the student.

Confidential information should not be released by telephone or any other method for which authentication of the requestor is not practicable.

All other student information will be released only upon written request of the student, except those instances cited below.

3. Disclosure to Members of the University Community

Access to student records for administrative reasons for faculty and administrative staff is permissible provided that such persons are properly identified and can demonstrate a legitimate educational interest in the material.

Access to de-identified data for the purpose of research by faculty, administrative staff, and graduate students is permissible when authorized by the department head and the administrator of the office concerned. When applicable, documentation of human subjects review and approval is required.

Information requested by student organizations of any kind will be provided only when authorized by the Dean of Students.

4. Disclosure to Parents and Organizations Providing Financial Support to the Student

Records may be released without prior student approval to a parent or guardian on whom the student is financially dependent. Parents or guardians must furnish Federal tax records for the prior year that demonstrate tax dependency to the Office of the University Registrar. Students will be informed when the record is released.

Records may be released to organizations providing financial support to a student upon official request and written waiver from the student.

5. Proxy Access for Identified Family Members

Students can grant access to family members in the self-service system, LEO

Online. Management of proxy permissions is managed entirely by the student through granting of specific permissions for viewing the student's schedule of classes, bill, address information, grades, or transcript. Confirmation of proxy access is documented by email communications between the self-service system, student and family member(s). The student may also create a passphrase known to the student and parent, but viewable by designated University staff if questions arise.

6. Disclosure to Other Educational Agencies and Organizations

Information may be released to another institution of learning, research organization, or accrediting body for legitimate educational reasons provided that any data shall be protected in a manner that will not permit the personal identification of the student by a third party. It is permissible to provide personally identifiable information to another institution to which the student intends to transfer or in which the student is dually enrolled.

7. Disclosure in Connection with Audit or Evaluation of Federal or State Support Education Programs

Authorized representatives of the following entities are permitted access to student records when the disclosure is 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:

Comptroller General of the U.S.

Secretary of Education

U.S. Attorney General (for law enforcement purposes only)

State and local authorities

8. Information collected for this purpose must be protected in a manner that does not permit personal identification of individuals by anyone except to the officials of the agencies identified above, and such records must be destroyed when no longer needed for the purposes identified above.
9. Disclosure to Military Recruiters in Response to a Solomon Amendment Request

The Solomon Amendment requires the institution to provide certain identified information to military recruiters even if the information has not been designated "directory information" under FERPA. The information provided may include only the following student information: name, telephone, age, date of birth, place of birth (not maintained by Old Dominion University), level of education, academic major, degree(s) received, and educational institution in which the student was most recently enrolled.

10. University-Affiliated Foundations and Organizations

Under very specific and clearly defined circumstances, University-affiliated Foundations or organizations may have access to student directory information and may release this information to third-party vendors for purposes of communicating with current and former students as well as parents about benefits offered by the vendor. These circumstances may include, but are not limited to, affinity partnerships with the Alumni Association.

This information may be made available to third-party vendors only when a formal request is made to and approved by the University Registrar, and only if the use and dissemination of such information is consistent with University policies and procedures and State and Federal laws and regulations, including the [Federal Educational Rights and Privacy Act \(FERPA\)](#).

H. **Procedures**

Administrators, faculty and staff who work with student records and confidential student information should complete training on the [Family Educational Rights and Privacy Act of 1974](#) offered by the Office of the University Registrar and available on-line in several formats. Questions about the policy and implementation should be referred to the University Registrar.

I. **Records Retention**

Applicable records must be retained and then destroyed in accordance with the [Commonwealth's Records Retention Schedules](#).

J. **Responsible Officer**

University Registrar

K. **Related Information**

[Virginia Freedom of Information Act, Code of Virginia Section 2.2-3705.4, as amended](#)

[American Association of Registrars and Admission Officers \(AACRAO\)](#)

[University Policy 3700 - Records Management Policy](#)

[ODU Alumni Association Affinity Partnerships](#)

3700 Records Management Policy

A. **Purpose**

The purpose of this policy is to establish responsibilities and requirements for records management.

B. **Authority**

[Code of Virginia Section 23.1-1301, as amended](#), grants authority to the Board of Visitors to make rules and policies concerning the institution. Section 6.01(a)(6) of the [Board of Visitors Bylaws](#) grants authority to the President to implement the policies and procedures of the Board relating to University operations.

[Virginia Public Records Act, Code of Virginia Section 42.1-76 et seq., as amended \(Section 42.1-85, included in the Act\)](#), requires state agencies, including universities, to maintain an active and continuing records management program.)

[Library of Virginia, Records Management Section](#)

C. **Definitions**

Certificate of Destruction - Also known as an RM-3, the document approving the destruction of records in accordance with Library of Virginia (LVA) Records Retention and Disposition Schedules. A completed RM-3 Form serves as evidence of proper disposal when records are subpoenaed as evidence, audited, or investigated.

Department Records Coordinators - Individuals who serve as liaisons between the University Records Manager and their respective departments.

Historical/Archival Records - Records that have long-term historical value as designated by the Library of Virginia, University Archivist and/or University Records Manager. Examples of historical records include but are not limited to Board of Visitors meeting minutes, President's correspondence, research final reports and accreditation records. These records cannot be placed in any repository other than the University Archives.

Records Custody Transfer (also known as an ODU RM-1 Form) - The document authorizing transfer of inactive records to an onsite ODU storage facility, a commercial records storage facility, or the University Archives.

Records Management Program - A planned, coordinated set of policies, procedures, and activities needed to manage the University's recorded information. The program encompasses the creation, distribution and use, maintenance and storage, and disposition of records, regardless of media. Essential elements include issuing up-to-date program policies and standards, properly training individuals responsible for implementation, publicizing the program, and carefully evaluating the results to ensure adequacy, effectiveness, and efficiency.

Records Management Steering Committee - Provides overall guidance and direction to the University's Records Management Program.

Records Retention and Disposition Schedule - A listing of records series, approved by the Library of Virginia, that provides retention and disposition instructions for University records.

Reference Copy - Also known as a convenience copy, any copy of an official record created for the purpose of reference or research. If a convenience copy is maintained after the official record has been destroyed, the convenience copy becomes the official record.

Transitory Information - Records of temporary usefulness that do not document, support, or arise from University business processes. Examples include departmental social invitations to luncheons, showers, etc., unsolicited advertisements and memoranda of transmittal that add nothing of substance.

University Archives - The unit within Special Collections and University Archives, Perry Library, responsible for the appraisal, preservation of, and access to historical records of Old Dominion University.

University Records - Recorded information that documents a transaction or activity by or with any appointed Board member, officer, or employee of the University.

Regardless of physical form or characteristic, the recorded information is a University record if it is produced, collected, received or retained in pursuance of law or in connection with the transaction of University business. The medium upon which such information is recorded has no bearing on the determination of whether the recording is a University record. University records include but are not limited to personnel records, student records, academic records, research records, financial records, patient records and administrative records. Record formats/media include but are not limited to email, electronic databases, electronic files, paper, audio, video and images (photographs).

University Records Manager - An official appointed by the Vice President for Administration and Finance who is responsible for providing standards, procedures, training and guidance to meet requirements for the proper management of University records. This individual is also designated the "Agency Records Officer" for Library of Virginia purposes.

D. Scope

This policy applies to all employees of the University. Employees include all staff, administrators, faculty, full- or part-time, and classified or non-classified persons who are paid by the University. This policy does not apply to employees of affiliated organizations who are paid through the University.

E. Policy Statement

The University requires that its records be maintained in a consistent and logical manner consistent with applicable law.

The University's Records Management Program is guided by a set of professional records management standards, best practices, and legal and regulatory requirements and complies with the Virginia Public Records Act.

Records created or received during the normal course of University business are the property of Old Dominion University and all employees are responsible for ensuring that records are managed in accordance with the University Record Management Program and in compliance with applicable Federal and State laws.

The Records Management Program is administered by the University Records Manager. The University Records Manager is assisted by a Records Management Steering Committee consisting of individuals who are primary stakeholders of University records.

Key components of the University Records Management Program include:

1. Policies and standards that comply with the Virginia Public Records Act and Library of Virginia guidelines.
2. Training and awareness opportunities for employees who are responsible for maintaining records in their possession.
3. Maintaining University records so they are accessible throughout their lifecycle.
4. Preserving records that are subject to audits or litigation, both potential and pending.
5. Disposing of records by appropriate methods in accordance with the Records Retention and Disposition Schedules.
6. Transferring records that are inactive by submitting them to Facilities Management, as approved by the Records Manager, for onsite storage or an offsite location approved by the University Records Manager when they are no longer needed for business use but must be kept until their scheduled retention period expires.
7. Transferring records that have historical and archival value by submitting them to Special Collections and University Archives in Perry Library when they are no longer needed for business use.

8. Conducting periodic audits to ensure policies and standards are being met.

F. Procedures

1. Responsibilities

a. Vice President for Administration and Finance

- i. Appoints the University Records Manager.
- ii. Appoints the Records Management Steering Committee upon the recommendation of the University Records Manager.
- iii. Provides necessary support and resources to the University Records Manager in the development and implementation of the University's Records Management Program.

b. Records Management Steering Committee

- i. Meets with the University Records Manager on a regular basis to provide guidance on issues impacting the University's Records Management Program.

c. University Records Manager

- i. Oversees and directs University Records Management Program.
- ii. Trains and maintains communication with Department Records Coordinators; develops guidelines, procedures, presentations and tools to assist Department Records Coordinators in their duties.
- iii. Undertakes periodic assessments of departmental records management activities, and reports on the same.
- iv. Authorizes requests for destruction of University records by approving RM-3 forms.
- v. Provides approval for all offsite storage locations for university physical records.
- vi. Coordinates with the University Archivists transfer of historical/archival records to the University Archives as required by Library of Virginia records retention and disposition schedules.
- vii. Works with appropriate units to ensure that holds on destruction of University records due to litigation, audit investigation or FOIA requests are observed.
- viii. Advises senior management and Budget Unit Directors on records issues within their departments.

d. University Archivist

- i. Works with Department Records Coordinators on scheduled transfers of historical records to the University Archives.
- ii. Determines the historical value of select records that ordinarily are scheduled for destruction, but may be of enduring value to the University and advises departments of the same.

e. Department, Academic Unit, School, or Budget Unit Directors (BUDs)

- i. Appoints one or more Department Records Coordinators for their respective areas and notifies the University Records Manager when coordinators change.
- ii. Supports the University Records Manager/Department Records Coordinator in the development and implementation of the Records Management Program within their respective business unit.
- iii. Determines what records they are required to retain in accordance with this policy and the Records Retention and Disposition Schedules.
- iv. Ensures that staff understand their responsibilities and properly manage their records under the Records Management Program.

f. Department Records Coordinators

- i. Serve as an information conduit between the University Records Manager and their respective departments.
- ii. Meet with individuals and groups to promote awareness of and compliance with the Records Management Program.
- iii. Coordinate the disposal of records within their offices.

g. All Employees

- i. Comply with retention and disposition instructions in the Records Retention and Disposition Schedules approved by the Library of Virginia.
- ii. Store electronic records in accordance with the University's Data Administration Policy and associated standards as well as guidelines from the University Records Manager for management and authenticity.

iii. Destroy University records once the retention period has expired. A Certificate of Records Destruction (RM3) Form should be submitted and approved by the University Records Manager as required by the Virginia Public Records Act before destruction. Reference copies and transitory information do not require the submittal of an RM-3 form prior to disposal.

Records with "identifying information" must be disposed of within six months of the expiration of their retention period. Identifying information includes the following categories:

- Social security numbers;
- Driver's license numbers;
- Bank account numbers;
- Credit or debit card numbers;
- Personal identification numbers (PIN);
- Electronic identification codes;
- Automated or electronic signatures or passwords;
- Any other numbers or information that can be used to access a person's financial resources, obtain identification, act as identification, or obtain goods or services.

iv. Information in confidential or privacy-protected records is protected from unauthorized disclosure through the ultimate destruction of the information. Destruction of confidential or privacy-protected paper records will be done by shredding, pulping, or incineration. Electronic records must be overwritten with meaningless data or the storage media must be physically destroyed. Records containing public information can be recycled or disposed of in the trash.

2. Electronic Mail

ODU's Electronic mail (e-mail) policy is to retain messages only as long as necessary for business purposes, unless they are required to be retained by the Library of Virginia. E-mails are automatically deleted after a specific period unless they are moved to "Managed Folders" that have pre-assigned retention periods. Messages do not require completion of an RM-3 form as

deletion and/or preservation is controlled by Information Technology Services. RM-1 forms to transfer records considered to be historical are completed by Departmental Records Coordinators.

3. **Electronic Images**

Hard copy records may be converted to electronic images (preferably TIFF or PDF) as long they are accurate copies of the original records in conformity with [ITS Standard 11.6.0, University Source Document Imaging Standard](#). The electronic image becomes the official document for legal purposes and has the force of the original for audit, legal, FOIA and other related requirements. Destruction of the original hard copy record does not need to be authorized with an RM-3 Form. The University Records Manager should be consulted before initiating any large conversion effort.

4. **Historical/Archival University Records**

Records designated with historical/ archival value, as listed in the Records Retention and Disposition Schedules, or determined to be so by the University Archivist must be transferred to the University Library's Archive/Special Collections, and accompanied by a completed ODU RM-1 Form.

5. **Audits, Court Orders, Investigations and Freedom of Information Act Requests**

Retain all records requested or placed on hold by internal offices (such as University Counsel, University Auditor, University Registrar, designated FOIA Officer, etc.) until cleared by the office placing the hold, regardless of retention requirements. Offices placing holds or requests for University records should copy the University Records Manager on all notices.

6. **Storage of Regulated or Confidential Information**

For electronic records and data in general, ODU follows the requirements of [Information Technology Services Standard 02.3.0, Data Administration and Classification Standard](#).

7. **Affiliated Organizations**

While affiliated organizations are not subject to the Virginia Public Records Act, they are strongly advised to follow best practices for records management. Affiliated organizations may use consulting services provided by the University Records Manager. Affiliated organizations are separate entities that exist for the benefit of the University and include the Foundations, the Community Development Corporation, and the Alumni Association.

8. Certain Federal grant records may be required to be treated as University records and subject to the Virginia Public Records Act.

9. Other records management specific procedures are maintained internally and may be available to relevant parties upon request to the University Records Manager.
- G. Questions or concerns related to the application of this policy should be directed to the University Records Manager. The University Records Manager may consult with the Library of Virginia, as appropriate, to determine application of the records retention schedules to specific University records.
- H. **Records Retention**
Applicable records must be retained and then destroyed in accordance with the [Commonwealth's Records Retention Schedules](#).
- I. **Responsible Officer**
University Records Manager
- J. **Related Information**
[Family Educational Rights and Privacy Act](#)
[Health Insurance Portability and Accountability Act](#)
[Federal Rules of Civil Procedure \(2014\)](#)
[Virginia Freedom of Information Act, Code of Virginia Section 2.2-3700 et seq., as amended](#)
[Code of Virginia Section 2.2-3704.2, as amended - Public bodies to designate FOIA officer](#)
[Virginia Rules of Civil Procedure, Code of Virginia Section 8.01-285 et seq., as amended](#)
[Virginia Civil Remedies and Procedures; Evidence, Code of Virginia Section 8.01-385 et seq., as amended](#)
[ISO 15489-1:2016 Information and Documentation — Records Management](#)
Generally Accepted Recordkeeping Principles®
[Board of Visitors Policy 1424 - Policy on Intellectual Property](#)
[University Policy 3504 - Data Classification Policy](#)
[University Policy 3505 - Information Technology Security Policy](#)
[University Policy 3506 - Electronic Messaging Policy for Official University Communication](#)
[University Policy 4100 - Student Record Policy](#)
[Freedom of Information Act \(FOIA\) - Rights and Responsibilities](#)
[Information Technology Standard 02.3.0 - Data Administration and Classification Standard](#)
[Information Technology Standard 11.6.0 - University Source Document Imaging Standard](#)

APPENDIX D

Goal Setting, Evaluation and Observation Timeline

	Probationary Teacher (Year 1 – 3)	Tenured Teachers (Year 4 +)
First Semester	SMART goals developed, submitted and approved by September 30th. 3 Learning Walks (two in the 1st quarter, and one in the 2nd quarter) Minimum of one formal observations (completed in the 2nd quarter) Interim Review (completed by end of the first semester)	SMART goals developed, submitted and approved by September 30th. 3 Learning Walks One formal observation conducted before the 4th quarter Mid-Year review of student achievement goals Interim Review (completed by end of the first semester)
Second Semester	3 Learning Walks Minimum of one formal observation completed in the 3rd quarter	3 Learning Walks
Completed and signed by the last teacher workday	Summative Evaluation	Summative Evaluation

Other Guidelines...

- A post conference is mandatory after each formal observation. The conference and written feedback must be provided within 48 hours.
- Additional evaluations and walk-throughs may be used as necessary.
- A teacher will be placed on a Teacher Development and Improvement Plan when a minimum of one *Approaching Ineffective* is received on a formal observation and/or other supporting documentation is provided. In addition, a Teacher Development and Improvement Plan will be put into place when a teacher receives two *Approaching Ineffectives* or one *Ineffective* on a summative evaluation.
- School Principals must notify the Human Resources Director by March 30th if a recommendation for non-renewal is requested. A documentation review will be conducted with input from the Superintendent, Assistant Superintendent, Human Resources Director and/or other appropriate personnel.

- Administrators are to submit observation submission sheets to the appropriate Director of Secondary Education or the Director of Elementary Education at the end of each month. All observations for a given school year, including summative evaluations, should be submitted by the last teacher workday.

APPENDIX E

CERTIFICATE OF COVERAGE					Issue Date:	1/11/2024
THIS CERTIFICATE OF COVERAGE IS ISSUED AS A MATTER OF INFORMATION ONLY. IT CONFERS NO RIGHTS UPON THE THIRD PARTY REQUESTING THE CERTIFICATE BEYOND WHAT THE REFERENCED COVERAGE CONTRACT EXPRESSLY PROVIDES. THIS CERTIFICATE OF COVERAGE DOES NOT EXTEND, AMEND, OR ALTER THE COVERAGE, TERMS, EXCLUSIONS, OR CONDITIONS AFFORDED BY THE COVERAGE CONTRACT REFERENCED IN THIS CERTIFICATE OF COVERAGE						
PRODUCER:	Risk Management Programs, Inc. 1819 Electric Road, Suite C Roanoke, VA 24018		CONTACT NAME:	Sara Reed-Williams		
			PHONE:	(844) 986-2705		
			EMAIL:	sreed-williams@riskprograms.com		
MEMBER:	Accomack County Public Schools PO Box 330 Accomac, VA 23301		COMPANIES AFFORDING COVERAGE			
			COMPANY A:	Virginia Association of Counties Group Self-Insurance Risk Pool		
COVERAGES						
This is to certify that the coverages listed below have been issued to the member named above for the contract period indicated. Notwithstanding any requirement, term or condition of any contract or other document with respect to which this certificate may be issued or may pertain, the coverage afforded by the coverages described herein is subject to all the terms, exclusions and conditions of such coverage contracts. Limits shown may have been reduced by paid claims.						
CO LTR	TYPE OF COVERAGE	CONTRACT NUMBER	CONTRACT EFFECTIVE DATE	CONTRACT EXPIRATION DATE	LIMITS / DEDUCTIBLES	
A	GENERAL LIABILITY ☒ Occurrence	VA-AC-001B-24	07/01/2023	07/01/2024	Each Occurrence	Lim. \$2,000,000
					Fire Damage (Any one fire)	Lim. \$500,000
					General Aggregate	Lim. NONE
					Medical Payments (Any one person)	Lim. \$10,000
					Personal & ADV Injury	Lim. \$2,000,000
					Products - Comp/OP	Lim. \$2,000,000
					General Liability	Ded. \$0
A	AUTOMOBILE LIABILITY ☒ All Owned Autos ☐ Hired Autos ☐ Scheduled Autos ☐ Non-Owned Autos	VA-AC-001B-24	07/01/2023	07/01/2024	Combined Single Limit	Lim. \$2,000,000
					Auto Liability	Ded. \$0
A	AUTOMOBILE PHYSICAL DAMAGE	VA-AC-001B-24	07/01/2023	07/01/2024	Collision (ACV)	Ded. \$1,000
					Comprehensive (ACV)	Ded. \$1,000
A	CRIME	VA-AC-001B-24	07/01/2023	07/01/2024	Blanket	Lim. \$1,000,000
					Per Occurrence	Ded. \$250
A	EXCESS LIABILITY ☒ Excess General Liability ☒ Excess Automobile Liability ☐ Excess Law Enforcement Liability ☐ Excess Public Officials Liability ☐ Excess Educators Legal Liability ☒ Other than Umbrella Form	VA-AC-001B-24	07/01/2023	07/01/2024	Excess Automobile Liability - Aggregate	Lim. NONE
					Excess Automobile Liability - Each Occurrence	Lim. \$2,000,000
					Excess General Liability - Aggregate	Lim. NONE
					Excess General Liability - Each Occurrence	Lim. \$2,000,000
A	INLAND MARINE	VA-AC-001B-24	07/01/2023	07/01/2024	Blanket per Schedule on File.	
A	PROPERTY	VA-AC-001B-24	07/01/2023	07/01/2024	Blanket per Schedule on File.	
					Building & Contents	Ded. \$1,000

A	WORKERS' COMPENSATION AND EMPLOYERS' LIABILITY	VA-AC-001B-24	07/01/2023	07/01/2024	EL Disease - Each Emp.	Lim. \$1,000,000
					EL Disease - Policy Limit	Lim. \$1,000,000
					EL Each Accident	Lim. \$1,000,000
					☒ WC Statutory Limits	
					WC Deductible	Ded. \$0
A	EDUCATORS LEGAL LIABILITY ☒ Occurrence	VA-AC-001B-24	07/01/2023	07/01/2024	Aggregate	Lim. NONE
					Each Wrongful Act	Lim. \$1,000,000
					Per Occurrence	Ded. \$5,000
CERTIFICATE HOLDER					Authorized Representative	
Accomack County Public Schools PO Box 330 Accomac, VA 23301					Kazant Reed-Williams	

Appendix F

Book	Accomack County Public Schools Policy Manual
Section	G - Personnel
Title	RESIGNATION OF STAFF MEMBERS
Code	GCPB
Status	Active
Legal	<u>code of Virginia, 1950, as amended, § 22.1-304</u>
Adopted	August 20, 1991
Last Revised	April 18, 2023

File: GCPB

The superintendent is authorized to approve resignations of employees. Any resignation must be in writing.

A teacher may resign after June 15 of any school year with the approval of the superintendent. The teacher shall request release from contract at least two weeks in advance of the intended date of resignation. Such request shall be in writing and state the cause of the resignation. The teacher may, within one week, withdraw a request to resign. Upon the expiration of the one week period, the superintendent shall notify the School Board of the decision to accept or reject the resignation. The School Board, within two weeks, may reverse the decision of the superintendent. In the event that the Board or the division superintendent declines to grant the request for release on the grounds of insufficient or unjustifiable cause, and the teacher breaches such contract, disciplinary action, which may include written reprimand, suspension, or revocation of the teacher's license, may be taken pursuant to regulations prescribed by the Board of Education.

Other employees who wish to terminate their employment must give notice at least ten school days prior to their desired separation date. Notice should be given to the employee's immediate supervisor, who will inform the superintendent. The superintendent will inform the School Board of the resignation at its next regular meeting.

Adopted: August 20, 1991; Revised: June 1996; January 1999; October 29, 2002; August 7, 2012; May 1, 2018; April 18, 2023

Legal Ref.: Code of Virginia, 1950, as amended, section [22.1-304](#)

Cross Refs.: [GCPD](#) Professional Staff Members: Contract Status and Discipline
[GDB](#) Support Staff Employment Status

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Appendix F

Book Accomack County Public Schools Policy Manual

Section G - Personnel

Title RESIGNATION OF STAFF MEMBERS

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Cross Refs.: [GCPD](#) Professional Staff Members: Contract Status and Discipline
[GDB](#) Support Staff Employment Status

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APPENDIX G

Book Accomack County Public Schools Policy Manual

Section G - Personnel

Title PROFESSIONAL STAFF

Code GC

Status Active

Legal [8VAC20-22-10 et seq.](#)

[Code of Virginia, 1950, as amended, 22.1-298.1](#)

[Code of Virginia, 1950, as amended, 22.1-299](#)

[Code of Virginia, 1950, as amended 22.1-299.5](#)

[Code of Virginia, 1950, as amended, 22.1-299.6](#)

Adopted August 20, 1991

Last Revised July 18, 2023

File: GC

No teacher is regularly employed by the School Board or paid from public funds unless such teacher

- holds a license or provisional license issued by the Board of Education,
- holds a three-year license to teach high school career and technical education courses in specified subject areas or

- is hired to teach in a trade and industrial education program and for whom the teacher licensure requirements have been waived by the Virginia Department of Education.

If a teacher employed under a provisional license is activated or deployed for military service within a school year (July 1 - June 30), an additional year will be added to the teacher's provisional license for each school year or portion thereof during which the teacher is activated or deployed. The additional year shall be granted the year following the return of the teacher from deployment or activation.

The superintendent may request that the Board of Education extend the three-year provisional license of a teacher for at least one year but no more than two additional years. The request must be accompanied by the superintendent's recommendation for such extension and satisfactory performance evaluations for the teacher for each year during the original three-year provisional license that such teacher was actually employed and received a filed performance evaluation.

The Board of Education prescribes, by regulation, the requirements for the licensure for teachers and other school personnel required to hold a license. On recommendation of the superintendent, the School Board may waive applicable licensing requirements as specified Va. Code §22.1-298.8 for any individual the School Board seeks to employ as a career and technical education teacher who is also seeking initial licensure or renewal of a license with an endorsement in the area of career and technical education.

Adopted: August 20, 1991; Revised: June, 1996; August, 2001; May, 2002; May, 2008; February, 2010; April 5, 2016; February 7, 2017; July 17, 2018; July 18, 2023

Legal Refs.: Code of Virginia, 1950, as amended, §§ [22.1-298.1](#), [22.1-299](#), [22.1-299.5](#) and [22.1-299.6](#)

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Accomack County Public Schools

APPENDIX H

Learners • Community • Challenge • Growth

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Dear Accomack County Public Schools Families:

I am thrilled to welcome you to the start of another exciting academic year at Accomack County Public Schools. I have worked in Accomack County Public Schools for 34 years and I can attest to the quality educational opportunities that are provided to our students at all levels. As the superintendent, I am committed to fostering an environment that inspires learning, encourages innovation, and supports students, as they become productive members of our society. It is my honor to lead this outstanding community of learners and to ensure that every student can receive an excellent education. I want to extend a special welcome to our new students and families. You are joining a vivacious and supportive learning community that values diversity, inclusivity, and academic excellence.

During the 2022-2023 school year, our students achieved exceptional success in various academic and sports competitions. Our dedicated teachers and staff provided guidance and support, ensuring our students' growth and success. I am excited to witness what they will accomplish in the ensuing year.

Providing a safe learning environment for all students is a priority for the 2023-2024 school year. Our school safety plans have been updated and new metal detectors have been installed in all schools, including our elementary schools. An Electronic Visitor Management System will also be implemented at each school. This system checks all visitors, volunteers, contractors, etc. against a registered database and local school list. It produces a valid visitor badge to be worn at all times and monitors all visitors inside the buildings.

Research indicates that students who attend school on a regular basis are more likely to succeed academically. Since truancy has become a national issue, our Truancy Teams at each school will continue to monitor attendance, communicate with parents, and encourage students to attend school daily.

Open communication and collaboration is necessary for student success. As we become partners in education, we encourage you to actively participate in your child's education and maintain strong partnerships with teachers and staff. I urge you to attend parent-teacher conferences, engage in school activities, and join any parent organizations at your child's school. Together, we can create a supportive network that will enrich the educational experience for our students.

I look forward to working alongside each of you. We are fortunate to have exceptional teachers and a dedicated staff. Together, we can make a lasting impact on the lives of our students while building a strong community.

Regards,

in
Accom
ac.

Dr. Rhonda A. Hall Superintendent

MISSION STATEMENT

The Accomack County Public School Division will provide a safe, engaging, student-centered environment where all learners are challenged, encouraged, and supported to maximize growth and be prepared for further education, citizenship, and work.

SCHOOL BOARD VISION

Accomack County Public Schools will be a community of diverse learners where all members are valued, challenged, and expected to grow.

SCHOOL BOARD VALUES

Learners – Community – Challenge – Growth

SCHOOL BOARD GOALS

1. Ensure students graduate with the knowledge and skills to be successful in further education and the workforce.
2. Close gaps in achievement.
3. Recruit, develop, retain high quality teachers, administrators, and support staff.
4. Institute a continuous improvement process to ensure effectiveness and competitive performance.
5. Establish efficient, transparent systems for the allocation and alignment of resources to support the division's vision, mission, and goals.

NONDISCRIMINATION POLICY

Accomack County Public Schools does not discriminate in employment or any of its educational programs and activities against qualified individuals with disabilities, nor on the basis of age, gender, race, color, religion, or national origin.

DIRECTORY OF SCHOOLS

School	Principal AssistantPrincipal(s)		Web Address
ACCAWMACKE ELEMENTARYSCHOO L PO Box 389 26230 Drummondtown Rd. Accomac, VA 23301	Mr. Javan Thompson Mrs. Carol Wheeler	757- 787- 8013 757- 787- 8032	http://www.aes.accomack.k12.va.us/public/
ARCADIA HIGH SCHOOL PO Box 69 8210 Lankford Hwy.	Mr. Shaun O'Shea Ms. Esther Ceus Mr. David Sabatino	757- 824- 5613 757- 824- 0767	http://www.ahs.accomack.k12.va.us/public/

Oak Hall, VA 23416			
ARCADIA MIDDLE SCHOOL	Ms. Wandnetta McCray Mr. Justin Wheeler	757-824-4862	http://www.ams.accomack.k12.va.us/public/
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CHINCOTEAGUEELEM ENTARY SCHOOL	Mrs. Diane King Ms. Monica Dickerson	757-336-5545	http://www.ces.accomack.k12.va.us/public/
6078 Hallie Whealton		757-	
SmithDr. Chincoteague,		336-	
VA 23336		5586	
CHINCOTEAGUE HIGHSCHOOL	Mr. John Killmon Mr. Richard Haynie	757-336-6166	http://www.chs.accomack.k12.va.us/public/
4586 Main St.	Ms.MonicaDickers	757-	
Chincoteague, VA 23336	on	336-	
		1902	
KEGOTANK ELEMENTARYSCHOO L	Ms. Phyllis Smith Ms. Chelsea Porter	757-824-4756	http://www.kes.accomack.k12.va.us/public/
PO Box 28		757-	
		824-	
		4601	
13300 Lankford Hwy.			
Mappsville, VA 23407			

METOMPKIN ELEMENTARY SCHOOL 24501 Parksley Rd. Parksley, VA 23421	Ms. Michelle Buell Dr. Dana Madison	757- 665- 1299 757- 665- 5283	http://www.mes.accomack.k12.va.us/public/
NANDUA HIGH SCHOOL 26350 Lankford Hwy. Onley, VA 23418	Mr. Deon Garner Ms. Kimberly Giddens Mr. Chad McGregor	757- 787- 4514 757- 787- 2194	http://www.nhs.accomack.k12.va.us/public/
NANDUA MIDDLE SCHOOL 20330 Warrior Dr. Onley, VA 23418	Mrs. SuCora Owens Mr. Baiju Nambiarveetil	757- 787- 7037 757- 787- 8807	http://www.nms.accomack.k12.va.us/public/
PUNGOTEAGUE ELEMENTARY SCHOOL 28480 Bobtown Rd. Melfa, VA 23410	Dr. Brian Patterson Mrs. Alicia Payne	757- 787- 4032 757- 787- 1838	http://www.pes.accomack.k12.va.us/public/
TANGIER COMBINED SCHOOL PO Box 245 4375 School Rd. Tangier, VA 23440	Dr. Marge Rosati	757- 891- 2234 757- 831- 2572	http://www.tcs.accomack.k12.va.us/public/

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SCHOOL BOARD MEETING DATES AND TIMES

The Accomack County School Board is composed of nine citizens who are elected for a four-year term. Policies set by the School Board are administered by the Superintendent of Schools, who serves as the chief executive officer of the School Board.

The School Board meets regularly each month as scheduled at 6:00 p.m. Special sessions are held as needed.

Accomack County citizens are encouraged to attend Board meetings and may address the Board at regular sessions during "Public Comment." Individuals may also request a specific time be designated on the formal agenda to address the School Board on a special topic. The requests should be made to the Superintendent of Schools.

Metompkin Elementary School

* **Back-to-Back meeting.**

Election District 1 Mr. Edward Taylor

Election District 2 Dr. Lisa Johnson

Election District 3 Mr. Gary Reese

SCHOOL BOARD MEMBERS

Election District 4 Ms. Camesha Handy

Election District 5 Mr. Paul Bull

Election District 6 Mrs. Janet Turner

Election District 7 Dr. Ronnie Holden

Election District 8 Mr. Malcom White

Election District 9 Mr. Jesse Speidel

ADMINISTRATIVE STAFF

Dr. Rhonda Hall
Division Superintendent

Ms. Beth Onley
Chief of Operations

Mrs. Karen Taylor
Schools/Federal & State Grants

Executive Director of Secondary

Mrs. Katie Farrell

Executive Director of

Elementary Schools/Federal & State Grants TBD

Director of Human

Resources & Staffing

Mrs. Jennifer Annis
Director of Special Education

Mr. Robert Bennett
Operations & Management

Director of

Ms. Kimberly Ferguson

Coordinator of

Assessment and Accountability Ms. Della Jordan

Coordinator of Student Services

Mrs. Bekki Haynie
School Social Worker

Mrs. Teresa Ibarra

Coordinator of

EL/Migrant & TAG Instruction Mrs. Julie Evans

Lead Division Teacher Mentor/Coach

Mr. Jack Bowden
Technology Coordinator

Ms. Tonya Martin
School Health Coordinator

Mr. Paul Brabazon
Transportation Supervisor

Mr. Brandyn Burkholder
Food Services Supervisor

Mr. Paul Bloxom
& Maintenance Supervisor

Mr. Keith Godwin
Custodial Supervisor

Facilities

CALENDAR (2023-2024)

AUGUST 01-School Board Meeting(Work Session)(MES) 15-School Board Meeting(Regular Session)(MES) 23-All Teachers Report to School 24-Opening Day for All Teachers 25-31-Staff Development Days 30-Open House (Parents/Employees) 31-Open House (Parents)	MARCH 01-Interim Reports Issued 05-School Board Meeting(Work Session)(MES) 13-Teacher Work Day (2-Hour Early Dismissal) 15-Elementary-All County Chorus Concert (NHS) 19-School Board Meeting(Regular Session)(MES) 25-29-Spring Vacation (Schools Closed)
SEPTEMBER 01-Teacher Work Day 04-Schools Closed-(Labor Day Holiday) 05-School Board Meeting(Work Session)(MES) 05-Schools Open – First Day for Students- Begin First Nine Weeks 09-Parent University (MES) 19-School Board Meeting(Regular Session) 19-Duncan Farms- Division Wide 3rd Grade Accomack Ext. Office & Farm Bureau Field Trip (All Elementary Schools) 27-Teacher Work Day (Two-Hr. Early Out)	APRIL 01-Spring Vacation (Schools Closed) 02-School Board Meeting(Work Session)(MES) 10-End of the Third Nine Weeks 11-Begin of Fourth Nine Weeks 16-School Board Meeting(Regular Session)(MES) 17-Teacher Work Day (Two-Hr. Early Out) 17-Report Cards Issued 26-AHS Prom 27-TCS Prom
OCTOBER 03-School Board Meeting(Work Session)(MES) 05-Interim Reports Issued 13-Secondary Special Olympics 17-School Board Meeting(Regular Session) 18-Teacher Work Day (Two-Hr. Early Out)	MAY 07-School Board Meeting(Work Session)(MES) 08-Teacher Work Day (Two-Hr. Early Out) 10-CHS Prom 13-Interim Reports Issued

NOVEMBER 06–End of First Nine Weeks 07–Teacher Work Day (School Closed) 08–Begin of Second Nine Weeks 13–Report Cards Issued 14–School Board Meeting(Work Session)(MES) 18–Community Resource Fair 21–School Board Meeting(Regular Session)(MES) 21–Two Hr. Early (Thanksgiving Vacation) 22–24–Schools Closed –(Thanksgiving Vacation)	14–CHS Athletic Banquet 15–CHS Senior Banquet 18–NHS Prom 20– CES-Kindergarten Graduation 21– School Board Meeting(Regular Session)(MES) 22– AHS Senior Banquet 22–PES-Kindergarten Graduation 23–AES-Kindergarten Graduation 24–MES-Kindergarten Graduation 27–Memorial Day Holiday (Schools Closed) 28–KES-Kindergarten Graduation 29–Dare Day–All 5th graders–NHS–Rain Date May 31st 29–CES 5th Graduation 29–NHS Senior Banquet 30–PES 5th Graduation 30–TCS Senior Banquet 31–MES 5th Graduation
DECEMBER 05–School Board Meeting(Work Session)(MES) 06–Teacher Work Day (Two-Hr. Early Out) 13–Interim Reports Issued 19– School Board Meeting(Regular Session)(MES) 20– Two Hr. Early Out (Winter Vacation) 21–29–Schools Closed – Winter Vacation	
JANUARY 02–Schools Reopen 02–School Board Meeting(Work Session)(MES) 11–Teacher Work Day (Two-Hr. Early Out) 15– Schools Closed–(Martin Luther King, Jr.’s Birthday) 16– School Board Meeting(Regular Session)(MES) 25–End of Second Nine Weeks and First Semester 26–Teacher Work Day (School Closed) 29–Staff Development Day (School Closed) 30–Begin Third Nine Weeks and Second Semester	JUNE 03–AES 5th Graduation 04–School Board Meeting(Work Session)(MES) 05–AHS–Elementary Fitness Meet – Rain Date June 7th 05–KES 5th Graduation 06–TCS-Graduation 07–CHS-Graduation 10–AHS-Graduation 11–NHS-Graduation 13–AMS & NMS 8th Grade Promotion Ceremony 13–End of Fourth Nine Weeks, Second Semester and Last Day of School 14–Teacher Work Day 17–Retirement Banquet 18–School Board Meeting(Regular Session)(MES) 20–Report Cards Mailed
FEBRUARY 01–Report Cards Issued 06–School Board Meeting(Work Session)(MES) 19–Schools Closed – (Presidents’ Day) 20–School Board Meeting(Regular Session)(MES) 21–Teacher Work Day (Two-Hr. Early Out)	
EXAM DATES (No Early Outs) Jan. 24 & 25** – First Semester Exams May 31 & June 03** – Second Semester Senior Exams June 12 & 13** – Second Semester Middle & High School Exams **The exam dates are subject to change due to inclement weather.	

NOTE: Calendar includes 180 instructional days. No inclement weather days are included in this calendar. The VDOE requirement is 180 days or 990 hours of instruction per school year. The calendar will be adjusted based on the number of inclement weather days used.

INCLEMENT WEATHER CLOSINGS

Occasionally it becomes necessary to adjust school opening and closing times or close school entirely because of unsafe weather conditions. In view of the number of people affected, Accomack school administrators have developed consistent procedures for decision-making and notification. Throughout the year, school officials stay in close contact with the Virginia State Police and the Accomack County Sheriff's Department to keep abreast of potentially dangerous weather conditions.

Parents and students should monitor radio and television stations and social media sites whenever weather conditions threaten. The following stations are regularly notified:

Radio

- WVES (99.3 FM)
- WESR (103.3 FM)
- WCTG (96.5 FM)

Television

- Channel 3/Cable 3 (WTKR)
- Channel 10/Cable 10 (WAVY)
- Channel 13/Cable 13 (WVEC)
- Channel 16/Cable 6 (WBOC)

Social Media

- Face Book
- Twitter

With closings involving ice, snow, or fog, school officials will strive toward public notification by 6:30 a.m. unless rapidly changing conditions prevent a decision by that time. The administration realizes the numerous problems for parents when a change in routine occurs and every attempt is made to provide sufficient time for the necessary changes in family schedule.

INSTANT MESSAGING SERVICE

Accomack County Public Schools has contracted a voice message service to deliver pre-recorded warning messages to all parents and staff members. The messages notify parents of emergencies, late openings, early dismissals, and school closings. When such an event occurs, you will receive a phone call from the School Board Office. The number on your caller ID will be (757) 787-5754. From this number, you will be notified of the alert. All staff and students are provided this service free of charge.

Please contact your child's school if you are not receiving these calls.

Enrollment

The Accomack County School Board welcomes all students new to the area and looks forward to serving the educational needs of each. Staff members believe that a close partnership between parents and educators will provide for the most productive education.

Enrolling New Students

To help their children experience a smooth transition, parents or legal guardians of new students should schedule an appointment with the school as soon as possible to register for the coming session. The School Board Office can provide clarification on the proper attendance zone and appropriate building. This process must be completed if you are changing from a school in one attendance zone to a school in another attendance zone. An electronic version of the Student Registration Form and/or Physical Form is located on the ACPS website.

The following items will be necessary to register at the school:

- **Birth Certificate**

If the birth certificate is not available, other age documentation which is acceptable to the Division Superintendent may be substituted (example - an affidavit proving age). If your child was born in Virginia a birth certificate is available at the DMV.

- **Proof of Residency**

Three or more valid proofs of your 911 address. Proofs can include, but are not limited to: utility bills, deed/mortgage papers for address, lease agreement, vehicle registration, homeowner's insurance, or renter's insurance.

- **Recent Report Card or Grade Transcript**

These are necessary to determine proper placement. At registration, parents must sign release forms that will be sent to previously attended schools for official transcripts.

- **Shot Record and Health Information**

School officials can provide all necessary information and forms pertaining to immunization. In addition, a school entrance physical will is required in order for a child to attend school. Forms are available at registration.

- **Original Social Security Card**

The student must obtain a social security number within 90 days of admission unless a waiver is granted pursuant to Society Security Administration guidelines.

- **Description of Home Location**

To determine bus assignments and pick-up and delivery times, parents should be able to accurately describe the exact location of the household and give the 911 address.

Kindergarten Registration

Children who turn five years of age on or before September 30 of the upcoming school year are eligible to enroll in Kindergarten. Two Kindergarten registrations are held at each of the elementary schools. These events take place during the months of February and April. To enroll your child in Accomack County you will need a social security card, birth certificate, immunization records, current physical, and 3 proofs of residency. Students are required to attend a school that is within the appropriate attendance zone.

Residency Checks

All parents/guardians that have students entering grades 3, 6, and 9 will be required to meet with school personnel at their child's school and provide three (3) proofs/documentation of their 911 address. The three (3) proofs must contain the 911 address where the child resides. This process must be completed in person by the parent/guardian before the child will be enrolled and receive a schedule. It is highly recommended that this be done in June, July, or early August, prior to the child entering grades 3, 6, and 9. Please contact the school where your child attends if you have questions.

DIVISION-WIDE PARENT AND FAMILY ENGAGEMENT POLICY (POLICY IGBC)

The Accomack County School Board recognizes that the education of each student is a responsibility shared by the school and the student's family. The Accomack County School Board endorses the parent and family engagement goals of Title 1 (20 U.S.C. § 6318) AND Title III (20 U.S.C. §70 12 (e) and encourages the regular participation by parents and family members of all children including those eligible for Title I and English learner programs in all aspects of those programs.

In keeping with these beliefs, the Accomack County School Board cultivates and supports active parent and family engagement in student learning. The Accomack County School Board will:

- provides activities that educate parents regarding the intellectual and developmental needs of their children. These activities will promote cooperation between the division and other agencies or school/community groups (such as parent-teacher groups and the Head Start program, and Smart Beginnings Eastern Shore program) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development;
- implements strategies to involve parents in the educational process including:
 - keeping families informed of opportunities for involvement and encouraging participation in various programs;
 - providing access to educational resources for parents and families to use with their children;
 - keeping families informed of the objectives of district educational programs as well as of their child's participation and progress with these programs;
- enables families to participate in the education of their children through a variety of roles. For example, family members may:
 - provide input into division policies
 - volunteer time within the classroom and school programs
- provides professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies;
- performs regular evaluations of parent involvement at each school and in the division;
- provides access, upon request, to any instructional material used as part of the educational curriculum;
- if practicable, provides information in a language understandable to parents.

In addition, for parents of students eligible for English learner programs, the School Board informs such parents of how they can be active participants in assisting their children:

- to learn English
- to achieve at high levels in core academic subjects; and
- to meet the same challenging academic content and student academic achievement standards as all children are expected to meet.

Parental Involvement in Title I Plan

The Accomack County School Board encourages parents of children eligible to participate in Title I, Part A, programs to participate in the development of the Board's Title I plan. Parents may participate by:

- attending annual input meeting;
- annually reviewing plan and providing written verbal input.

Parental Involvement in School Review and Improvement

The Accomack County School District encourages parents of children eligible to participate in Title I, part A, and English Learners programs to participate in the process of school review and, if applicable, the development of support and improvement plans under 20 U.S.C § 6311(D)(1) and (2). Parents may participate by:

- attending Title I workshops;
- joining School Improvement Team;
- providing input at the annual parent meeting.

On December 10, 2015, the Every Student Succeeds Act of 2015 (ESSA) was signed into law. Section 1112(e)(2) of ESSA states that parents of students in Title I schools have a right to know about state or division policies regarding student participation in any assessments mandated by ESSA, including any policy, procedure, or parental right to opt students out of such assessments. If you would like to receive information about this topic, please contact Kimberly Ferguson, Coordinator of Assessment and Accountability, either by phone at 757-787-7941, or in writing to 23296 Courthouse Road, PO BOX 330, Accomack, VA 23301.

Division Responsibilities

The Accomack County School Division, and each school which received Title I, Part A, funds:

- provides assistance to parents of children served by the school or division, as applicable, in understanding topics such as Virginia's challenging academic content standards and student academic achievement standards, state and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- provides materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;
- educates teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- to the extent feasible and appropriate, coordinates and integrates parental involvement programs and activities with other federal, state and local programs, including public preschool, and conduct other activities, such as parent workshops, that encourage and support parents in more fully participating in the education of their children;
- ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, in a language the parents can understand;
- provides such other reasonable support for parental involvement activities as parents may request.

The Accomack County School Division, and each school which receives Title I, Part A, funds, MAY:

- involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
 - provide necessary literacy training from Title I funds if the division has exhausted all other reasonably available sources of funding for such training
 - pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care cost, to enable parents to participate in school-related meetings and training sessions
 - train parents to enhance the involvement of other parents
 - arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators who work directly with participating children and parents who are unable to attend such conferences at school in order to maximize parental involvement and participation
 - adopt and implement model approaches to improving parental involvement
 - establish a division-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported by Title I
-
- develop appropriate roles for community-based organizations and businesses in parental involvement activities.

School Parent and Family Engagement Policies

Each school served under Title I, Part A, jointly develops with and distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that describes the means for carrying out the following:

- convening an annual meeting, at a convenient time, to which all parents of participating children are to be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A, and to explain the requirements of Title I, Part A, and the rights of parents to be involved
- offering a flexible number of meetings, such as meetings in the morning or evening. Schools may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement
- involving parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I, Part A, programs including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school wide program plan under 20 U.S.C. § 6314 (b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children
- providing parents of participating children:
 - timely information about Title I, Part A, programs;
 - a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
 - if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and responding to any such suggestions as soon as practicably possible
- if the school-wide program plan under the 20 U.S.C. § 6312(b)(2) is not satisfactory to the parents of participating children, submitting any parent

comments on the plan when the school makes the plan available to the School Board.

Parent and Family Involvement in Allocation of Funding

Parents and family members of children receiving services under Title I, Part A, are involved in the decisions regarding how funds provided under Title I, Part A, are allotted for parental involvement activities.

Policy Review

The School Board conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all schools served under Title I, Part A, including identifying

- barriers to greater participation by parents (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority background);
- the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- strategies to support successful school and family interactions.

District-Wide Title I Parent and Family Engagement Plan

The Every Student Succeeds Act (ESSA), the latest reauthorization of the elementary and Secondary Act of 1965 (ESEA), includes parent, family, and community engagement as a key piece of the law, focused on raising the achievement for low-income and otherwise disadvantaged children.

The Accomack County School Board recognizes that a constructive partnership provides for two-way communication and fosters educational support for both students and parents. It is important to recognize that the term “parent” can also include guardians, grandparents, and other members of a student’s family who are involved in the student’s education.

In keeping with these beliefs, it is the intention of the Accomack County School Board to cultivate and support active and meaningful parental involvement at the six school-wide Title I campuses that are designed to realize goals for parent- supported student learning through the following activities:

- Provide technical assistant to Title I principals and Title I lead teachers to support participating schools in the development of the school level Title I Parent Involvement Plan;
- Supporting schools in training school staff regarding effective parent engagement strategies, particularly for increasing engagement of economically disadvantaged families;
- Supporting programs that reach families at home, in the community, and at school;

- Guiding schools in their collaboration with community-based organizations and/or businesses to directly enhance the engagement of parents and raise student achievement.

The implementation of this plan is achieved through the following Parental Involvement Plan:

A. Involve parents in jointly developing the Parental Involvement Plan, reviewing implementation of the plan, and suggesting improvement to the plan.

- The district will encourage parent representatives at each school building as well as at the district level to serve on Title I Parent Advisory Councils. These councils will receive information concerning Title I district and school activities and will have opportunities for input into district and school activities and will have opportunities for input into district decisions as appropriate.
- The district-wide Title I Parent Advisory Council, consisting of at least one representative from each Title I school, will meet twice annually to analyze needs assessments, which includes results from the annual Title I survey. The council may visit, observe, and evaluate Title I practices on site within the school division.
- Annual input meetings will be conducted at each school campus for input into Title I and the consolidated application for Accomack County Public Schools.

B. Provide coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

- The district will provide opportunities for parents to be informed about their children's progress toward attaining proficiency on state and district content standards through written materials, division website postings, and individual parent conferences.
- Information will explain how the student's progress will be measured and how parents will be informed of such progress.
- The district will provide guidance and coaching to Title I principals and staff in aligning identified needs in the school to supplemental programs, resources, and services that meet Title I standards (supplemental and reasonable, allowable, necessary, advisable) for inclusion in the school's Title I budget.

C. Build capacity of schools and parents for strong parental involvement.

- Each Title I school will hold two annual meetings so that parents can learn about their school's participation in the Title I program, its requirements, parental involvement, and parents' right to be involved; division administrators for Title I and Federal Programs will join the school staff in sharing information.
- The Title I schools will offer quality training to parents in their communities in an organized manner and on a consistent basis. Flexible meeting times will be established.
- The district will inform parents of their right to know the qualifications of their children's teachers.

D. Coordinate and integrate Title I parental involvement strategies with those of other educational programs.

- Accomack County Public Schools recognizes the importance of parental involvement to the success of its Title I, Title III (Limited English Proficiency), Safe and Drug-Free Schools, Gifted and Talented, and Preschool Initiative Programs.
- The district will provide professional development for Title I administrators on continuous enhancement of existing parent engagement activities.
- Student led conferences are encouraged by the division in Grades 3-8 in Title I schools.
- Opportunities are announced and provided about various educational programs offered to families by Smart Beginnings Eastern Shore, the Eastern Shore Community College, the Literacy Council and the Chesapeake Bay Field Station.

E. Conduct an annual evaluation of the content and effectiveness of the parental involvement policy which includes barriers to greater participation. Use these findings to design strategies for effective parental involvement and make revisions as necessary.

- The district will inform parents, in a language that is understandable, how they can be active participants in assisting their children:
 1. to learn English;
 2. to achieve at high levels in core academic subjects;
 3. to meet the challenging academic content and student achievement standards that all children are expected to meet; and
 4. to graduate with college or career ready skills
- The District-wide Title I Advisory Council will assess the effectiveness of the Title I program and conduct an annual review of its Title I Parent Involvement Policy. Revisions to the policy will be made as needed and recommendations for the enhancement of parent involvement will be identified and communicated to the district and schools each fall.

F. Involve parents in the activities of the schools served.

- The district will reserve not less than one percent of its allocation under Title I, Part A, for a parental involvement, including promoting family literacy and parenting skills.
- The district will provide training, technical assistance, and outreach materials to schools and parents to promote parental involvement and improve student achievement.
- A **School-Parent Compact** will be developed at each school to outline how the parent, the school, and the student will share in the responsibility for improved student achievement. Each compact will be signed by the teacher, parent, and child.

Questions and your input are valued for continuous improvement. You may contact **Title I Coordinator or Assistant Superintendent of Instruction** at **757-787-5754**.

PARENTAL RESPONSIBILITY

Excerpted from the Code of Virginia (1950) as amended §22.1-279.3 Parental 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 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 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 and (ii) a copy of the school board's standards of student conduct. 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 and the notice of the requirements of this section. Each school shall maintain records of such signed statements.
- D. The school principal may request the student's parent to meet with the principal or their designee to review the school board's standards of student conduct and the parent's responsibility to participate with the school in disciplining the student and maintaining order, and to discuss improvement of the child's behavior and

educational progress.

- E. In accordance with §22.1-277 and the guidelines required by §22.1-278, the school principal may notify the parents of any student who violates a school board policy when such violation could result in the student's suspension, whether or not the school administration has imposed such disciplinary action. 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 (iii) that, if the student is suspended, the parent may be required to accompany the student to meet with school officials.
- F. No suspended students shall be admitted to the regular school program until such students and their parents have met with school officials to discuss improvement of the students' behavior, unless the school principal or their designee determines that readmission, without parent conference, is appropriate for the students.
- G. Upon the failure of a parent to comply with the provisions of this section, the school board may, by petition to juvenile and domestic relations court, proceed against such parent for willful and unreasonable refusal to participate in efforts to improve the student's behavior, 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 the 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 (i) the student or parent to participate in such programs or such treatment as the court deems appropriate to improve the student's behavior or (ii) the student or parent to be subject to such conditions and limitations as the court deems appropriate for the supervision, care, and the rehabilitation of the student or 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 G2. 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 also be deemed to mean any successor in interest of such court.

STANDARDS OF STUDENT CONDUCT GRADES K-12 (POLICY JFC)

STANDARDS OF CONDUCT

The standards of conduct are designed to define the basic rules and major expectations of students in the public schools of Accomack County. It is the responsibility of the Accomack County School Board to adopt policy, and the administration to issue regulations establishing rules of conduct for student behavior in order to protect the health, safety, and welfare of its students.

SCHOOL BOARD RESPONSIBILITIES

The Accomack County School Board supports the school administration and staff in enforcing the Code of Conduct and ensuring that all students have a sound, non-disruptive, educational environment in which to learn.

SUPERINTENDENT RESPONSIBILITIES

The superintendent shall issue Standards of Student Conduct and a list of possible corrective actions for violation of the Standard of Conduct. The administrator of the building should exercise reasonable judgment and consider the circumstances in determining the disciplinary action to be administered.

STUDENT RESPONSIBILITIES

Students have the right to expect an educational environment in which they can strive to achieve their intellectual potential. Students are expected to attend school regularly, be diligent in their studies, and conduct themselves in such a way that the rights and privileges of others are not violated. Students are expected to accept and demonstrate the obligation of good citizenship to help prevent problems from happening and help solve problems if they occur.

PARENT RESPONSIBILITIES

The parent or guardian is expected to assume responsibility for the student's behavior. The parent or guardian is also expected to maintain regular communication with school authorities, monitor and require daily attendance, and bring to the attention of the school authorities any problem that affects the student or other children in the school. It is the parent's or guardian's responsibility to notify the school of any unusual behavior pattern or medical problem that might lead to serious difficulties.

TEACHER RESPONSIBILITIES

Teachers and all other persons associated with the school have a responsibility in the maintenance of proper school discipline. The principal has the final responsibility for the discipline in their building.

PRINCIPAL RESPONSIBILITIES

The school principal has the responsibility and authority to exercise reasonable judgment in enforcing this Code of Conduct. Principals are responsible for ensuring that all students, staff members, and parents are provided the opportunity to become familiar with this policy.

BEHAVIORS WARRANTING DISCIPLINARY ACTION

The Accomack County School Board believes that all students have a right to an environment that is safe, drug-free, and conducive to learning. These rules and regulations shall be enforced, unless otherwise specially stated therein, immediately before, during, and after school hours, as well as while traveling to and from school. These rules are in effect in school buildings, on school grounds, in school parking lots, on school athletic fields, on-board school buses, at school bus stops, and in all other places where school activities normally take place. These rules are applicable throughout the course of any field trip or officially sponsored school activity.

The administration shall implement these rules and regulations. School officials are authorized and obligated to take appropriate action according to the laws of the United States, the State of Virginia, and the policies of the Accomack County School Board in which individual cases may have to be referred to parents, legal guardians, or appropriate civil authorities on the following violations.

The following are standards of student conduct established by the School Board for all students under its jurisdiction. Consequences shall be determined on the basis of the facts presented in each instance of misconduct in the reasonable discretion of the Board, its designated committees and other appropriate school officials.

1. ASSAULT AND BATTERY

- 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 hurt, however slight, done to another in an angry, rude or vengeful manner.

2. ATTENDANCE; TRUANCY

Students shall attend school on a regular and punctual basis unless otherwise excused in accordance with School Board policy or regulation. (See Policy JED Student Absences/Excuses/Dismissals.)

If a student who is under 18 years of age has 10 or more unexcused absences from school on consecutive school days, the principal may notify the juvenile and domestic relations court, which may take action to suspend the student's driver's license.

3. BOMB THREATS

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 school personnel or school property.

4. BULLYING

What We Believe:

ACPS is deeply committed to creating a safe and positive school environment where all students feel safe every day. Our staff is committed to responding to all observed and reported incidents of verbal and/or physical acts of bullying and harassment that get reported within 24 hours. We have adopted and implemented the OLWEUS Bullying Prevention Program, to ensure all students know what bullying is and when, where, and how to report it.

Definition of Bullying:

According to the code of Virginia (22.1-276.01), “bullying is aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim. It involves a real or perceived power imbalance and is repeated over time or causes severe emotional trauma.” Bullying includes cyberbullying. Bullying does not include ordinary teasing, horseplaying, arguments, or peer conflicts.

Key Elements of Bullying Include:

- Intentionally aggressive behavior designed to inflict harm.
- Repetitive behavior planned into the future.
- Interpersonal relationships are marked by an imbalance of power.

Forms of Physical Bullying:

- Includes, but is not limited to, hitting, punching, shoving, poking, pinching, jabbing, kicking, choking, unwanted touching, cornering, tripping, etc.

Forms of Emotional Bullying:

- Includes, but is not limited to, name-calling, threatening, taunting, incessant teasing, spreading rumors, mocking, public humiliation, etc.
- Forms of Cyberbullying:
- Refers to threats through text messages, emails, or websites. It involves electronic means to communicate deliberate, hostile, hurtful, or vulgar messages, intended to harm others.

Harassment:

- Harassment is a course of conduct which annoys, threatens, intimidates, alarms, or puts persons in fear of their safety. Harassment is unwanted, unwelcomed, and uninvited behavior that demeans, threatens or offends the victim and results in a hostile environment for the victim and bystanders.

Sexual Harassment:

- Any unwelcome sexual advances, regardless of sexual orientation, requests for favors, and other inappropriate verbal or physical conduct of a sexual nature that creates an intimidating, hostile, or offensive environment.

Discriminatory Harassment:

- Harassment based on race, color, religion, national origin, sex, disability, sexual orientation, gender identification, genetic information or any other characteristic protected by federal and/or state law.

Administrative Responses to Bullying:

Reports of bullying and harassment are taken very seriously by school administrators, and the confidentiality of the students involved is always maintained. Administrators will work as a team with students, parents, teachers, and counselors to address incidents of bullying as they arise. Disciplinary consequences will be progressive and will be

determined based on the frequency and severity of the incident, including but not limited to a conference, in-school suspension, or out-of-school suspension. Appropriate interventions will be implemented for both the bullies and the

victim(s).

5. BUS-RELATED OFFENSES

Students shall not behave in a disruptive manner or otherwise violate these Standards of Conduct while waiting for a school bus, while on a school bus or after being discharged from a school bus.

6. CHEATING

Students are expected to perform honestly on schoolwork and tests. 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

7. CELL PHONE POLICY

Accomack County Public Schools recognizes that cell phones are an integral part of our student and family's way to communicate. Therefore, we have made the following amendments to our cell phone policy to meet the needs of our student body and curtail cell phone related discipline infractions. Please sign, date, and return this document as acknowledgment of reading and understanding the policy with your child(ren).

Elementary students with cell phones **MUST** keep them off, and out of sight, on the school bus to and from school, during the school day.

Middle school students are permitted to use their cell phones/devices **ONLY** in the cafeteria during their scheduled lunch. This includes wearable smart technology (Air Pods, Smart watches, Headphones). At all other times, cell phones or other electronic devices and wearable technology **MUST** be stored in the student's book bags or locker and in the **OFF** position. Once students enter the building, it will be expected that all devices be turned off and put away until their scheduled lunch. Students are not allowed to make or accept calls at any time.

High School students are permitted to use their cell phones in designated **GREEN ZONES**, which includes in the hallways during class changes, and in the cafeteria. Students are not allowed to make or accept calls at any time.

Middle and High School students can use their devices while on the bus to and from school, however, they should not be seen or heard by the bus driver. Students are not allowed to make or accept calls at any time.

Consequences for electric device violations:

1. First Infraction – Confiscation of electronic devices. Administrator/Student conference with electronic device being returned to the student at the end of the school day. Parent contact is made by the teacher.
2. Second Infraction – Confiscation of electronic devices. Administrator/Student conference with electronic device being returned to the parent at the end of the school day (after bus dismissal). Parent/student will be notified of subsequent consequences for electronic device policy violation by office personnel.
3. Third Infraction – Students will receive an OSS for 1 day and confiscation of devices. The electronic device will be returned to parents at the end of the day (after bus dismissal).
4. All Subsequent Violations will result in upwards of 3 days Out of School Suspension.

If students use their phones to record events including fights, teachers, etc. on school campuses or school sponsored events, they will be subject to an immediate 3-day OSS. Use of device to record and share illicit materials such as but not limited to threats, air drops, private adult content, will be subject to the following consequences:

1. Long-term suspension of 45 days.
2. Possible Accomack County Sheriff involvement (threats/sharing of illicit pictures/videos of themselves and or other students).
3. Possible Expulsion for repeated offenses.

****Accomack County Public Schools personnel assume no responsibility in any circumstance for bills for cell phones or other electronic devices, or any damage/theft of student device(s). Students assume all risk should they choose to bring cell phone/wearable technology to school**

8. 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 board policies and regulations.

9. DISRUPTIVE CONDUCT

Students are entitled to a learning environment free of unnecessary disruption. Any physical or verbal disturbance which interrupts or interferes with teaching and orderly conduct of school activities, is prohibited.

10. ELECTRONIC CIGARETTES

Students shall not possess electronic cigarettes on school premises, on school buses or at school sponsored activities.

11. EXTORTION

No student may obtain or attempt to obtain anything of value from another by using a threat of any kind.

12. FELONY CHARGES

Students charged with any offense, wherever committed, that would be a felony if committed by an adult may be disciplined and/or required to participate in prevention/ intervention activities.

13. FIGHTING

Exchanging mutual physical contact between two or more persons by pushing, shoving or hitting with or without injury is prohibited.

14. GAMBLING

A student shall not bet money or other things of value, or knowingly play or participate in any game involving such a bet, on school property, on school buses or during any school related activity.

15. GANG ACTIVITY

Gang-related activity is not 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). (See Policy JFCE Gang Activity or Association.).

16. HARASSMENT

A student shall not harass another student or any school employee, volunteer, student teacher or any other person present in school facilities or at school functions. (See Policy GBA/JFHA Prohibition Against Harassment and Retaliation)

17. HAZING

Students shall not engage in hazing.

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

The principal of any school at which hazing which causes bodily injury occurs shall report the hazing to the local Commonwealth Attorney.

18. INTERNET USE

Students shall abide by ACPS Policy GAB/IIBEA, Technology Acceptable Use concerning access and the use of the Internet.

19. LASER POINTERS

Students shall not have in their possession laser pointers.

20. OTHER CONDUCT

In addition to these specific standards, students shall not engage in any conduct which materially and substantially disrupts the ongoing educational process or which is otherwise a violation of federal, state, or local law.

21. POSSESSION OR USE OF WEAPONS OR OTHER DANGEROUS ARTICLES

Students shall not have in their possession any type of unauthorized firearm or other article which may be used as a weapon, including but not limited to; tasers, stun guns and pepper spray, regardless of whether it is commonly accepted as such. (See Policy JFCD Weapons in School.)

22. PROFANE, OBSCENE OR ABUSIVE LANGUAGE OR CONDUCT

Students shall not use vulgar, profane or obscene language or gestures or engage in conduct that is vulgar, profane, obscene or disrupts the teaching and learning environment.

23. REPORTS OF CONVICTION OR ADJUDICATION OF DELINQUENCY

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

24. STALKING

Students shall not engage in a pattern of behavior that places another person in fear of serious harm.

25. STUDENT DRESS

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 or clothing that contains threats such as gang symbols is prohibited.

Clothing should fit, be neat and clean, and conform to standards of safety, good taste and decency. Clothing that exposes cleavage, private parts, the midriff, or undergarments, or that is otherwise sexually provocative, is prohibited. Examples of prohibited clothing include, but are not limited to: sagging or low-cut pants, low-cut necklines that show cleavage, tube tops, halter tops, backless blouses or blouses with only ties in the back, clothing constructed of see-through materials and head coverings unless required for religious or medical purposes. Additionally, disciplinary action will be taken against any student taking part in gang-related activities that are disruptive to the school environment, which include the display of any apparel, jewelry, accessory, tattoo, or manner of grooming that, by virtue of its color, arrangement, trademark, or any other attribute, denotes membership in a gang that advocates illegal or disruptive behavior.

Parents of students requiring accommodation for religious beliefs, disabilities, or other good causes should contact the principal.

Students not complying with this policy will be asked to cover the non-complying clothing, change clothes or go home.

26. THEFT

A student shall not intentionally take or attempt to take the personal property or school board property of another person by force, fear or other means.

27. THREATS OR INTIMIDATION

Students shall not make any verbal, written, or physical threat of bodily injury or use of force directed toward another person. Students shall not use electronic technology or communication devices, such as the internet or cell phones, to intimidate or threaten for any reason. The superintendent establishes a threat assessment team for each school. The teams will assess and intervene with individuals whose behavior may pose a threat to the safety of school staff or students consistent with the model policies developed by the Virginia Center for School and Campus Safety including procedures for referrals to community services boards or health care providers for evaluation or treatment when appropriate. (EBB)

28. TRESPASSING

The student shall not trespass on school property or use school facilities without proper authority or permission, or during a period of suspension or expulsion.

29. USE AND/OR POSSESSION OF ALCOHOL, TOBACCO, ANABOLIC STEROIDS AND OTHER DRUGS

A student shall not possess, use, or distribute any of the restricted substances listed below on school property, on school buses or during school activities, on or off school property.

A student shall not attempt to possess, use, consume, procure or purchase, or 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.

A student shall not be 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 and 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.

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

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 division 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.

30. 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 to include assigned computing software. 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.

DISCIPLINARY ACTIONS/DISCIPLINE PROCEDURES FOR MANDATED POLICIES

The Standards of Student Conduct listed within this policy have been formulated to create and maintain a school environment that is safe, secure, and conducive to learning. The administrator of the building should exercise reasonable judgment and consider the circumstances in determining the disciplinary action(s) to be administered. Since it would be impossible for this policy to take into account the severity of each offense, the principal or 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. Also listed within this policy is a list of possible corrective actions for violations of the Standards of Conduct. Building-level administrators are responsible for:

1. Holding a conference to determine the facts with written documentation; and
2. Informing parents or guardians as soon as possible with written notification for out-of-school suspensions and recommendations for expulsions to be mailed no later than two (2) school days following the occurrence of the violation.
3. Referring and known violation of the criminal code to the legal authorities.

THE SCOPE OF DISCIPLINARY ACTION BY THE PRINCIPAL

In addition to these specific standards, students shall not engage in any conduct which materially and substantially disrupts the ongoing educational process or which is otherwise a violation of federal, state, or local law.

The following corrective actions are among those available to the school administration for violation of the Student Code of Conduct. Each offense shall be considered fully in determining reasonable corrective actions.

1. Counseling
2. Admonition
3. Reprimand
4. Loss of privileges, including access to the School Division's computer system
5. Parental conferences
6. Tasks or restrictions assigned by the principal or designee
7. Detention after school or before school
8. Suspension from school-sponsored activities or events prior to, during, or after the regular school day
9. In-school suspension (ISS)

10. Out-of-school suspension
11. Referral to an alternative education program
12. Notify legal authorities (where appropriate)
13. Recommendation for expulsion
14. Mandatory expulsion for firearm possession or use or possession of a controlled substance, imitation controlled substance or marijuana, as defined in Chapter 34 of Title 54.1 and §18.2-247 of the Code of Virginia, on school property or at a school sponsored activity
15. Evaluation for alcohol or drug abuse
16. Participation in a drug, alcohol or violence intervention, prevention or treatment program.

In addition, Accomack County has outlined uniform consequences for certain offenses, which are outlined in the next section.

DISCIPLINE PROCEDURES FOR MANDATED POLICIES

Out-of-School Suspensions (OSS): Any Out-of-School Suspension for four or more days requires approval from Coordinator of Student Services and/or Superintendent. All out of school suspensions will require parent conferences upon return to school.

Students will not be permitted to attend any after-school activities i.e. sporting events, dances, during the time served for OSS.

Infraction	Consequence
Alcohol Use, Possession	1st Offense -15 Days OSS 5 Days removed w/ Counseling 2nd Offense - 10 Days OSS w/ recommendation for long-term suspension
Drug Use and/or Possession (Includes THC Vapes/Products)	1st Offense -15 Days OSS 5 Days removed w/ Counseling 2nd Offense - 10 Days OSS w/ recommendation for long-term suspension
Alcohol/Drug Sale or Distribution (Includes THC Vapes/Products)	10 Days OSS w/ recommendation for long-term suspension
Weapons and Look-a-Like Weapons	10 Days OSS w/ recommendation for long-term suspension/expulsion
Confronting and/or Posturing to Fight	3 Days OSS
Bullying	Conference, ISS, or OSS
Fighting another student (School, Bus, or School Sponsored Event)	1 st Offense – 5 Days OSS 2 nd Offense – 5-10 Days OSS
Hitting or Attacking a Staff/Faculty Member	10 Days OSS w/ recommendation for long term suspension/expulsion
Using Profanity towards a Staff/Faculty Member	3 Days OSS
Failure to surrender a Cell Phone	3 Days OSS

Repetitive Disrespectful Behavior	3 Days OSS
Repetitive Disruptive Behavior	3 Days OSS
Threatening a Staff/Faculty Member	10 Days OSS w/recommendation for long- term suspension/expulsion
Repetitive Tardiness	1st Offense- ISS remainder of the day 2nd Offense- 3 days ISS 3rd Offense- 5 days ISS/conference with parents
Theft/Robbery	10 Days OSS
Gambling on school grounds/property	1st Offense- 3 Days OSS 2nd Offense- 5 Days OSS 3rd Offense- 10 Days OSS
Leaving School Grounds w/out Permission	1st ^d Offense – 3 Days OSS 2nd Offense- 5 days OSS 3rd Offense – 10 Days OSS
Sexting	10 Days OSS w/ recommendation for long-term suspension/expulsion
Sexual Behavior (Indecent Exposure, Intercourse, Inappropriate Touch, etc.)	10 Days OSS w/ Recommendation for Long-Term Suspension/Expulsion
Threats (Low)	5 Days OSS
Threats (Medium/High)	10 Days OSS w/ recommendation for long-term suspension/expulsion
Tobacco Use/Vaping	3 Days OSS (1 st Offense) 5 Days OSS (2 nd Offense) 10 Days OSS (3 rd Offense)
Tobacco/Vape Distribution or Sale	10 Days OSS
Dress Code Violation	1st Offense- call home for a change of clothes or ISS for the remainder of the day 2nd Offense- 3 Days ISS 3 rd Offense – 3 Days OSS
Failure to Follow Administrative Directives	3 Days OSS
Racist or Sexist Comments	3 Days OSS

**SB170 prohibits students in preschool through grade three from being suspended for more than three school days or expelled from attendance at school, unless the offense involves physical harm or credible threat of physical harm to others or the local school board or the division superintendent or designee finds that aggravating circumstances exist, as defined by the Department of Education.

Legislation enacted July 1, 2018, directed the Virginia Department of Education to define “aggravating circumstances” concerning suspension of students. The Virginia

Department of Education staff and multiple stakeholder groups collaborated to create the following definition:

For the purposes of §22.1-277 and §22.1-277.05 of the Code of Virginia, “aggravating circumstances” shall mean:

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

When considering suspension of a student for more than the number of days allowed by the new legislation, a division superintendent or a school board should apply this definition.

ALCOHOL OR ANY ALCOHOLIC BEVERAGE (K-12)

A. Possession/Use

First offense – 15-days Out-of-School Suspension (OSS)

The Student with parental permission may choose prevention education counseling through the school’s Mental Health Counselors. Alcohol prevention counseling will eliminate five days of the out-of-school suspension. Failure to complete the counseling will result in the reinstatement of the five days of out-of-school suspension.

Second Offense – 10-days Out-of-School Suspension (OSS) with recommendation for long-term suspension.

MARIJUANA/DRUGS (K-12)

B. Marijuana Possession/Use

First Offense – 15-days Out-of-School Suspension (OSS)

The student with parental permission may choose prevention education counseling through the school’s Mental Health Counselors. Smoking prevention counseling will eliminate five days of the out-of-school suspension. Failure to complete the counseling will result in the reinstatement of the five days of out-of-school suspension.

Second Offense – 10 – days Out-of-School Suspension (OSS) with recommendation for long-term suspension.

Alcohol/Drug Sale or Distribution (includes THC Vapes and products)

First Offense- 10 days Out-of-School Suspension (OSS) with recommendation for long-term suspension.

Subsequent Violations for distribution or sale may result in more severe disciplinary action reached by consultation between the school principal and central office administration including recommendation for expulsion.

TOBACCO OR TOBACCO PRODUCTS/VAPES (GRADES K-12)

Consequences for the Possession and Use of Alcohol, Tobacco and Vaping

Smoking, Vaping and Alcohol are NOT ALLOWED on Accomack County Public School grounds during the instructional day or during school related events or off school grounds. This includes the parking lot or in cars on the school grounds. Students may not bring cigarettes, vapes, e-cigarettes, alcohol, marijuana or any tobacco products to school. In an effort to establish an “alcohol and smoke-free” environment on school property at all times, drinking and smoking are NOT PERMITTED on school grounds. Students found in violation of this policy will be subject to the following disciplinary actions:

Tobacco or Vape (Grades K – 12)

A. Possession/Use

First offense - 3 – days Out-of-School Suspension (OSS)

At this time, the school administrator may suggest prevention educational counseling through the school’s guidance department. The attendance at the counseling session will eliminate one of the suspension days.

Second offense - 5 – days Out-of-School Suspension (OSS)

Third offense - 10 – days Out-of-School Suspension (OSS)

DISTRIBUTION of nicotine, vapes, marijuana, alcohol, and tobacco products in school or on school grounds will result in a 10-days Out-of-School Suspension (OSS), with recommendation for long term suspension.

Subsequent Violations for possession shall result in more severe disciplinary action reached by consultation between the school principal and central office administration including recommendation for long-term suspension.

B. Violating law or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or consumption of intoxicating alcoholic beverages or substances represented as alcohol or marijuana. Suspicion of being **under the influence** of alcohol/marijuana or other illegal substances may result in disciplinary actions as follows:

First offense - 10 – days Out-of-School Suspension (OSS)

At this time, the school administrator may suggest prevention educational counseling through the school's guidance department. The attendance at the counseling session will eliminate five of the suspension days.

Second offense - 10 – days Out-of-School Suspension (OSS) with recommendation for long-term suspension.

Subsequent Violations for possession shall result in more severe disciplinary action reached by consultation between the school principal and central office administration.

LOOK-ALIKE DRUGS, OTHER DRUGS AND DRUG PARAPHERNALIA (GRADES 6-8 AND 9-12)

Any offense for possession and/or use shall result in an immediate attempt to contact the parent or guardian prior to disciplinary action. A parent or guardian, student, and administrator conference is to be scheduled. The matter is to be referred to the superintendent or designee. The penalty is a 10 days out of school suspension and a recommendation for long term suspension. Substance abuse counseling is required prior to re-admittance. The professional counselor is to notify the designated central office administrator in writing when the counseling is completed. Also, the written notification must be received prior to the re-admittance hearing for the student.

ASSAULT AND/OR BATTERY OF AN EMPLOYEE (GRADES K-5)

Any offense for assault and/or battery of an employee shall result in an immediate attempt to notify the parent or guardian prior to disciplinary action. A parent or guardian, student, and administrator conference is to be scheduled. The matter is to be referred to the superintendent or designee. The penalty is a recommendation for long-term suspension. The length of time will be based upon the incident and age of the student.

ASSAULT AND/OR BATTERY OF AN EMPLOYEE (GRADES 6-8 AND 9-12)

Any offense for assault and/or battery of an employee shall result in an immediate attempt to notify the parent or guardian prior to disciplinary action. A parent or guardian, student, and administrator conference is to be scheduled. The penalty is a 10 days out of school with recommendation for long term suspension. The superintendent or designee may modify the disciplinary action on a case-by-case basis.

WEAPONS — CARRYING, BRINGING, USING, OR POSSESSING A DANGEROUS OR DEADLY WEAPON (GRADES K-5, 6-8, AND 9-12)

Carrying, bringing, using or possessing any firearm, dangerous device, or dangerous or deadly weapon in any school building, on school grounds, in any school vehicle or at any school-sponsored activity without the authorization of the school or the school division is prohibited, and grounds for disciplinary action. Violation of this policy shall

require that proceedings for the discipline of the student involved be initiated immediately by the principal. Such weapons include, but are not limited to the following items:

1. any pistol, shotgun, stun gun, taser, revolver, or other firearm listed in section 22.1-277.01(E) of the Code of Virginia, designed or intended to propel a projectile of any kind, including a rifle, unloaded firearms in closed containers;
2. any air rifle or BB gun;
3. toy guns and look-alike guns;
4. any dirk, knife or razor;
5. slingshots;
6. spring sticks;
7. brass or metal knuckles, blackjacks;
8. any flailing instrument which may be known as a nunchuck, nunchaku, shuriken, or fighting chain;
9. any disc of whatever configuration, having at least two points or pointed blade, and which is designed to be thrown known as a throwing star or oriented dart;
10. explosives; and,
11. destructive devices as defined in section 22.1-277.01(E) of the Code of Virginia, or other dangerous articles.

MANDATORY EXPULSION

A student who has been determined to have possessed a firearm on school property or at a school-sponsored activity as prohibited by Virginia Code section 18.2-308.1, or to have possessed a firearm or destructive device as defined in Policy

JGD/JGE, a firearm muffler or firearm silencer, or a pneumatic gun as defined in Policy JGD/JGE on school property or at a school-sponsored activity shall be expelled for no less than one calendar year (365 days). The Superintendent or School Board may determine—based on the facts of a particular situation—that special circumstances exist and another disciplinary action is appropriate.

MEDICINE POLICY AND VIOLATIONS OF THE MEDICINE POLICY (K-12)

Accomack County Public Schools references the Medication Administration School Nurse's Guide A Training Manual for Unlicensed Public School Employees Virginia Department of Education, Revised January 2023 and the Diabetes Management Schools: Manual for Unlicensed Personnel, Revised January 2023 when developing medication policies and procedures.

Prescription medications

Prescription medications may be administered by the school nurse or trained unlicensed assistive personnel with a written, signed medication authorization form from a physician/healthcare provider which includes the name of the student, name of the medication, the route of administration, the dosage, the frequency of medication administration, and any special instructions (such as need to crush pills, etc.) and signed by the parent/legal guardian. A letterhead or prescription pad specifying the same information and signed by a physician/healthcare provider are acceptable, also written orders by an out of state physician/healthcare provider are acceptable if the above criteria are met. Any changes in the original order will require a new written

medication authorization form. Faxed medication authorization forms are acceptable as long as there is a signed parental consent. A licensed nurse or trained unlicensed assistive personnel should take changes in medication orders via telephone only under extreme or urgent circumstances. The telephone changes should be recorded in the student's electronic health record and followed up with a written order from a physician/healthcare provider. All prescription medications must be in a correctly labeled container and be delivered to the school health clinic by the parent/legal guardian or a responsible adult.

Non-prescription medications

Non-prescription medications may be administered by the school nurse or trained unlicensed assistive personnel with a written, signed medication authorization form from a physician/healthcare provider or over the counter medication form signed by the parent/legal guardian which includes the name of the student, name of the medication, the route of administration, the dosage, the frequency of medication administration, and any special instructions (such as need to crush pills, etc.). Requests to administer nonstandard medications (e.g., doses in excess of manufacturer guidelines; alternative, homeopathic, or experimental medications; nutritional supplements) will require a written medication authorization form from a physician/healthcare provider and signed permission from the parent/legal guardian. All over the counter medications must be in the original container and be delivered to the school health clinic by the parent/legal guardian or a responsible adult. Over the counter medication forms signed by the parent/legal guardian are only valid for 5 consecutive school days. If the medication is to be on-going or given longer than the 5 days a medication authorization form will be required from a physician/health care provider.

Self-carry and self-administering medications

Students carrying and self-administering medications is defined as the ability of legal authority of students to carry a prescribed medication on their person in the school setting and to use that medication as prescribed by a physician/healthcare provider without the intervention of an adult (Marcontel-Shattuck & Gregory, 2006).

In accordance with federal and state laws, regulations, and standards, a responsible student should be allowed to carry and self-administer medication for urgent or emergent need if the medication does not require security or refrigeration. Controlled substances and medications with risk of abuse or sale to others are not candidates for self-administration (AAP, 2009). The school nurse will assess and declare in writing a recommendation concerning students' self-carrying/self-administration based on the student demonstrating the appropriate developmental, physical, and intellectual capacity to self-carry and/or self-administer any emergency medication at school (AAP, 2009).

The Code of Virginia § 22.1-274 requires that local school divisions have policies implemented to permit a student with a diagnosis of anaphylaxis or asthma, or both, to possess and self-administer auto-injectable epinephrine or inhaled asthma medications,

or both, as the case may be, during the school day, at school-sponsored activities, or while on a school bus or other school property.

Possession and self-administration of inhaled asthma medications and epinephrine by certain students or school board employees is addressed in the Code of Virginia §22.1-272.2.D. Students with a diagnosis of asthma or anaphylaxis, or both, are permitted to possess and self-administer inhaled asthma medications or auto-injectable epinephrine, or both, as

the case may be, during the school day, at school-sponsored activities, or while on a school bus or other school property. A student may possess and self-administer when the following conditions are met:

1. Written notice from the student's physician/healthcare provider is on file with the school, indicating the identity of the student, stating the diagnosis of asthma or anaphylaxis, or both, and approving self-administration of inhaled asthma medications or auto-injectable epinephrine, or both have been prescribed for the student; specifying the name and dosage of the medication, the frequency in which it is to be administered and the circumstances which may warrant its use; and attesting to the student's demonstrated ability to safely and effectively self-administer the medication.
2. Written parental consent that the student may self-administer asthma medication, or auto-injectable epinephrine, or both, is on file with the school.
3. An individualized healthcare plan is prepared by the school nurse, including emergency procedures for any life-threatening conditions.
4. There is a consultation with the student's parent before limitations or restrictions are imposed on a student's possession and self-administration of inhaled asthma medications and auto-injectable epinephrine, and before the permission to possess and self-administer inhaled asthma medications and auto-injectable epinephrine at any point during the school year is revoked.
5. Information regarding the health condition of the student may be disclosed to school board employees in accordance with federal law governing the disclosure of information contained in student scholastic records. Permission granted to a student to possess and self-administer asthma medications or auto-injectable epinephrine, or both, will be effective for a period of 365 calendar days, and must be renewed annually. However, a student's right to possess and self-administer inhaled asthma medication or injectable epinephrine, or both, may be limited or revoked after appropriate school personnel consult with the student's parents.

In addition, each student who is diagnosed with diabetes may carry with them and use supplies, including a reasonable and appropriate short-term supply of carbohydrates, an insulin pump, and equipment for immediate treatment of high and low blood glucose levels, and self-check their own blood glucose levels on a school bus, on school property, and at a school-sponsored activity. Code of Virginia (§ 22.1-274.01:1) Parental consent and written approval from a licensed provider is required in order for a student to self-carry. Sharing, borrowing, distributing, manufacturing, or selling any medication is prohibited. Permission to self-administer medications may be

revoked if the student violates this policy and the student may be subject to disciplinary action in accordance with the Standards of Conduct.

READMISSION OF SUSPENDED AND/OR EXPELLED STUDENTS (POLICY JGD/JGE)

Students who have been suspended from a school of this division are not eligible to attend any other school within the division until eligible to return to their regular school.

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

In excluding any such expelled student from school attendance, the 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 Va. Code § 22.1-277.06. The excluding school board shall not impose additional conditions for readmission to school.

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

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

Upon the expiration of the exclusion period for an expulsion or a withdrawal of admission, which period shall be established by the School Board, 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.

STUDENT ATTENDANCE POLICY FOR GRADES K-12 (POLICY JED-R)

All students shall attend school regularly and be on time for classes in order to receive maximum benefit from the instructional program and develop habits of punctuality, self-discipline and responsibility. There is a direct correlation between poor attendance and school failure. Students who have good attendance generally achieve higher grades, enjoy school more and are much more employable after leaving school.

Student attendance is ultimately the responsibility of students and their parents/guardians. Accomack County Public Schools will work with the parents/guardians to encourage and promote good student attendance at school. However, the final responsibility for obtaining and completing make-up work rests with the student and their parents or guardians.

GRADES K-8 ATTENDANCE POLICY

A student is expected to attend school 180 days per school year. When a student accumulates more than five (5) **unexcused or undocumented** absences in an academic year, and all school interventions have been unsuccessful, the principal will refer this student along with documentation of parent contacts or attempts to the Coordinator of Student Services. The Coordinator of Student Services will follow the compulsory school attendance procedures.

Students absent for more than five (5) days per semester course or ten (10) days per year long course excused or unexcused in a school year shall be considered for retention.

COMPULSORY SCHOOL ATTENDANCE PROCEDURES

An attempt to notify the parents/guardians will be made each day when a student is absent and no indication has been received by school personnel that the student's parents/guardians are aware of the student's absence. A daily log will be kept of all calls in PowerSchool. In addition, letters will be mailed to parents/guardians when a student is absent from school for three (3), six (6), and eleven (11) days.

A. Upon the third absence

If a student fails to report to school for a total of three scheduled school days, and there is no indication that the student's parents/guardians are aware of and supports the absence, the school principal or designee shall make a reasonable effort to ensure that direct contact is made with the parents/guardians. The principal or designee shall mail a letter to parents/guardians requesting an attendance conference which shall include the date and time of the conference.

B. Upon the sixth absence and beyond

If the student is absent for an additional day after direct contact with the student's parents/guardians, the Coordinator of Student Services and the School Based Truancy team, shall schedule a conference within ten (10) school days with the pupil, parents/guardians and school personnel. Other community service providers may also be included in the conference.

C. Upon additional absences without parental awareness and support

If there is another absence following the conference the school principal or designee shall notify the Coordinator of Student Services, who shall enforce the compulsory school attendance rules by using one or both of the following:

1. Filing a CHINS Petition that the student is a child in need of supervision, VA Code §16.1288, or
2. Instituting proceedings against the parent pursuant to §18.2-371 or §22.1-262 of the Code of VA

D. Upon the 15th consecutive absence

When a student misses 15 consecutive days from school and there has been no contact with a parent/guardian or a

records request from a receiving school, the student will be withdrawn from school. Once the student is withdrawn, a parent/guardian will have to re-enroll the student and provide three (3) proofs/documentation of their 911 address.

E. Parental cooperation in remedying excessive absences

It is expected that parents/guardians will cooperate with the school administration, Coordinator of Student Services, and other school officials to remedy the student's attendance problem. Where direct contact with parents/guardians cannot be made, despite reasonable efforts, or where parents/guardians otherwise fail to cooperate in remedying the student's attendance policy problem, the Superintendent or designee may seek immediate compliance with the compulsory school attendance laws

SCHOOL COOPERATION

The following guidelines shall be followed:

- A. Principals shall not release a student during the school day to any person not authorized by the student's parents/guardians to assume responsibility for the pupil. Students shall be released only on request and authorization of parents/guardians. The Superintendent or designee will provide procedures for release of pupils who are not residing with or under the supervision of parents/guardians. The burden of proof will be on the person who is requesting the student. A formal check-out system shall be maintained in each school.
- B. School sponsored trips, and other functions sanctioned by the school are not counted as absences and the student will be marked present for the days missed.
- C. Arrangements for make-up work and tests are the responsibility of the student and their parents/guardians when absent. The full cooperation of a student's teacher(s) shall be

expected in this task. All written work missed can be made up. However, in order to receive credit, the student must complete all missed assignments within a reasonable length of time.

HOMEBOUND INSTRUCTION

Homebound Instruction is available for students who are ill or injured. Contact the school counselor for this service. A form must be signed by the student's health care provider and returned to the school. This state mandated procedure should be followed as soon as possible so that the student can begin receiving instruction. A student receiving homebound instruction is counted present.

TARDIES

Tardies will be handled by the individual school's administrative team pursuant to the policies in their student handbooks.

ABSENCES

Regular attendance is essential for success in school. 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 verified for the following reasons:

- A. Absences due to illness or injury of a student may be verified by the parents/guardians **but not to exceed six (6) per semester course or ten(10) for yearlong classes.** Verification by a physician will be required if absences exceed six (6) days per school year.
- B. Pre-arranged Appointments – appointments with the court, social services, other state agencies, or appointments with health care providers, **official documentation must be presented** to the principal or designee when the student returns to school.
- C. Family Death or Emergency – absences because of death in the immediate family or an emergency beyond the family control, the parent must notify the school and provide documentation for the absence to the principal or designee when the student returns to school. (Refer to Policy JED)
- D. Exclusions/Suspensions – absences because of an exclusion or suspension, the parent will be notified of the exclusion/suspension and the date when the student will be expected to return to school. The student must return on the indicated date.
- E. Exceptional Circumstances – with prior approval of the principal. **Example:** Absences due to observance of a religious holiday with documentation. (Refer to Policy JED)

PARENT NOTIFICATION OF ABSENCES

Parents/guardians will be notified of the number of days absent as designated. A letter is to be sent to the parents/guardians at three (3), six (6) absences, and eleven (11) absences. The principal or designee is to have a conference with parents/guardians once a student reaches five three (3) days for semester classes or six (6) days for yearlong

classes and a Truancy/CHINS petition will be filed at eleven (11) or more unexcused absences. A log of the conferences will be documented in PowerSchool.

K-8 failure due to attendance meeting

- A. If a student in K-8 has missed eleven (11) or more absences the school-wide truancy team may determine that the child will fail due to attendance. If this occurs, the parents/guardians will be requested to attend a meeting to discuss the attendance failure. Based on the number of absences, the File: JED-R child may have to repeat the current grade, attend credit recovery classes, or attend summer school.
- B. The parents/guardians will be notified of the day, time and location of the meeting and parents/guardians attendance at the proceeding is recommended. It is the responsibility of the parents/guardians to present written documentation at the hearing to make a case of the existence of compelling circumstances which merit an exception to the attendance policy.

*** Student incentives for good attendance**

Elementary School: Students that miss two (2) days or less per quarter will be able to participate in a recognition/celebration at the end of each quarter.

Middle School: With the parents/guardians approval, a student who maintains a "B" average or above and who misses no more than two (2) days during a semester, or a student who maintains a "B" average or better and misses no more than four (4) days during a full year course may be exempted from semester or final exams. Any student who wishes to take his/her exam at the end of the semester in a class that he/she is currently attending and enrolled in shall be permitted to do so.

GRADES 9-12 ATTENDANCE POLICY

Besides the research documenting the correlation between good attendance and good grades, the Standards of Quality of the State of Virginia require a minimum of 140 clock hours of instruction for credit for a full year course.

Student attendance is ultimately the responsibility of students and their parents/guardians. Accomack County Public Schools will work with the parents/guardians to encourage and promote good student attendance at school. However, the final responsibility for obtaining and completing make-up work rests with the student and their parents or guardians.

In grades 9-12 credit will be denied if a student is absent more than five (5) class periods in a one semester course and ten (10) single class periods for a full year course.

COMPULSORY SCHOOL ATTENDANCE PROCEDURES

An attempt to notify the parents/guardians will be made each day when a student is absent and no indication has been received by school personnel that the student's

parents/guardians are aware of the student's absence. A daily log will be kept of all calls. When a student fails to report to school for a total of three (3) days, a letter will be mailed home to the parents/guardians. In addition, subsequent letters will also be sent home after the student misses six (6) days and eleven (11) days.

A. Upon the third (3) absence

If a student fails to report to school for a total of three (3) days, and there is no indication that the student's parents/guardians are aware of and supports the absence, the school principal or designee shall make a reasonable effort to ensure that direct contact is made with the parents/guardians. The school principal or designee shall send a letter to the parents/guardians requesting an attendance conference which shall include the date and time of the conference.

B. Upon sixth (6) absence and beyond

The student will fail due to attendance for the individual course. The student/parent/guardian may request to appeal before the Administrative Attendance Review Board (AARB).

C. Upon additional absences without parental awareness and support

If there is another absence following the conference the school principal or designee shall notify the Coordinator of Student Services, who shall enforce the compulsory school attendance rules by either or both of the following:

1. Filing a CHINS Petition that the student is a child in need of supervision, VA Code §16.1288, or
2. Instituting proceedings against the parent pursuant to §18.2-371 or §22.1-262 of the Code of VA

D. After the 15th consecutive absence

When a student misses 15 consecutive days from school and there has been no contact with a parent/guardian or a records request from a receiving school, the student will be withdrawn from school. Once the student is withdrawn, a parent/guardian will have to re-enroll the student and provide three (3) proofs/documentation of their 911 address.

PARENTAL COOPERATION

It is expected that the parents/guardians will cooperate with the school administration, Coordinator of Student Services, and other school officials to remedy the student's attendance problem. Where direct contact with a parent/guardian cannot be made, despite reasonable efforts, or where parents/guardians otherwise fail to cooperate in remedying the student's attendance policy problem, the Superintendent or designee may seek immediate compliance with the compulsory school attendance laws.

SCHOOL COOPERATION

- A. Principals shall not release a student during the school day to any person not authorized by the student's parents/guardians to assume responsibility for the pupil. Students shall be released only on request and authorization of parents/guardians. The Superintendent or

designee will provide procedures for release of pupils who are not residing with or under the supervision of parents/guardians. The burden of proof will be on the person who is receiving the student. A formal check-out system shall be maintained in each school.

- B. School sponsored trips, and other functions sanctioned by the school are not counted as absences and the student will be marked present for the day or in the classes missed (e.g., VHSL events, field trips, etc.).
- C. Arrangements for make-up work and tests are the responsibility of the student and their parents/guardians when absent. The full cooperation of a student's teacher(s) shall be expected in this task. All written work missed can be made up. However, in order to receive credit, the student must complete all missed assignments within a reasonable length of time.

HOMEBOUND INSTRUCTION

Homebound Instruction is available for students who are ill or injured and will be absent five (5) consecutive days or more. Contact the school counselor for this service. A form must be signed by the student's physician and returned to the school. This state mandated procedure should be followed as soon as possible so that the student can begin receiving instruction. A student receiving homebound instruction is counted present.

TARDIES

Tardies will be handled by the individual school's administrative team pursuant to the policies in their student handbooks.

PARENT NOTIFICATION OF ABSENCES

Students and parents/guardians will be notified of the number of days absent as designated.

- A. Letters are sent to the parents/guardians after three (3), six (6), and eleven (11) absences.
- B. A call is sent out to parents/guardians every day that their child is absent from school.
- C. The principal or designee is to have a conference with the parents/guardians and student when a student is absent three (3) days for block courses and six (6) days or classes for full year courses. A log of the conferences is to be kept in PowerSchool.

STUDENT INCENTIVES FOR GOOD ATTENDANCE

With the parent's/guardian's approval a student who maintains a "B" average or above and who misses no more than two

(2) days during a semester or a student who maintains a "B" average or better and misses no more than four (4) days during a full year course may be exempted from semester or final exams. Students who wish to take their exam at the end of the semester in a class that they are currently attending and enrolled in shall be permitted to do so. **The above incentive does not apply to students enrolled in Dual Enrollment classes/college courses.**

APPEALS PROCESS

An appeals process is available for the parents/guardians to appeal the failure/or loss of credit resulting from five (5) absences from semester courses/or ten (10) absences from full year courses. **There is no appeal at school level.** This process is as follows:

1. An Administrative Attendance Review Board (AARB) shall be established to hear all parent appeals. Each school will mail a certified letter notifying the parents/guardians of each child's failure due to attendance. If the parents/guardians wish to appeal this failure due to attendance, they must request in writing a hearing not later than three (3) days after the end of the semester. The AARB will consist of the secondary coordinator, a principal, and a school counselor. The AARB will notify the parents/guardians of their decision by mail within three (3) calendar days following the hearing.
2. The parents/guardians will be notified of the day, time and location of the hearing and parents/guardians attendance at the proceeding is expected. It is the responsibility of the parents/guardians to present written documentation at the hearing to make a case of the existence of compelling circumstances which merit an exception to the attendance policy.
3. Decisions of the Administrative Attendance Review Board (AARB) can be appealed to the Superintendent. The Superintendent's decision may be appealed to the School Board.

FAILURES DUE TO ATTENDANCE

If it is determined that the student has violated the Attendance Policy, a failure will be handled as follows:

1. If the student is passing, then a grade of "F" will be received for all subjects that were included in the violation ruling. When number grades are recorded, the "F" will be recorded as a 57. A student who is already failing will receive the numerical average earned if it is below 57.
2. When a grade of "F" is recorded because of excessive absences, written notification will be included on the report card.

REPORT FOR SUSPENSION OF DRIVER'S LICENSE

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

BUS CONDUCT RULES (POLICY JFCC-R)

1. Classroom Conduct Is Expected. Students shall not behave in a disruptive manner or otherwise violate Accomack County Public Schools Standards of Conduct while waiting for a school bus, while on a school bus or after being discharged from the school bus.
2. Students are to stay at their bus stops, on the shoulder of the road, and out of the way of traffic until the bus comes.

3. Students are not to push or disturb other students when getting on and off the bus.
4. The driver is in charge of the bus and all students on the bus. Students must obey the driver.
5. Students and their parents are directly responsible for paying for damage done to seats, glass, and other bus equipment when it is the fault of the student. These students will be put off the bus until damages are paid for, unless plans for payment are made by school authorities.
6. Each student who rides a bus will help to keep the bus clean. This means no writing or marking on the bus. A student will be subject to disciplinary action by school officials for such behavior.
7. Loud talking or cursing by a student will not be allowed. Students guilty of this type behavior will be suspended from the bus for a period of time considering the seriousness of the violation.
8. All students must stay in their seats when the bus is moving. Students, who are getting off, must stay seated until the bus stops.
9. Students who must cross the highway when getting on or off the bus must cross in front of the bus in clearview of the driver, and only when the driver signals them to cross.
10. Students should not talk to the driver while the bus is moving.
11. Students will not bring bottles, cans, sharp items, or unnecessary things on the bus at any time.
12. Students guilty of fighting or scrapping on the bus will be suspended from the bus. The length of the suspension is determined the severity of the offense and previous offenses.
13. Students who must stand because seats are not available must stand behind the driver. No one is allowed to stand in the stepwell at any time.
14. Students must never use the emergency door of the bus, unless told by the driver to do so, or in the event of an emergency when the front door cannot be used.
15. Items such as suitcases, athletic equipment, and band instruments will be held by the student. Large band instruments and class projects may be permitted if a storage space can be found which does not block the aisles or affect the safe operation of the bus.
16. Students must have written permission from parents and the school principal or designee if they are to ride another bus other than the one they are scheduled to ride, or if they get off at any other stop than their own.
17. PARENTS ARE ASKED TO HAVE PUPILS AT BUS STOP FIVE (5) MINUTES BEFORE BUS TIME.
18. It is requested that parents or another responsible person accompany young children to and from the bus stop.
19. It is requested that parents make the school bus driver aware of any serious health problems their child may have such as diabetes, epilepsy, etc.

BUS STOP LOCATIONS

- A. No school bus stop will be established on any road not maintained by the Virginia Department of Transportation without school board approval.
- B. Pupil stops are designed to be within three-tenths of a mile for elementary students and five tenths of a mile for secondary students from the place of residence where time restraints, road conditions, and vehicle access allow.
- C. General education school bus routes will not be established within a cul-de-sac or a dead-end where backing up is required.
- D. Distances between bus stops will be 150 feet if the posted speed limit is less than 35 mph and a distance of at least 300 feet if the posted speed is 35 mph or higher.
- E. Bus stops for students on Special Needs school buses will be located as close to the student's home as possible barring constraints that restrict safe access.

DISCIPLINARY ACTION FOR BUS CONDUCT VIOLATIONS (POLICY JFCC-R)

Riding the school bus or any other vehicle owned by Accomack County Public Schools is a privilege. This privilege may be temporarily denied or permanently revoked if misconduct while riding jeopardizes the safe operation or the safety of

students while being transported. The driver will report promptly and in writing to appropriate administrative staff any conduct appearing to require disciplinary action. After administrative staff evaluation, appropriate disciplinary action will follow, to include a possible out-of-school suspension. A copy of the disposition will be immediately returned to the driver. The disciplinary codes below classify unacceptable behavior into four levels. The examples are not exhaustive but illustrative.

Additionally, all consequences are dependent upon the severity and frequency of the behavior. School buses are equipped with video/digital cameras and audio recording devices. These tools monitor the passenger area of the bus. As such, riders are subject to video and audio surveillance. The objective is to provide an important additional tool to assist the driver and administration in managing students.

Middle and High School students can use their devices while on the bus to and from school, however, they should not be seen or heard by the bus driver. Students are not allowed to make or accept calls at any time.

Level 1	
Infraction	Consequences
Infractions that interfere with the orderly transportation of students. Some examples are: ● Screaming ● Failure to stay seated. ● Littering on the bus ● Tampering with the possessions of other passengers	The bus driver reports infractions on the bus. The school administrator administers consequences. This action may include any or all the following: ● Verbal warning and referral issued. ● Contact with parent(s)/guardian(s). ● Assigned seat at the discretion of driver

Level 2	
Infraction	Consequences
More severe infractions that interfere with the safe transportation of students. Some examples are: • Repeated occurrences of Level 1 behaviors • Bullying other passengers, including verbal abuse • Profanity towards staff • Damage to the bus interior/exterior	The bus driver reports infractions on the bus. The school administrator administers consequences. This action may include any or all of the following: • Referral issued. • Contact with parent(s)/guardian(s). • Assigned seat at the discretion of driver. • Loss of bus privileges for up to 5 days and cost of repairs

Level 3	
Infraction	Consequences
Actions that endanger the safety of the driver or students and which impair the driver's ability to drive safely. Some examples include: • Repeated occurrences of Level 1 or 2 behaviors • Refusal to remain in seats. • Throwing objects • Refusal to follow staff directions for safety. • Fighting, including pushing and/or wrestling/play fighting (horseplaying)	The bus driver reports infractions on the bus. The school administrator administers consequences. At more serious levels, the Director of Transportation may be involved. This action may include the following: • Referral issued. • Contact with parent(s)/guardian(s). • Loss of bus privileges for 5 to 9 days. • Repeated incidents of Level 2 behavior may result in removal from transportation for the remainder of the school year.

Level 4	
Infraction	Consequences
Infractions that endanger the safety of the driver or students and may require local police to intervene. Some examples include: • Sexual misconduct • Possession of dangerous objects or weapons • Possession or use of tobacco, alcohol, drugs, or controlled substances • Opening emergency exits and/or exiting the bus without authorization	The bus driver reports an infraction on the bus. The school administrator administers consequences. At more serious levels, the Director of Transportation may be involved. This action may include the following: • Referral issued. • Contact with parent(s)/guardian(s). • Loss of bus privileges for 10 days • Repeated incidents may result in removal from transportation for the remainder of the school year. • Illegal activity will be referred to Accomack County Sheriff's Department • Suspension from school and/or extended suspension

STUDENT RECORDS POLICY AND PROCEDURES (POLICY JO)

Student records are maintained in accordance with local policy and State Department of Education regulations. Management procedures for the collection, amendment, storage, fees, disclosure, and destruction of student data are outlined in the document, Management of the Students Scholastic Record in the Public Schools of Virginia (Revised May 2004) and are maintained in accordance with the Virginia Freedom of Information Act and The Federal Educational Rights and Privacy Act.

Educational records include the following information:

- A. Directory information, which may include the student's name, address, grade level, birth information, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors, or awards.
- B. Academic information, which may include student program of studies, grades, and standardized test scores.
- C. Special information, when applicable, which may include psychological and sociological assessments, Individualized Education Plans (IEPs), reports from court or social welfare agencies, or student discipline records.

Access to educational records is limited to parents, eligible students, and school officials and governmental agencies charged with providing educational and vocational assistance to students.

The security of educational records is protected by an access log and the storing of these records in a secured area. Only individuals with a right to access may see the contents of any student's record.

Parents have the right to inspect and review the scholastic records relating directly to their children or legal wards. Eligible students (those 18 years of age or older) also may inspect and review their own scholastic records. Parents and eligible students may obtain copies of records at no cost.

The parents or eligible students who believe that information contained in the educational record of the student is inaccurate, misleading, or violates the privacy or other right of the student, may request a hearing with the school counselor to review the records. If the request is not satisfactorily resolved, the parent or eligible student may appeal the decision to the Director of Assessment and Accountability.

Records of transferred students shall be sent directly to the school receiving the student upon request of the receiving school.

Questions regarding the maintenance of records for students enrolled in special education programs should be referred to the Director of Special Education. Other questions regarding student records should be referred to the principal or school

counselor of the school responsible for the maintenance of these records. Upon request, parents may obtain a copy of the Student Records Policy from their child's school counselor.

Complaints about failures of the Accomack County Public Schools to comply with the Family Educational Rights and Privacy Act may be made in writing to Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

**SCHOOL
COUNSELING
PROGRAM
MATERIALS
NOT
FOR
PARENTS
ONLY**

The School Counseling Program of the Accomack County Public Schools is a comprehensive program of services for students in K-12. In conjunction with the policies and guidelines set forth by the VDOE and ASCA our school counseling programs support the Standards of Learning by providing instruction, appraisal and advisement, and counseling to help students develop the knowledge, attitudes, and skills needed to achieve academic success, college and career readiness, and social/emotional development.

A brief description of the School Counseling Program is as follows:

A. **Academic Counseling**

Assists students and their parents to acquire knowledge of the curricula choices available to students, to plan a program of studies, to arrange and interpret academic testing, and to seek post-secondary academic opportunities

B. **College and Career Readiness Counseling**

Helps students to acquire information and plan action about work, jobs, apprenticeships, and post-secondary educational and career opportunities

C. **Personal and Social/Emotional Counseling**

Assists students to develop an understanding of themselves, the rights and needs of others, how to resolve conflict and to define individual goals, reflecting their interests, abilities and aptitudes.

Parents may review materials used in the school counseling program by arranging an appointment with their child's school counselor. Instructional materials used in the program have been screened by a school division committee.

Parents may have their children opt out of the personal/social counseling program by contacting the school counselor. It is recommended that parents contact their child's school counselor to discuss the purpose and content of personal/social counseling before opting-out. Should a parent decide to remove their child from personal/social counseling, the Parent Opt-Out Form is available from the school counselor.

D. Suicide Intervention Guidelines

Students Who May Be Suicidal, Immediate Action: In the event that a staff member has reason to believe that a student may be suicidal, the following action is to be taken-

1. Take all comments about suicidal thoughts seriously, especially if details of a suicide plan are shared.
2. Immediately report concerns to a school administrator.
3. Under no circumstance should an untrained person attempt to assess the severity of suicidal risk; all assessment of threats, attempts, or other risk factors must be left to the appropriate professionals.
4. The school counselor and/or the mental health counselor is to complete the suicide risk assessment. If neither a school counselor or mental health counselor is available, the school social worker or school psychologist will complete the suicide risk assessment.
5. The parent/guardian will be notified and depending on the outcome of the risk assessment further action may be deemed necessary.

PROMOTION/RETENTION REQUIREMENTS

PROMOTION FROM KINDERGARTEN TO GRADE 1

A student must master the following:

1. Oral Language/Reading Literature
 - Identify and name uppercase and lowercase letters
 - Associate letter with sounds
 - Identify beginning and ending sounds in single-syllable words
 - Orally identify rhyming words
 - Orally produce rhyming words
 - Retell a story using beginning, middle, and end
 - Recognize a minimum of 15 meaningful concrete words
 - Use complete sentences (subject, verb, and object) to express ideas and needs
 - Discuss character, setting, and events in a story read aloud
 - Demonstrate speech-to-print match in familiar text

2. Writing
 - Print first and last name legibly
 - Print upper or lower case letters independently (80%)
 - Use letters & beginning consonant sounds to spell phonetically words to describe a picture and/or write about experiences
3. Math
 - Identify and select how many are in a set 15 or fewer objects
 - Count forward to 100
 - Count backward from 10
 - Identify 1 more and 1 less than a number using a visual model or concrete objects
 - Identify, describe, and trace circle, square, triangle, and rectangle
 - Identify numerals to 15
 - Write numbers 0 to 15
 - Sort and classify objects
 - Model and use addition and subtraction using up to 10 concrete objects
 - Recognize penny, nickel, and dime
4. Science Readiness
 - Recognize 8 basic colors

***Students having borderline mastery scores should be referred to the SBIT and brought to the Retention Committee for grade placement consideration.**

PROMOTION FROM GRADE 1 TO GRADE 2

A student must master the following

1. Oral Language
 - Express ideas orally using complete sentences
 - Tell and retell stories and events in logical order
 - Use common singular and plural nouns
 - Initiate conversation and follow rules for conversation
 - Ask and respond to questions in complete sentences
 - Follow 2-step oral directions
 - Produce rhyming words
 - Count phonemes (sounds) in one-syllable words
 - Blend and segment speech sounds in one-syllable words
 - Add or delete phonemes to make new words
2. Reading/Literature
 - Match spoken words to print
 - Use beginning and ending consonants, two-letter consonant blends, consonant digraphs, and short vowel

sounds to decode one-syllable words

- Blend beginning, middle, and ending sounds to recognize and read words
- Read simple two-syllable compound words and commonly used sight words
- Use meaning clues and word structure to expand vocabulary when reading
- Use vocabulary from other content areas
- Retell stories, including characters, setting, and important events; use beginning, middle, and end

- Identify the main idea or theme of reading
 - Identify and use text features such as pictures, headings, charts, captions when reading non-fiction text
 - Ask and answer questions about what is read
3. Writing
- Use beginning and ending consonants, two-letter consonant blends, consonant digraphs, and shortvowel sounds to spell one-syllable words
 - Spell simple two-syllable compound words and commonly used sight words
 - Use capital and lowercase letters appropriately, and space words within sentences
 - Use complete sentences, capitalization, and punctuation when writing on a topic
4. Math and Science
- Count from 0-100 and write corresponding numerals
 - Group a collection of objects into tens and ones and write the corresponding numeral
 - Count forward by ones, twos, fives, and tens to 100 and backward by ones from 30
 - Recall basic addition facts with sums up to 18 and the corresponding subtraction facts
 - Determine value of pennies, nickels, dimes whose total value is 50 cents or less
 - Tell time to the half hour
 - Compare volume, weight, and length using the concepts of more, less, and equivalent
 - Investigate, identify, and describe various forms of data collection using tables and graphs; interpretsame information
 - Sort and classify objects by attributes
 - Recognize, describe, and create growing and repeating patterns

***Students having borderline mastery scores should be referred to the ABIT and brought to the Retention Committee for grade placement consideration.**

PROMOTION FOR GRADES 2 - GRADES 5

A student must pass the following subjects:

- English Language Arts
- Math
- History/Social Science or Science

PROMOTION FOR GRADES 6 - GRADES 8

A student must pass the following subjects:

- English Language Arts
- Math
- History/Social Science or Science

****Elementary and middle school principals may consider other factors such as reports from intervention strategies, IEPs,504, age of student and number of previous retentions, and attendance in summer remediation programs when making promotion/retention decisions.**

HIGH SCHOOL PROMOTION REQUIREMENTS

From 9th to 10th by accumulating 6 credits From 10th to 11th by accumulating 12 credits From 11th to 12th by accumulating 16 credits

Graduation by accumulating a minimum of 24 credits

HIGH SCHOOL DIPLOMA TYPES

Standard Advanced Studies Applied Studies

**The information for diploma types can be found in the Accomack County Public Schools Course Offering Guide.*

GRADING SCALE

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<u>Grades 6 - 12</u>				
	100 Point Scale	Regular Class 4.0 Scale	Honors Level 4.5 Scale	Dual Enrollment or Advanced Placement 5.0 Scale
A	95 - 100	4.0	4.5	5.0
A-	90 - 94	3.7	4.2	4.7
B+	87 - 89	3.3	3.8	4.3
B	83 - 86	3.0	3.5	4.0
B-	80 - 82	2.7	3.2	3.7
C+	77 - 79	2.3	2.8	3.3
C	73 - 76	2.0	2.5	3.0
C-	70 - 72	1.7	2.2	2.7
D+	67 - 69	1.3	1.8	2.3
D	63 - 66	1.0	1.5	2.0
D-	60 - 62	.70	1.2	1.7
F	0 - 59	0	0	0
F	0 - No work attempted or completed	0	0	0

PowerSchool Access

A parent/guardian and a student may obtain access to our grading database system known as PowerSchool. This would give them access to the teacher's contact information, attendance records, and grades for assignments as well as marking periods. This allows the individual to stay on top of assignments that have been turned in or are missing. Please contact the School Counselor at your child's school for your access information.

VIRGINIA STANDARDS OF LEARNING ASSESSMENTS

In the spring of 1998, Virginia students participated in the Virginia Standards of Learning (SOL) Assessments at selected grade levels and at the completion of certain courses. This was the first statewide administration of the SOL assessments. The SOL assessments are designed to test the extent to which students have learned the content and skills specified in the Virginia Standards of Learning. The Virginia Standards of Learning represent rigorous content and provide students with a solid foundation upon which to build later learning.

Each school year the SOL assessments will be given in grades 3, 4, 5, 6, 7, and 8 and at the completion of certain high school courses. Beginning with the ninth grade class of 2000-2001 and thereafter, verified credits must be earned to receive a standard or advanced studies diploma. A verified unit of credit is based on a minimum of 140 clock hours of instruction, successful completion of the requirements of the course, and the achievement by the student of a passing score on the end-of-course SOL test for that course. The Virginia Board of Education has approved additional tests (substitute tests) that may be used for awarding verified credit. A complete list can be found in the Accomack County High School Course Offerings and Graduation Guide or can be provided by your child's school counselor.

Legislation passed in the 2021 Virginia General Assembly required the implementation of "through-year" or "growth" assessments beginning in fall 2021 for reading and mathematics in grades 3-8. To ensure that the growth assessments

administered for this purpose are aligned to the Standards of Learning (SOL), the Virginia Department of Education (VDOE) developed shorter computer adaptive tests (CAT) using existing SOL test items. Beginning with 2022-2023 and beyond, the legislation requires that the grades 3-8 reading and mathematics growth assessments be administered to students once in the fall and once in the winter (mid-year) during the school year. In addition to the growth assessments, the SOL tests for grade 3-8 and mathematics will continue to be administered. If you have any questions regarding these tests, please contact Kimberly Ferguson, Coordinator of Assessment and Accountability at 757-787-7941.

SOL TESTING TIMELINE

School	SOL Writing (Grade 8) End-of-Course Writing (Grade 11)	SOL Non- Writing (Grades 3-8 and End of Course)
ACCAWMACKE ELEMENTARY	N/A	Mid-May *
ARCADIA HIGH	October/March *	Mid-January/Late May *
ARCADIA MIDDLE	April	Mid-January/Late May *
CHINCOTEAGUE ELEMENTARY	N/A	Mid-May *
CHINCOTEAGUE HIGH	October/March *	Mid-January/Late May *
KEGOTANK ELEMENTARY	N/A	Mid-May *
METOMPKIN ELEMENTARY	N/A	Mid-May *
NANDUA HIGH	October/March *	Mid-January/Late May *
NANDUA MIDDLE	October/April *	Mid-January/Late May *
PUNGOTEAGUE ELEMENTARY	N/A	Mid-May *
TANGIER COMBINED	October/March *	Mid-May *

*Students will take the appropriate SOL or EOC test at the end of the course in which they are enrolled.

Grades 3-8 SOL and Growth Assessments								
	Fall Administration (September)		Mid-Year Administration (January)		Spring Administration (May)			
Growth Assessments				SOL Tests				
	Reading	Math	Reading					
	Reading	Math	Reading				Virginia Studies	
	Reading	Math	Reading				Integrated Reading and Writing	Science
	Reading	Math	Reading					
	Reading	Math	Reading					
	Reading	Math	Reading	Science or History			Integrated Reading and Writing	Science or History

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END OF COURSE TESTS BY SUBJECT			
<u>ENGLIS</u> <u>H</u> Readin g (Grade 11) Writ ing (Gra de 11) Inte grate d Rea ding and Writ ing (Gra de 11)	<u>MATH</u> A l g e b r a I A l g e b r a I I G e o m e t r y	<u>SCIENCE</u> Bi ol og y Ch em ist ry Ea rth Sc ien ce	<u>SOCI</u> <u>AL</u> <u>STU</u> <u>DIES</u> W o r l d H i s t o r y I W o r l d H i s t o r y I W o r l d G e o g r a p h y Virginia and US History

GPA REQUIREMENTS FOR SPORTS AND ACTIVITY PARTICIPATION

The minimum GPA requirement sends a positive message to students, reinforcing higher academic standards in Virginia schools through the current SOL requirements. It reminds students that they are students first and athletes or club members second.

A minimum **2.0 GPA**—based on the previous semester’s GPA and not the overall GPA—is required for sports and activity participation. The following guidelines will be followed:

- A. At the time of interim reports, if a student has fallen below the designated GPA requirement, the student

will be required to attend tutoring sessions, which may be offered at various times during the school year in each of the core subject areas. To receive tutoring in non-core area subjects, the student must make arrangements with the individual teachers.

- B. Students may be granted a one-time, one-semester **probationary period waiver**, taking into account extenuating circumstances for not meeting the GPA requirement, based on the following:

- (a) approval by an appeals committee consisting of the student’s coach, principal, school counselor, and a central office staff member;
- (b) required tutoring of a nature and frequency as determined by the committee; and,
- (c) completion of an overall improvement plan devised by the committee.

In addition to the division’s GPA requirements, students must satisfy the requirements set forth by the Virginia High School League (VHSL) to be eligible to participate in VHSL activities. Students must pass a minimum of 3 credits per semester in order to be eligible. For additional requirements, contact your building principal.

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IMPORTANT PLANNING INFORMATION FOR STUDENT-ATHLETES WHO PLAN TO ATTEND COLLEGE

Student-athletes who wish to play sports at the college level must plan carefully, beginning at the ninth grade level, to ensure that they have met the high school requirements for eligibility to play sports in college. Information pertaining to NCAA Division I freshman eligibility standards and NCAA Division II freshman eligibility standards can be obtained by phoning 800-638-3731 or 317-917-6222 or visiting the website at www.ncaa.org. Information pertaining to NAIA (National Association of Intercollegiate Athletics) eligibility regulations can be obtained by phoning 913-791-0044 or by visiting the website at www.naia.org.

HEALTHY SCHOOL CAMPUSES

TOBACCO-FREE SCHOOL ENVIRONMENT

Smoking, chewing, and other uses of tobacco products represent a serious health and safety problem for users and non- users. In an effort to establish a “smoke-free and smokeless tobacco-free” environment on school property at all times, smoking, chewing, and the use of any other tobacco products are prohibited in all school buildings and facilities, including the property on which those buildings and facilities are located. Staff, students, and visitors found in violation of this policy will be subject to appropriate disciplinary action.

HEALTH SCREENINGS

All students new to the Virginia public school system and students in grades 3, 7, 10 are to receive screening for

hearing and vision defects. The screenings will be scheduled within the first 60 days of school start. The screenings can be completed at any time within the school year.

Code of Virginia 22.1-272. Vision and hearing of student to be tested; exceptions:

1. Any such student is admitted for the first time to a public elementary school and produces a written record of a comprehensive eye examination performed within the preceding 24 months.
2. The parents or guardians of such student object on religious grounds and the student shows no obvious evidence of any defect or disease of the eyes; or
3. Any such student has an Individualized Education Program or a Section 504 that documents a defect of vision or a disease of the eyes and the principal determines that such a test would not identify any previously unknown defect of vision or a disease of the eyes.

FAMILY LIFE EDUCATION PROGRAM (K-10)

The ACCOMACK COUNTY School Board provides Family Life Education (FLE) based on the FLE Standards of Learning (SOL) and curriculum guidelines developed by the Board of Education. The SOL objectives related to dating violence and the characteristics of abusive relationships are taught at least once in middle school and at least twice in high school. The

high school FLE curriculum incorporates age-appropriate elements of effective and evidence-based programs on the prevention of dating violence, domestic abuse, sexual harassment, including sexual harassment using electronic means, and sexual violence, human trafficking, and the law and meaning of consent. Such age-appropriate elements

of effective and evidence-based programs on the prevention of sexual violence may include instruction that increases student awareness of the fact that consent is required before sexual activity. The FLE curriculum offered in any school incorporates age-appropriate elements of effective and evidence-based programs on the importance of the personal privacy and personal boundaries of other individuals and tools for students to use to ensure that they respects the personal privacy and personal boundaries of other individuals. The FLE curriculum incorporates age-appropriate elements of effective and evidence-based programs on the harmful physical and emotional effects of female genital mutilation; associated criminal penalties; and the rights of the victim, including any civil action pursuant to Va. Code § 8.01-42.5.

The FLE curriculum may incorporate age-appropriate elements of effective and evidence-based programs on the prevention, recognition, and awareness of child abduction, child abuse, child sexual exploitation and child sexual abuse.

The School Board reviews its family life education curricula at least once every seven years, evaluates whether the curricula reflect contemporary community standards, and revises the curricula if necessary.

Right of Parental Review

A parent or guardian has the right to review the family life curricula, including all supplemental materials used in the program.

The School Board develops and distributes to the parents or guardians of students participating in the FLE program a summary designed to assist them in understanding the program implemented in its school division and to encourage parental guidance and involvement in the instruction of the students. Such information reflects the curricula of the program as taught in the classroom. The following statement is included in the summary: "Parents and guardians have the right to review the family life education program offered by their school division, including written and audio-visual educational materials used in the program. Parents and guardians also have the right to excuse their child from all or part of family life education instruction."

Adopted: October 6, 2020

Family Life Education Standards K-12, updated October, 2020, are implemented. Parents/Guardians desiring to opt out should contact their child's school and arrange a conference to discuss the Family Life Education Program with the principal and sign an Opt-Out Form.

SPECIAL POPULATIONS

SPECIAL EDUCATION PROGRAMS FOR CHILDREN WITH DISABILITIES

In compliance with the mandates of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA '04; P.L. 108-446; 20 USC Sec. 1400 et seq.), effective July 7, 2009,

the Accomack County Public School division provides special education programs and services to eligible students with educationally disabling conditions which adversely affect their educational performance. This statutory right to a free appropriate public education applies to eligible children ages two to twenty-one inclusive. The educationally disabling conditions covered by IDEA '04 are as follows:

AUTISM: means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, which adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance. A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in this definition are satisfied. (34 CFR 300.8(c)(1))

DEAFNESS: a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects the child's educational performance.

DEAF-BLINDNESS: means simultaneous hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness. (34 CDF 300.8(c)(2))

DEVELOPMENTAL DELAY: means a disability affecting a child ages two by September 30 through six, inclusive: (34 CFR 300.8(b); 34 CFR 300.306(b))

1. (i) Who is experiencing developmental delays, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development social or emotional development, or adaptive development, or (ii) who has an established physical or mental condition that has a high probability of resulting in development delay;
2. the delay(s) is not primarily a result of cultural factors, environmental or economic disadvantage, or limited English proficiency; and
3. the presence of one or more documented characteristics of the delay has an adverse effect on educational performance and makes it necessary for the student to have specially designed instruction to access and make progress in the general educational activities for this age group.

EMOTIONAL DISABILITY: means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: (34 CFR 300.8(c)(4))

1. An inability to learn that cannot be explained by intellectual, sensory, or health factors;
2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
3. Inappropriate types of behavior or feelings under normal circumstances;

4. A general pervasive mood of unhappiness or depression; or
5. A tendency to develop physical symptoms or fears associated with personal or school problems. Emotional disability includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disability as defined in this section.

HEARING IMPAIRMENT: means impairment in hearing in one or both ears, with or without amplification, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section. (34 CFR 3000.8(c)(5))

INTELLECTUAL DISABILITY: means the definition formerly known as "mental retardation" and means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance. (34 CFR 300.8(c) (6))

MULTIPLE DISABILITIES: means simultaneous impairments (such as intellectual disability with blindness, intellectual disability with orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf- blindness. (34 CFR 300.8(c)(7))

ORTHOPEDIC IMPAIRMENT: means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures). (34 CFR 300.8(c)(8))

OTHER HEALTH IMPAIRMENT: means having limited strength, vitality or alertness including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia and Tourette syndrome that adversely affects a child's educational performance. (34 CFR 300.8(c)(9))

SPECIFIC LEARNING DISABILITY: means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken, or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disabilities; of emotional

disabilities; of environmental, cultural, or economic disadvantage. (§ 22.1-213 of the Code of Virginia; 34 CFR 300.8(c) (10))

Dyslexia is distinguished from other learning disabilities due to its weakness occurring at the phonological level. Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

SPEECH OR LANGUAGE IMPAIRMENT: means a communication disorder, such as stuttering, impaired articulation, expressive or receptive language impairment, or voice impairment that adversely affects a child's educational performance. (34 CFR 300.8(c) (11))

TRAUMATIC BRAIN INJURY: means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment, problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma. (34 CFR 300.8(c)(12))

VISUAL IMPAIRMENT INCLUDING BLINDNESS: means impairment in vision that, even with correction, adversely affects children's educational performance. The term includes both partial sight and blindness. (34 CFR 300.8(c)(13))

The early warning signs of such disabilities might include difficulty sitting, standing, walking, talking, seeing, or hearing. Children may have seizures or severe health problems. Children may be overly active or inactive. They may not be able to learn or be very slow in learning. If children receive early intervention, they have a better chance to develop and to do their best.

Services are available to all resident, eligible Accomack County students, including those enrolled in public, private and home schools. If you know of someone between the ages of birth through 21 years who may have a disability for which special education programs and services are needed, please call 757-824-3360.

The Accomack County Public School division does not lawfully discriminate on the basis of age, race, color, religion, disability or national origin in its employment or educational programs and activities. The Special Education Director (757- 824-3360) is

designated as coordinator for nondiscrimination for access to and implementation of educational programs under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act. The Director Human Resources (757-787-5754) is designated as coordinator for nondiscrimination regarding personnel matters under Section 504 and the Americans with Disabilities Act. Your questions and comments are welcome at any time regarding programs and services for children with disabilities.

EDUCATION PROGRAM FOR TEMPORARILY HOUSED STUDENTS

The federal McKinney-Vento Homeless Education Assistance Act guarantees school enrollment for anyone who, due to a lack of permanent housing, does not have a fixed, regular, and adequate nighttime residence, such as a child or youth who lives:

- In an emergency or transitional shelter
- In a motel, hotel, or campground
- In a car, park, public place, bus or train station, or abandoned building
- Doubled up with relatives or friends
- In these conditions and is a migratory child or youth

Children and youth living in these settings meet criteria for the McKinney-Vento definition of homelessness and have special educational rights. (JECA)

Where can I get Help?

You can contact the School Social Worker, Bekki Haynie at 757-787-8013 or Coordinator of Student Services, Della Jordan, at 757-787-5754.

FOSTER CARE

Accomack County Public Schools provides a foster care liaison to assist students who are in the care of a foster family. The foster care liaison works with the students and their guardians to arrange transportation to and from school, collaborates with the social services locality, and participates in interdisciplinary team meetings all in an effort to best support the students in the school setting. For more information, please contact the ACPS foster care liaison, Bekki Haynie, School Social Worker, at 757-787-8013

PROGRAMS FOR TALENTED AND GIFTED STUDENTS (TAG)

The Accomack County Public Schools (ACPS) division believes that all children have the right to educational opportunities that meet their needs and abilities and is committed to providing programs that stimulate the maximum growth and development of all

students. A General Intellectual Aptitude (GIA) program is available to qualifying gifted students in grades K-12. A Visual Arts program is available to students in grades 3-12 who are talented in art. Determination of eligibility for these programs is made by the Eligibility Committee in accordance with ACPS guidelines and VDOE regulations. Students may be referred for evaluation by a teacher, school counselor, parent, community member, peer, or themselves. For more information on the identification of talented and/or gifted students, please contact your child's guidance counselor or call Mrs. Teresa Ibarra, the Coordinator of TAG/Gifted Services, at 757-787-1513.

Language Instruction Educational Program (LIEP)

In order to comply with legal obligations under Title VI of the Civil Rights Act of 1964, school divisions must take affirmative steps to ensure that students with limited English proficiency can meaningfully participate in their educational programs and services. Schools have highly qualified teachers to meet the needs of our ELs (English Learners). Students come from a variety of learning cultural backgrounds. These students bring a unique set of assets that have the potential to enrich the experiences of all learners and educators.

• EL Models:

Newcomer • <u>Goal:</u> Learn basic English and content concepts together • Classes of recently arrived ELs with early levels of English development, possibly beginning levels of primary language literacy • Typically provide specialized social and academic language acquisition instruction designed to transition ELs into the American school setting • Short-term, typically lasting no longer than 1 year • May be provided at a designated site or provided within a school	ESL or ELD • <u>Goals:</u> Develop full English proficiency to support grade-appropriate academic success • Classes of ELs; possibly grouped according to their level of English proficiency • Instruction includes techniques, methods, and tailored curriculum designed to develop ELs' skills in reading, speaking, listening, and writing • ESL/ELD curriculum does not need to be identical to grade-level curriculum but should reinforce and align to those academic content SOLs to the extent possible. • Service might be provided during a dedicated class period • Service might be support outside of the regular classroom (also known as "pull-out"). ELs spend part of the school day in an integrated classroom, but are taken out	Content Classes with Integrated ESL support • <u>Goals:</u> Support grade-appropriate academic success and full English proficiency development simultaneously • Classes usually include ELs and non- ELs • ELs receive direct language instruction and support within general education content classes • Instruction may use the Sheltered Instruction model: adapts academic instruction to make is accessible and comprehensible to ELs' proficiency levels to provide access and make content comprehensible • May use co-teaching (also known as "push-in") ○ Co-teaching can take a variety of forms and should include common teacher planning time
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	individually or in small groups for a portion of the day or class to receive ESL instruction that supports grade- level content	
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SECTION 504

The Accomack County School Board does not discriminate against individuals on the basis of disability. Where students or employees who believe that they have been discriminated against on the basis of disability, the students and employees shall have the right to request a hearing. The person designated as the division contact for Section 504 is the Special Education Director. Complaints are to be reported to Jennifer Annis, Section 504 Director, Special Education Office, at 757-824-3360.

TITLE IX

A. Students

The Accomack County School Board provides equal educational opportunities for all students without regard to race, color, national origin, gender, ethnicity, religion, disability, or marital or parental status. Further, educational programs shall be designed to meet the varying needs of all students.

No student, on the basis of gender, shall be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Students who believe they have been victims of prohibited discrimination should report the alleged discrimination as soon as possible to Della Jordan, Coordinator of Student Services (della.jordan@accomack.k12.va.us), at 757- 787-5754.

B. Employment

The Accomack County School Board is an equal opportunity employer, committed to non-discrimination in recruitment, selection, hiring, pay, promotion, retention, or other personnel action affecting employees or candidates for employment. Therefore, discrimination in employment against any person on the basis of race, color, religion, national origin, political affiliation, gender, age, marital status, or disability is prohibited. Personnel decisions shall be based on merit and the ability to perform the essential functions of the job, with or without reasonable accommodation.

The Accomack County School Board shall provide facilities, programs, and activities that are accessible, usable, and available to qualified disabled persons. Further, the Accomack County School Board shall not discriminate against qualified disabled persons in the provision of health, welfare, and other social services.

Persons who believe they have not received equal employment opportunities should report the alleged discrimination to one of the compliance officers. Employee who have knowledge of conduct that may constitute prohibited discrimination shall report such conduct to the Superintendent at 757-787-5754.

TECHNOLOGY ACCEPTABLE USE, PARENT/GUARDIAN AND STUDENTS USE AGREEMENT

Accomack County Public Schools (ACPS) provides a variety of computing systems and individual user accounts to students for promoting educational excellence in schools by facilitating research, resource sharing, creativity, and collaboration. The use of the computing system and individual user accounts shall be consistent with ACPS Policy GAB/IIBEA and Regulation GAB-R/IIBEA-R.

In Summary:

- Students will be educated in safe and productive practices for the use of the ACPS computing system by their teacher and/or appropriate administrator.
- Students should exercise sound judgment at all times when using the ACPS computing system.
- For the purposes of adherence to applicable policies, regulations, and guidelines, all student communication and content created, sent, and/or received on the ACPS computing system is subject to monitoring at any time; carries no expectation of privacy; and without any notification to the end user(s).

Security

- Students shall only use their own division-provided user account(s) or specially-designated user account(s) to access the ACPS computing system.
- At no time will a student share their user account information with any other student(s).
- o At any time, parents/guardians may require/request their child to share their division assigned user account information with them.
- Students shall only access the ACPS computing system for purposes specifically directed by the teacher and/or appropriate administrator.

Copyright

- Any copyrighted material(s) accessed through the ACPS computing system remains copyrighted and may be subject to the Fair Use provisions of copyright laws as they relate to education.

Undesirable/Offensive Content

- The division takes all reasonable precautions to restrict a student's access to undesirable/offensive content when using the ACPS computing system. However, students must also accept responsibility for avoiding access to such content.
- Students should notify their teacher and/or appropriate administrator anytime they find and/or are exposed to undesirable/offensive content.

Software

- No software shall be downloaded from the Internet and/or installed on any ACPS computing system unless expressly arranged by the department of Technology Services.
- Unless, and with express rights of use from the platform for instructional purposes only, at no time shall any student download any music, videos, or movies related files on the ACPS computing system.

Social Network Technologies

- Access to or the operation of social networking technologies (whether in the form of software, websites, or other technologies) shall exempt students from Policy GAB/IIBEA and Regulation GAB-R/IIBEA-R.
- Students shall take all precautions to protect their personal information while using social network technologies.

Commercial Use

- Commercial use of the ACPS computing system is prohibited.

Personal Devices and the Division Network

- At no time shall a student connect a personal computing or mobile device to the ACPS private network.

Student violations of Policy GAB/IIBEA and Regulation GAB-R/IIBEA-R may be handled by and reported through the schools' administration staff. Violations are as follows:

1. Major Violations are violations of law and governed by the guidelines listed in Policy JFC.
2. Minor Violations are violations that do not violate the law but do violate Policy GAB/IIBEA and Regulation GAB-R/IIBEA-R.

AGREEMENT of USE:

I and my parent/guardian understand and agree to:

- I am being issued a division-owned Chromebook at no cost to me and my parent/guardian for instructional use at school and home.
- I am responsible for the care and upkeep of the issued Chromebook and its accessories.
- My parent/guardian may withdraw the assigned Chromebook and/or computing system access permissions by providing a written notice to the school of record.
- The Chromebook is preloaded with ACPS approved software and at no time will I install any software on the Chromebook.
- The purpose of the Chromebook is for instructional use only and will not be used for purposes which:
 - Violate any federal, state, or local law, statute, ordinance, policy, procedure, or regulation including privacy or copyright laws.
 - Disrupt or affect the performance or integrity of the Division's computing network.
 - For gaining unauthorized access to protected and private network systems, services, and applications.

I will return the issued Chromebook and any issued accessories in the same condition as I received it.

- This includes the provided hard-shell case/cover and AC power adapter.
The hard-shell case is to remain on the Chromebook at all times.
- I will not allow the issued Chromebook to be used by any other person(s) for any reason whatsoever.
- I am entrusted with the safeguard and care of the issued Chromebook. While in my care, if the Chromebook becomes lost/stolen or damaged, I understand that I will not be reissued or allowed to take another Chromebook off school premises until all fees are settled.
- Upon leaving ACPS, I will return the issued Chromebook and all assigned accessories in the same condition as I received it.
- If I fail to comply, I understand my information may be reported to the local authorities.

Chromebook Fees:**Tier 1: \$25.00**

- Missing keys on keyboard
- Minor chassis/casing damage (not impacting other parts of the device).
- Broken camera.
- Broken or lost/stolen power adapter.
- Broken speaker.
- Replacement hard-shell case.
- Additional damages, as applicable

Tier 2: \$40.00

- Moderate chassis/casing damage (impacting other parts of the device).
- Additional damages as applicable.
- Combined Tier 1 damage as applicable.

Tier 3: \$50.00

- Damaged screen.

- Major chassis/casing damage (impacting other parts of the device).
- Additional damages as applicable.
- Combined Tier 1 and Tier 2 damage, as applicable

Tier 4: Device Replacement: \$350.00 for Touch / \$315.00 non-Touch

- Device replacement due to being damaged beyond repair.
- Device replacement due to being lost or stolen.

****Note:** The items listed above are examples of damages and associated costs. This is not an exhaustive list and additional items may be included.

Upon leaving ACPS, I will return the issued Chromebook and all assigned accessories. If I fail to comply, I understand my information may be reported to the local authorities.

ACKNOWLEDGEMENT:

My signature and the signature of my parent/guardian affirms that we understand and agree to this agreement and to ACPS Policy GAB/IIBEA, Acceptable Use Policy.

I understand I am being issued a division-owned Chromebook at no cost to me or my parent or guardian.

As a student of ACPS, I understand I am responsible for the care and upkeep of the issued Chromebook and its accessories.

I understand I will be charged a fee if the Chromebook is lost, stolen, or damaged and further understand that I will not be reissued a Chromebook until assessed fees are paid in full

The parent/guardian may withdraw computer system access permission by providing a written notice to the school.

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SEPTEMBER 2023

					1 TEACHER WORK DAY	
	ACPS SCHOOL CLOSURE LABOR DAY	5 FIRST DAY FOR STUDENTS FIRST NINE WEEKS SCHOOL BOARD MEETING (MES) WORK SESSION	6	7	8	PARENT UNIVERSITY (MES)
	11	12	13	14	15	
	18	19 SCHOOL BOARD MEETING REGULAR SESSION Division Wide 3rd Grade Field Trip Duncan Farms	20	21	22	
	25	26	27 TEACHER WORK DAY 2 HOURS EARLY DISMISSAL	28	29	

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OCTOBER 2023

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	2	3	4	5	6	
		SCHOOL BOARDMEETING (MES) WORK SESSION		INTERIM REPORT ISSUED		
	9	10	11	12	13 <i>Secondary Special Olympics</i>	
	16	17 SCHOOL BOARDMEETING REGULAR SESSION	18 TEACHER WORK DAY 2 HOURS EARLY DISMISSAL	19	20	

	23	24	25	26	27	
	30	31				

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NOVEMBER 2023

S U N D A Y	MONDAY	TUESDAY	WEDNESDA Y	THURS DAY	F RI D A Y	SATUR DAY
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			1	2	3		
	6	END OF FIRST 9 WEEK S	TEACH HERW ORK DAY (No School)	8 BEGINSE COND 9 WEEKS	9	10	
	13	14	15	16	17		
		REPORT CARDS ISSUED	SCHOOL BOARD MEETING (MES) WORK SESSION				Comm unity Resour ce Fair
	20	21 SCHOOL BOARD MEETING REGULAR SESSION			THANKSGIVING VACATION (No School)		
		2 HOUR EARLY DISMISSAL					
	27	28	29	30	31		

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DECEMBER 2023

SU ND AY	MO ND AY	TUESDAY	WEDNESDAY	THURS DAY	FRI DA Y	SAT URD AY	
					1		
	4	5 SCHOOL BOARDMEETING (MES) WORK SESSION	6 TEACHE RWORK DAY	7	8		
			2 HOU REARLY DISMISSAL				

	11	12	13	14	15		
			INTERIM REPORTS ISSUED				
	18	19	20		ATION ool)		
		SCHOOL BOARD MEETING REGULAR SESSION	2 HOURS EARLY DISMISSAL	W T V C (No Sch			
			WINTER VACATION (No School)				

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JANUARY 2024

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	WINTER VACATION (Schools Closed)	2 SCHOOLS REOPEN SCHOOL BOARD MEETING G (MES) WORK SESSION	3	4	5	
	8	9	10	11 TEACHER WORK DAY 2 HOURLY EARLY DISMISSAL	12	
	MARTIN LUTHER KING DAY (Schools Closed)	16 SCHOOL BOARD MEETING G (MES) REGULAR SESSION	17	18	19	
	22	23	24 FIRST SEMESTER	25 FIRST SEMESTER EXAMS END OF 9 WEEKS	TEACHER WORK DAY (No School)	

			R E X A M S			
	STAFF DEVELOPMENT (Schools Closed)	30 BEGIN THIRD NINE WEEKS	31			

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FEBRUARY 2024

S U N D A Y	MONDA Y	TUESDAY	WEDNESDAY	THURSDAY	F R I D A Y	SA TU RD AY
				1 REPORTC ARDS ISSUED	2	

	5	6 SCHOOL BOARDMEETING (MES) <i>WORK SESSION</i>	7	8	9	
	12	13	14	15	16	
	PRESI DENT S'DAY (SCHOOLS CLOSED)	20 SCHOOL BOARDMEETIN G (MES) <i>REGULAR SESSION</i>	21 TEACHER WORKDAY	22	23	
			2 HOUREARLY DISMISSAL			
	26	27	28	29		

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MARCH 2024

S U N D A Y	MO N D A Y	TUESDAY	WEDNESDAY		TH U R S D A Y	FRIDAY	SA T U R D A Y
						1 INTERIM REPORT SISSED	
	4	5 SCHOOL BOARDMEETING (MES) WORK SESSION	6		7	8	
	11	12	13	TEACHERW ORK DAY	14	15 <i>Elementary All County ChorusConcert (NHS)</i>	
			2 HOUREARLY DISMISSAL				

	18	19	20	21	22	
		SCHOOL BOARDMEETI NG (MES) <i>REGULAR SESSION</i>				
			SPRING VACATION (Schools Closed)			

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APRIL 2024

S U N D A Y	MO N D A Y	TUESDAY	WEDNESDAY	THURSDAY	FRID AY	SATU RDAY
		2	3	4	5	
	SPRING VACATI ON (School s Closed)	SCHOOL BOARDMEETI NG (MES) <i>WORK SESSION</i>				

	8	9	10	11	12	
			END OF THIRD 9 WEEKS	BEGIN FOURTH 9 WEEKS		
	15	16	17	18	19	
		SCHOOL BOARD MEETING (MES) REGULAR SESSION	REPORT CARDS ISSUED TEACHER WORK DAY			
			2 HOURS EARLY DISMISSAL			
	22	23	24	25	26	
					A	T r a n s f e r r e n c e s f r o m
	29	30				

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MAY 2024

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	
	6	7 SCHOOL BOARD MEETING (MES) WORK SESSION	8 TEACHER WORK DAY 2 HOURS EARLY DISMISSAL	9	10 Chincoteague High School Prom	
	13 INTERIM REPORTS ISSUED	14 Chincoteague High School Athletic Banquet	15 Chincoteague High School Senior Banquet	16	17	N
	20 Chincoteague Elementary Kindergarten Graduation	21 SCHOOL BOARD MEETING (MES) REGULAR SESSION	22 Arcadia High School Senior Banquet Pungoteague Elementary Kindergarten Graduation	23 Accawmacke Elementary Kindergarten Graduation	24 Metompkin Elementary Kindergarten Graduation	

	MEMORIAL DAY (Schools Closed)	28 Kegonsa Elementary Kindergarten Graduation	29 Dare Day All 5th Graders NHS (Rain Date May 31st) Chincoteague Elementary 5th Grade Graduation Nantuxet High School Senior Banquet	30 Pungoteague Elementary 5th Grade Graduation Tangier Combined School Senior Banquet	31 2 ND SEMESTER SENIOR EXAMS Metompkin Elementary 5th Grade Graduation	
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JUNE 2024

S U N D A Y	MONDAY	TUESDAY	WEDNESDAY	THURSDA Y	FRIDAY	S A T U R D A Y
	3 ^{2ND} SEMESTER EXAMS	4 SCHOOL BOARD MEETING (MES) WORK SESSION	5 Arcadia High School Elementary Fitness Meet/Rain Date June 7th	6 Tangier Combined School	7 Chincoteague High	

	Accawmacke Elementary5 th Grade Graduation		Kegotank Elementary5th Grade Graduation	raduation	gh Sc ho ol Gr ad ua tio n	
	10 Arcadia High School Gradua tion	11 Nandua High School Gradua tion	12 2 ND SEMESTERMI DDLE & HIGH EXAMS	13 2 ND SEMESTER MIDDLE & EXAMS Middle School 8th GradePromoti on Ceremony END OF 4 th 9 WEEKSLAST DAY OF SCHOOL	14 TEA CHE RWO RK DAY	
	17 Retirement Banquet	18 SCHOOL BOARDME ETING (MES) REGULAR SESSION	19	20 REPO RTCARD S ISSUED	21	
	24	25	26	27	28	

READ and SIGN

Technology Acceptable Use,
Parent/Guardian and Student
Use Agreement Form Title:
TS-01-F1 ACPS Student
Chromebook Agreement Form
English

Chromebook Service Tag: _____ Issued to:

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Each parent/guardian and student must sign this Agreement before receiving access to use the division's computer system. Prior to signing, each parent/guardian and student shall read Policy GAB/IIBEA and Regulation GAB-R/IIBEA-R.

1. I am the parent/guardian of the child named below and, by my signature, I acknowledge that I have received this calendar, which includes copies of:

- VA 22.1-279.3 entitled “Parental Responsibility and Involvement Requirements”;
- Accomack County School Board Policy JFC Student Conduct and associated guidelines and exhibits;
- Accomack County School Board Policy, Attendance Policy.

2. By signing my child and I acknowledge:

- My child and I have reviewed and agree to abide by the Mobile Telephone Device section to include any associated guidelines and exhibits. We both understand that by bringing a cellular device onto school property, we agree to the rules relating to the possession and use of cellular devices and consequences set forth herein for violations to include confiscation of the cellular device;
- As the parent/guardian, I understand that it is impossible for the school division to restrict access to all undesirable/offensive material and websites and I shall not hold the school division responsible for any information acquired on the ACPS computing system;
- My child and I have reviewed and agree to abide by the Mobile Telephone Device section to include any associated guidelines and exhibits. We both understand that by bringing a cellular device onto school property, we agree to the rules relating to the possession and use of cellular devices and consequences set forth herein for violations to include confiscation of the cellular device;
- As the parent/guardian, I understand that it is impossible for the school division to restrict access to all undesirable/offensive material and websites and I shall not hold the school division responsible for any information acquired on the ACPS computing system;
- My child and I understand the school division may access, monitor, and archive my use of the ACPS computing system, including my use of the Internet, email, downloaded material, etc. without prior notice to me or my parent/guardian

Name of Student : _____ School Attending :

(PRINTED)
(PRINTED)

Signature of Student :

Date :

(SIGNED)
(PRINTED)

Printed name of

Parent/Guardian:

Phone Number :

(PRINTED)
(PRINTED)

Signature of

Parent/Guardian :

Date:

(SIGNED)
(PRINTED)

ACCOMACK COUNTY PUBLIC SCHOOLS
PARENTAL STATEMENT OF RECEIPT OF NOTICE OF REQUIREMENTS OF VA
CODE §22.1-279.3

Notice to parents/guardians: By signing this Statement of Receipt, you shall not be deemed to waive—and you expressly reserve—your rights protected by the constitutions or laws of the United States or the Commonwealth of Virginia, and you have the right to express disagreement with the school’s or school division’s policies or decisions.

READ AND SIGN

I am the parent/guardian of the child named below and, by my signature, I acknowledge that I have received this calendar, which includes copies of the:

- VA Code §22.1-279.3 entitled “Parental Responsibility and Involvement Requirements”
- Accomack County School Board’s Standards of Student Conduct
- Attendance Policy

In addition, by my signature, I also agree to abide by the Acceptable Computer System Use Policy and the policy concerning cellular telephones. By bringing a cellular telephone onto school property, the student/parent agrees to the rules relating to the possession and use of such cell phone and for the consequences set forth herein for violating those rules, including confiscation of the cell phone.

By signing this Statement of Receipt, I do not waive or abdicate, but do expressly reserve, any rights protected by the constitutions or laws of the United States or the Commonwealth of Virginia. I further understand that I have the right to express disagreement with the school’s or school division’s policies or decisions.

Name of child: _____ School presently attending: _____

Signature of parent: _____ Date: _____

Printed name of parent: _____ Telephone number: _____

PURPOSE: To establish standards of student conduct, disciplinary consequences for violation of those standards, and reporting requirements

Student Rights and Responsibilities

A student has all rights expressed and guaranteed by the United States Constitution and by federal, state, and local laws. These rights do not permit a student to disrupt the educational process, break school rules, present a health or safety hazard, or disregard the directions of those in authority. Individual rights do not include infringing upon the rights of others in the school community.

To the extent permitted by applicable law, students have the right to the following: a public education; an orderly school and classroom environment which will allow optimum learning; and freedom of expression in speech, writing, or symbols consistent with their constitutional rights and board policy. Students have the primary responsibility to maintain a climate of mutual respect and trust so that the dignity of the individual is protected and the pursuit of opportunities for each student is realized.

Students are responsible for the following: knowing and complying with any rules or regulations of the board, as well as local, state, and federal laws; attending school regularly, equipped with the materials needed to attend class; and completing class assignments and/or requirements; and contributing to a climate of mutual respect for all within each school so that the hopes and ambitions of all individuals may be realized.

Virginia Board of Education,

The Virginia Board of Education's *Model Guidance for Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension* makes clear that school divisions should take an instructional approach, when possible, to student discipline. Therefore, students who do not meet behavioral expectations will receive support, as appropriate, to address the root causes of the behavior and learn suitable alternatives. In addition, an out of school suspension may be combined with instructional or restorative supports/interventions to address the student's behavior. When a specific student's behavior does not change following an intervention – or the behavior increases in frequency, intensity, or duration – a problem-solving approach will be utilized to identify alternative interventions and responses.

Code Violation Levels – Code violation levels offer building-level administrator guidance when determining the appropriate interventions, supports, and/or consequences for student misconduct. Each level represents the maximum consequence permitted for specific code violations; However, administrators may provide intervention, support, or consequence from a lesser level depending on the circumstances and context.

No period of suspension or expulsion shall exceed that permitted by law or by the Virginia Department of Education regulation or guidance.

- Level 1:** In-School Suspension (ISS) (up to two days); overnight suspension
- Level 2:** ISS (one to three days); short-term suspension (one to three days) may be warranted; overnight suspension.
- Level 3:** ISS (three to five days); short term suspension (one to three days for preK-3, except as provided in Va. Code §22.1-277(B) or longer if **aggravating circumstances exist); one to five days for grades 4-12); overnight suspension.
- Level 4:** Short-term suspension (one to three days for grades preK-3; overnight suspension; four to 10 days for grades 4 & 5; six to 10 days for middle and high); *long-term suspension (11 to 45 days or more, if **aggravating circumstances exist)
- Level 5:** *Long-term suspension (11 to 45 days or more, if **aggravating circumstances exist); expulsion; alternative placement; overnight suspension
- *The balance of any days to be served may be carried over to the following school year.
- **For the purposes of §22.1-277 and §22.1-277.05 of the Code of Virginia, "aggravating circumstances," as defined by the Virginia Department of Education, means:
- i. That a student engaged in misconduct that caused serious harm (including but not limited to physical, emotional, and psychological harm) to another person(s) or posed a credible threat of serious harm to another person(s), as determined by a threat assessment; or
 - ii. That a student's presence in the school poses an ongoing and unreasonable risk to the safety of the school, its students, staff, or others in the school; or
 - iii. That a student engaged in a serious offense that is:
 - a) persistent (repeated similar behaviors are documented on the student's disciplinary record), and
 - b) unresponsive to targeted interventions as documented through an established intervention process.

Code Violation Level Interventions and Responses: These interventions, for the most part, aim to teach appropriate and alternative behavior so students can learn and demonstrate safe and respectful behavior. Some situations may warrant an out of school suspension coupled with an instructional or restorative support/intervention. The examples below are not all-inclusive, nor are they required to be exhausted by teachers or school administration in every situation. In addressing behavior code infractions, school administrators may (but are not required to) take into account various factors, including but not limited to the age of the student, the maturity level of the student,

the efficacy of the intervention/support in relation to the particular facts and circumstances, and parental/guardian input. In every case, the staff should consider revisions to plans supporting students with special needs (e.g., Child Study, IEP, or 504).

In order to return to school from an overnight or out-of-school suspension, the parent/guardian and student must meet in person with the principal/designee.

LEVELS OF INTERVENTIONS AND RESPONSES

LEVEL 1 - Interventions and responses at this level are designed to help improve student behavior in the classroom and/or school. If these interventions are successfully implemented, a referral to the school administrator may not be necessary. These responses are intended to prevent further behavior issues while keeping the student in school.

• Warning	• Recognize/reward appropriate behavior
• Written reflection or letter of apology	• Check-in and check-out system
• Loss or suspension of school privileges	• In-class time-out
• Seat change (classroom or bus)	• Time-out in another classroom setting
• Phone call or letter to/conference with parent/guardian	• Reinforcement of appropriate behaviors
• Confiscation by the administration	• Classroom behavior contract/ behavior monitoring form
• Mentoring	• Referral to support services (e.g., school counselor, behavior interventionist/ specialist, social worker)
• Administrator/teacher conference with student and/or parent/guardian	• Progress monitoring sheet
• Re-teach or model desired behavior	• Referral to intervention (IEP/504/SBIT) team
• Reflective assignment	• Detention (before school, at lunch, after school)

Student Services
CODE OF STUDENT CONDUCT

Referral to case manager	In-school suspension (up to one to two days) with behavioral instruction, academic support and/or restorative practices
Community service (appropriate to correct the behavior and with parent/guardian consent)	Overnight suspension: parent/ guardian/ student meeting with administrator required for student return
Restitution	Suspension from the bus
Conflict resolution or mediation (including peer)	

LEVEL 2 - Interventions and responses at this level are designed to prevent further behavior issues and keep the student in school. Depending upon the severity of the behavior, short-term removal of the student from the classroom environment may be warranted.

Parent/guardian contact	Referral to community resources
Check-in and check-out system	Restitution
Conflict resolution or mediation (including peer)	Progress monitoring sheet
Loss or suspension of school privileges	Parent/administrator/teacher/student behavior contract
Confiscation of items	Detention (before/after school, lunch, Saturday)
Schedule/class change	Behavior interventionist/ specialist referral
Referral to intervention (IEP/504/SBIT) team	Community service (appropriate to correct the behavior and with parent/guardian consent)
Functional behavioral assessment (FBA), behavior intervention plan (BIP), or behavior support plan (BSP)	In-school suspension (one to three days) with behavioral interventions and/or restorative practices

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Administrator/teacher/ counselor/ student conference (includes reteaching of expected behavior)	Short-term out of school suspension (one to three days) for more severe behaviors with behavioral interventions and/or restorative practices. *Parent/guardian meeting with administrator required for student return
Referral to support services (e.g., school counselor, behavior interventionist/ specialist, social worker)	Overnight suspension: parent/ guardian/student meeting with administrator required for student return
Seat change (classroom or bus)	Suspension from the bus
Reflective assignment	

LEVEL 3 - These interventions and responses may involve the short-term removal of a student from the school environment due to the severity or frequency of the behavior or safety concerns. The duration of short-term suspension should be limited to the extent necessary to adequately address the behavior but may not exceed five school days (may not exceed three days for PK-3).

Parent/teacher/administrator contact	Detention
Recommend schedule/class change	Administrator/teacher/parent/ guardian conference
Behavior interventionist/ specialist referral	Revocation of school privileges
Referral to intervention (IEP/504/SBIT) team	Functional behavioral assessment (FBA), behavior intervention plan (BIP), or behavior support plan (BSP)
Community service (appropriate to correct the behavior and with parent/guardian consent)	Referral to law enforcement as required
Referral to alternative education programs	In-school suspension with behavioral interventions and restorative practices; (three to four days, not to exceed five days)

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Referral to support services (e.g., school counselor, social worker, etc.)	Short-term out of school suspension (one to three days for pre-K & elementary students; one to five days for secondary students). Parent/guardian meeting with administrator required for student return. Restorative circle* or conference option upon return
Behavior contract (developed and signed by the student, parent/ guardian, and school officials)	Overnight suspension: parent/ guardian/student meeting with administrator required for student return
Referral to community resources	Parent/administrator/teacher/ student behavior contract
Seat change (classroom or bus)	Suspension from the bus
Restitution	

LEVEL 4 - These interventions involve the removal of a student from the school environment because of the severity and/or frequency of the behavior(s). Also, they focus on monitoring the safety of the school community and ending self-destructive and dangerous behavior. The student may be placed in a safe environment that provides additional structure to address behavior. Given the context and circumstances, a short-term suspension of one to 10 days or a recommendation for long-term suspension may be warranted.

Recommend schedule/class change	Referral to an alternative education program or school reassignment
Parent/administrator/teacher/ student behavior contract	Referral to law enforcement as required
Restitution via written contract	Threat assessment as indicated by the behavior
Behavior interventionist/ specialist referral	Long-term revocation of school privileges
Functional behavioral assessment (FBA), behavior intervention plan (BIP), or behavior support plan (BSP)	Short-term out-of-school suspension (one to three days for pre-K & elementary students; four to 10 days for 4th & 5th grade students; five to 10 days for secondary students). Parent/guardian meeting with administrator required for

	student return. Restorative circle* or conference option upon return
Referral to community resources	Overnight suspension: parent/guardian/student meeting with administrator required for student return
Referral to intervention (IEP/504/SBIT) team	Recommendation for a long-term suspension (11 to 45 days) as determined by school board policy or by state law – parent/guardian meeting with administrator required for student return; parent/guardian restorative conference upon return

LEVEL 5 - Responses are reserved for those behaviors that require a hearing on recommendations for long-term suspension and expulsion.

<u>SCHOOL-BASED ADMINISTRATIVE RESPONSES</u>	<u>SUPERINTENDENT/DESIGNEE RESPONSES</u>
Referral to intervention (IEP/504/SBIT) team	School reassignment alternative placement
Referral to law enforcement as required	Long-term suspension (11-45 days) as determined by school board policy or by state law - parent/guardian meeting with administrator required for student return.
Overnight suspension: parent/ guardian/ student meeting with administrator required for student return	Recommend long-term suspension or expulsion
Referral to community resources	Forward recommendation for expulsion to school board - parent/guardian meeting with administrator required for student return.
Threat assessment as indicated by the behavior and circumstances.	Long-term revocation of school privileges, including the use of personal electronic devices

NOTES: *Restorative practices are implemented as deemed appropriate. Intervention plans are developed, reviewed, and/or modified, at minimum, for students who have five or more office disciplinary referrals or three or more physical altercations in a school year. The restorative

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practice involves the intentional intervention by school administration or student assistance teams to remediate harm done. This enables us to monitor compliance and ensure support is provided to repeat offenders and those with physical aggression issues. Please note that restorative practices and/or intervention plans for a short term out of school suspension (one to three days) are not mandated for severe behaviors associated with a Level 2 disciplinary infraction.

Preschool to 3rd grade: Levels 2-5 cannot exceed 3 days absent in special circumstances. Intervention plans will be developed, reviewed, and/or modified, at minimum, at Levels 3, 4, and 5. 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. 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).

Leveled Responses to Student Behaviors

Under each rule number enumerated below is a chart indicating the SBAR Code, level of applicability (elementary or secondary), levels of intervention and response (see preceding section), and law enforcement reporting status. Behavior for which students shall be considered for discipline, and the range of disciplinary actions which shall be imposed, include but are not limited to those set forth below. Each behavior shall be considered fully in determining reasonable corrective actions, consequences, interventions, and/or restorative practices.

SBAR stands for "student behavior, administrative response." The SBAR codes were developed by the Virginia Board of Education and are incorporated in its *Model Guidance for Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension*, with which public school divisions must comply. The behavior categories are designed to recognize the impact student behavior has on the school environment and on learning. They encourage awareness for administrators, teachers, parents, and counselors of students' social-emotional development and emphasize the importance of helping students achieve academically and develop social-emotional learning competencies.

The definition of each SBAR Category is as follows:

- **BAP: Behaviors that Impede Academic Progress**

These behaviors impede the academic progress of the student or of students. They are typically indicative of the student's lack of self-management or self-awareness. Sometimes, the student may need help understanding how the behavior impacts others, so training in social awareness may also be indicated.

- **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.

- **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.

- **BSO: Behaviors Related to School Operations**

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.

- **PD: Persistently Dangerous**

Behaviors described in Virginia's Unsafe School Choice Option Policy required by the federal Every Student Succeeds Act of 2015.

- **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 other social-emotional competencies.

NOTE: Within the chart for each rule number below is a heading for "Mandatory Report to Law Enforcement". Under Virginia law, the school division is required to report certain behaviors to law enforcement.

1. Alcohol – Use, Possession, and/or Sale Distribution

Violating laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or consumption of intoxicating alcoholic beverages or substances represented as alcohol is forbidden. Students are forbidden to be under the influence of, to distribute, attempt to or conspire to distribute, to sell alcohol in any form, or have such items on school property, in vehicles on school property, or at school activities.

SBAR Code	Offenses	Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Report to Law Enforcement
BSC1	Alcohol: Possessing, using, or being under the influence of alcohol	PK-5	X	X	X			X
		6-12	X	X	X			X
BSC2		PK-5		X	X	X	X	X

	Alcohol: Distributing alcohol to other students	6-12		X	X	X	X	X
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2. Arson

Unlawfully causing damage or attempting to damage any school or personal property by fire or incendiary device is forbidden. Students who are found responsible for this offense shall be held liable for the cost of the damages in addition to other consequences.

SBAR Code	Offenses	Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Report to Law Enforcement
BESO9	Fire: Attempting to set, aiding in setting, or setting a fire	PK-5		X	X	X		
		6-12			X	X	X	X
BSC12	Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke	PK-5	X	X	X			
		6-12	X	X	X			

3. Assault/Battery on Students or Staff

Intentional verbal or physical abuse by a student on another student or on staff is forbidden. Intentional physical abuse by a student on another student or on staff that involves a firearm, knife, stun weapon, laser, and/or other devices constructed for the purpose of being used as a weapon, including self-defense weapons such as mace, pepper spray, etc., is also forbidden. Exceptions may result when the evidence clearly supports that a student is assaulted and then acted solely in self-defense after having made previous efforts to avoid such confrontations and/or reporting concerns to teaching or administrative staff.

- See criteria for self-defense under Rule 10 (Fighting/Altercation).
- Sexual assault falls under “sexual harassment prohibited by Title IX” under Rule 20 (Sexual Misconduct Offenses).

SBAR Code	Offenses	Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Report to Law Enforcement
BESO1	Assault: Intending to cause physical injury to another person	PK-5	X	X	X			
		6-12		X	X	X		
BESO2		PK-5			X	X	X	X

	Assault and Battery: Causing physical injury to another person	6–12			X	X	X	X
BESO4	Striking Staff: The use of force against a staff member when no injury is caused	PK-5	X	X	X	X		
		6–12			X	X	X	

4. Attendance: Tardiness, Truancy, Failure to Report to Class, and Presence in an Unauthorized Area

Violating state, school division, or school policy relating to attendance is forbidden. The failure to attend school without a legitimate excuse (e.g., illness, doctor appointment, funeral in the immediate family, administrative approval) or the failure to report to class on time or for a portion of the day without a legitimate excuse is forbidden.

SBAR Code	Offenses	Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Report to Law Enforcement
BAP4	Unexcused tardiness to class (ISS OR OSS CANNOT BE IMPOSED WITH THIS CODE)	PK-5	X					
		6–12	X	X				
BAP5	Unexcused tardiness to school (ISS OR OSS CANNOT BE IMPOSED WITH THIS CODE)	PK-5	X					
		6–12	X	X				
BSC24	Leaving school grounds without permission (ISS OR OSS CANNOT BE IMPOSED WITH THIS CODE)	PK-5	X					
		6–12	X	X				
BSO5	Failure to attend assigned disciplinary setting (detention, in-school suspension, Saturday school)	PK-5	X	X				
		6-12	X	X	X			
BSO15	The student is not going to class as assigned (ISS OR OSS CANNOT BE IMPOSED WITH THIS	PK-5	X	X				
		6-12	X	X				

	CODE)							
BSO16	Student is in an unauthorized area of campus (UP TO ISS MAY BE IMPOSED; OSS NOT PERMITTED)	PK-5	X	X	X			
		6-12	X	X	X			

5. Bullying and Cyberbullying

Va. Code § 22.1-279.6 requires principals to notify the parent/guardian of any student who is involved in an alleged bullying incident within 24 hours of learning of such incident.

Bullying is the systematic and chronic inflicting of physical hurt or psychological distress on another person. The Code of Virginia §22.1276.01 defines bullying as “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 cyberbullying, the use of electronic means for purposes of bullying, harassment, and intimidation. Bullying does not include isolated incidents of ordinary teasing, horseplay, argument, or peer conflict. Bullying involves physical and emotional behaviors that are intentional, controlling, and hurtful that create harassing, intimidating, hostile, or otherwise offensive educational environments. Bullying is unwanted and repeated written, verbal, or physical behavior, including threatening, insulting, or dehumanizing gesture or microaggressions, by a student or adult that is severe or pervasive enough to create feelings of intimidation, alienation, or humiliation and/or unreasonably interferes with the school performance or participation of others.

Cyberbullying which occurs off school grounds and/or does not involve the use of the Northampton County Public Schools network of computers may result in disciplinary actions if it causes a substantial disruption to the operation of a school or the school division if it threatens the safety and mental or physical wellbeing of students or staff, or if it threatens the safety of school buildings or school property.

SBAR Code	Offenses	Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Report to Law Enforcement
RB1	Bullying with no physical injury	PK-5	X	X				
		6–12	X	X	X			
RB2	Cyberbullying	PK-5	X	X	X			
		6–12	X	X	X			

BSC6	Bullying Behavior without physical injury that continues after intervention	PK-5	X	X	X			
		6-12	X	X	X			
BSC7	Cyberbullying that continues after intervention	PK-5			X	X	X	
		6-12			X	X	X	
RB9	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	PK-5	X	X				
		6-12	X	X	X			

6. **Bus Conduct**

Acceptable classroom standards of conduct shall be expected of students riding the school bus and at the school bus stop. Students are required to obey school rules and behave in a respectful manner to the authority and directions of the driver and other bus personnel. No student may assist another student in the breaking of bus rules. Bus drivers shall ensure that students observe rules and regulations at all times.

A driver may temporarily issue disciplinary outcomes (e.g., change seating and verbal reminders etc.) for disciplinary purposes in response to student safety concerns. Drivers shall submit referrals to principals for all students who break bus rules and regulations. The principal shall take final action in such cases.

During a period of suspension, the school board shall not be responsible for transporting the pupil to school. A driver may not remove a child from the bus or refuse transportation to a child on a bus without proper authorization by the principal, except in cases in which the safety of pupils is jeopardized. The principal shall be notified of such extreme cases immediately. Drivers shall report all disciplinary cases to the school principal. Video cameras and audio recorders may be in use on school buses.

B.U.S. EXPECTATIONS FOR POSITIVE BEHAVIOR**Be Responsible:**

- **Be On Time.**
 - Please be at the bus stop at least five minutes before your scheduled pick-up time.
 - We can only pick up students who are physically at the bus stop.
 - If you are not at the bus stop, we will not wait for you.
 - Be sure to have your items with you.
- **Save Snacks for Later.**
 - Please refrain from chewing gum and eating food on the bus.
 - With the exception of water, please refrain from consuming drinks on the bus.
- **Keep the Bus Clean.**
 - Keeping our buses clean is a high priority.
 - Please pick up trash and place it in the trashcan at the front of the bus.

Use Respect:

- **Be respectful to the driver, attendant, bus monitor, and other students.**
 - Follow directions given by the driver and bus attendant.
 - Ask questions if you do not understand directions.
 - Be considerate of the other students when sharing space.
 - Keep your belongings in your space.
- **Use kind words.**
 - Use appropriate language.
 - Use your words to solve problems.
 - Use please and thank you.
 - Give compliments when possible.
 - Use a positive attitude when talking with others.
- **Use headphones with electronic devices.**
 - Use of electronic devices on a school bus is a privilege that may be taken away indefinitely.
 - Keep your personal device to yourself.
 - Please refrain from sharing photos and video content on the bus.
 - The school division is not responsible for safeguarding personal electronic devices.

Stay Safe:

- **Stay in your seat**
 - Sit in the seat assigned to you by the driver.
 - Switching seats is not allowed.

- No standing up while the bus is moving.
- Sit seat-to-seat and back-to-back.
- **Use your inside voice.**
 - Refrain from screaming and yelling.
 - Talk to the people next to you.
- **Respect other riders' personal space.**
 - Throwing objects on a bus is not allowed.
 - Keep hands and feet to yourself.
 - Touching other students or their property is not allowed.
- **Support safe driving.**
 - Keep the aisle clear.
 - Distracting the driver is not safe.

SBAR Code	Offenses	Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Report to Law Enforcement
BSC9	Bus: Distracting the bus driver	PK-5	X	X				
		6-12	X	X	X			
BSC10	Bus: Endangering the safety of others on the bus	PK-5	X	X				
		6-12	X	X	X			

7. Conduct/Behaviors Interfering With Class, School Operations, School Community & Other Individuals

Unwillingness to submit to authority or refusal to respond to a reasonable request is forbidden. Any act that intentionally disrupts the orderly conduct of a school function is also forbidden. Students are required to obey school rules and submit in a respectful manner to the authority and directions of teachers and other school personnel. No student may assist another student in the breaking of a school rule. The following behaviors that substantially disrupt the orderly learning environment include but are not limited to:

- Cursing or using offensive language, including remarks intended to demean a person's race, religion, sex, national origin, disabling condition, or intellectual ability. This includes actions or displays of an obscene nature, the wearing of clothing or adornments which themselves convey sexually suggestive messages or any materials that are obscene or sexually suggestive. Cursing or violent, abusive language that provides a breach of the peace is considered a Class 3 misdemeanor (Code of Virginia § 18.2-416).

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- Students shall not engage in conduct that is or is intended to be disruptive of any school activity, function, or process of the school, is dangerous to the health or safety of students or others, or results in the destruction of property. Noise, activity, or possession of items, including but not limited to; toys, laser pointers, skateboards, radios, and unauthorized photographs and video recordings which disrupt the peaceful and normal operation of the school and/or which threaten the student's own safety or the safety and activities of others is forbidden. Violations may be cited for actions in any part of the building, on school grounds, on the school bus, or at other school activities.
- Public Display of Affection (**PDA**) – Students may be disciplined for kissing, touching, hugging, and other public displays of affection.
- Display of symbols, lettering, or insignia that promote racial hatred or violence or that support white supremacy, including but not limited to, Confederate symbolism and other racist imagery and language associated with the Nazi swastika, the Ku Klux Klan, and other White Nationalist groups, or which cause or are likely to cause a disruption to the school learning environment because they cause substantial disruption, interfere with our educational responsibilities, and may lead to further unrest in the future.

SBAR Code	Offenses	Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Report to Law Enforcement
BAP1	Interfering with learning in the classroom (examples include talking, excessive noise, off task, out of seat, possessing items that distract)	PK-5	X					
		6-12	X	X				
BAP2	Interfering with learning outside of the classroom (examples include excessive noise, interrupting a class, etc.)	PK-5	X					
		6-12	X	X				
BSO3	Refusal to comply with requests of staff in a way that interferes with the operation of school	PK-5	X	X	X			
		6-12	X	X	X			

BSO6	Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building	PK-5	X	X	X			
		6-12	X	X	X	X		
BSO7	Dress Code Violation	PK-5	X					
		6-12	X	X				
BSO9	Possessing items that are inappropriate for school (examples include toys, literature, electronics)	PK-5	X	X				
		6-12	X	X				
RB6	Speaking to another in an uncivil, discourteous manner	PK-5	X					
		6-12	X	X				
RB8	Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs or gestures)	PK-5	X	X				
		6-12	X	X	X			
RB10	Failure to respond to questions or requests by staff	PK-5	X					
		6-12	X	X	X			
RB11	Unwanted or inappropriate physical contact	PK-5	X	X	X			
		6-12	X	X	X			
BSC13	Engaging in reckless behavior that creates a risk of injury to self or others	PK-5	X	X	X			
		6-12	X	X	X			
BSC16	Throwing an object that has the potential to cause a disturbance, injury, or property damage	PK-5	X	X				
		6-12	X	X	X			

8. Drug Violations

Students are forbidden to:

- Be under the influence of, or have on school property, or in vehicles on school property, or at school activities, illegal drugs in any form, look-alike substances, synthetic drugs such as bath salts or spice, or paraphernalia including anabolic steroids.
- Use and/or distribute prescription drugs, which are prescribed to the student or any other person, in a non-prescribed manner.
- Unlawfully use, distribute, sell, solicit, purchase, possess, transport, or import over-the-counter medication.
- Distribute, possess, and/or be under the influence of, or have on school property, or in vehicles on school property, or at school activities, inhalants, or noxious chemicals.
- Distribute, attempt, or conspire to distribute or to sell illegal drugs, look-alike substances, synthetic drugs, or controlled substances.
- Trick other students into consuming drugs or illegal substances without their knowledge, e.g., marijuana-laced gummies or brownies.

First offense for being under the influence, possession, and/or use of Marijuana, Synthetic Cannabinoids, Controlled Substances, Imitation Controlled Substances or Drug Paraphernalia:

- a) (a short-term out of school suspension;
- b) a 10-day out-of-school suspension with a recommendation for long-term suspension;
- c) Long-term suspension of 45 days, with up to 30 days held in abeyance if the student and family:
 - i. agrees to complete a drug/substance assessment and intervention program with a trained professional (at parent expense),
 - ii. loss of driving privileges for up to 90 days,
 - iii. loss of the privilege to participate in extracurricular activities, including academic clubs, athletics, school dances or proms for up to 60 school days,
 - iv. complete a reflection essay. Failure to agree to the terms of an abeyance agreement may result in the imposition of the entire period of time held in abeyance or any portion thereof.

Subsequent offense for being under the influence, possession, and/or use of Marijuana, Synthetic Cannabinoids, Controlled Substances, Imitation Controlled Substances or Drug Paraphernalia:

- (a) a 10-day out of-school suspension with a recommendation for long-term suspension or
- (b) a 10-day out-of-school suspension with a recommendation for expulsion.

For drug offenses involving distribution, see Rule 17, PD 16.

SBAR Code	Offenses	Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Report to Law Enforcement
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BSC3	Drugs: Possessing drug paraphernalia	PK-5	X	X	X			
		6-12	X	X	X			
BSC4	Drugs: Violating school board nonprescription (over the counter) medication policy or look-alike drug policy	PK-5	X	X	X			
		6-12	X	X	X			
BESO5	Drugs: Possessing controlled substances, illegal drugs, inhalants, or synthetic hallucinogens or unauthorized prescription medications	PK-5			X	X	X	X
		6-12			X	X	X	X
BESO6	Drugs: Being under the influence of controlled substances, illegal drugs, or synthetic hallucinogens or unauthorized prescription medications	PK-5			X	X	X	X
		6-12				X	X	X
BESO7	Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications	PK-5			X	X	X	X
		6-12				X	X	X

9. Electronic Devices and Sharing of Inappropriate Material

- **Cellular phones/electronic and wireless devices include, but are not limited to, watches, wearable devices, and other devices that can manage calls, messages or images.**
 - **HIGH SCHOOL** - Cellular phones/electronic and wireless devices are permitted before and after school and during lunch while in the cafeteria or other area

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specifically designated by the administration. Students shall not use such devices during the school day except in areas specifically designated by the administrator which are marked by signage. Students must power off such devices and stow them properly out of sight prior to entering the classroom. Cellular phones/electronic and wireless devices are to remain powered off during the entire class period unless teacher permission is given otherwise.

- **MIDDLE SCHOOL** - Cellular phones/electronic and wireless devices are permitted before and after school; however, students must power off such devices and stow them properly out of sight during the school day. Such devices are to remain powered off during the entire school day unless teacher permission is given otherwise.
- **ELEMENTARY SCHOOL** - Elementary school students shall not be permitted to use or display such devices while on school grounds unless expressly authorized by staff or as outlined in Rule 6 which allows all students to use cellular phone/electronic devices with headphones while on the school bus. Otherwise, students shall be required to store such devices in their backpacks or in other school containers.
- Posting, distributing, displaying, or sharing inappropriate material or literature, by any means, is prohibited.
- Authorized use of a cellular phone/electronic device is a privilege that may be taken away up to indefinitely as a disciplinary consequence.
- Parents/guardians are responsible for regulating their children's use of cellular phones/electronic devices during non-school hours. In school or school-activity related misconduct arising from such use during non-school hours shall be subject to this Code of Student Conduct.
- The school division is not responsible for safeguarding personal cellular phones/electronic devices.

SBAR Code	Offenses	Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Report to Law Enforcement
BSO13	Violation of school board policy regarding the possession or use of portable communication devices	PK-5	X	X	X	X		
		6–12	X	X	X	X	X	
RB3	Posting, distributing, displaying, or sharing inappropriate material or	PK-5	X	X				

	literature, including using electronic means	6–12	X	X	X			
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10. Fighting/Altercation

Mutual participation in a fight or altercation involving physical violence or verbal abuse where there are no minor injuries is forbidden.

Engaging in a physical fight, regardless of which participant is the aggressor, is defined as fighting. This includes luring others to a fight, instigating a fight, encouraging others to fight and/or cheering on a fight.

Exceptions may result when the evidence clearly supports that a student is assaulted, acted solely in self-defense, or made previous efforts to avoid such confrontations (e.g., reporting concerns to a staff member).

A student claiming self-defense must:

1. Be without fault in provoking or bringing on the fight or incident;
2. Have reasonably feared, under the circumstances, as they appeared to the individual, that they were in danger of harm; and
3. Have used no more force than was reasonably necessary to protect them from the threatened harm.

SBAR Code	Offenses	Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Report to Law Enforcement
RB7	Teasing, taunting, engaging in a verbal or written confrontation, verbally or in writing inciting a fight	PK-5	X	X				
		6–12	X	X	X			
BSC14	Fighting that results in no injury as determined by the school administration	PK-5	X	X	X			
		6–12	X	X	X	X		
BESO3	Fighting: The use of physical violence between students or on another	PK-5	X	X	X			

	person where there is minor injury as determined by the school administration	6–12	X	X	X	X –		
BSC17	Shoving, pushing, striking, biting another student with no visible injury	PK-5	X	X				
		6–12	X	X	X			

11. Gambling

Making, placing, or receiving any bet or wager of money or other thing of value dependent upon the result of the game, contest, or any other event with uncertain outcome is forbidden.

SBAR Code	Offenses	Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Report to Law Enforcement
BSO8	Gambling (games of chance for money or profit)	PK-5	X					
		6–12	X	X				

12. Gang Activity

A street gang is defined as any ongoing organization, association, or group of three or more persons, whether formal or informal, that has as one of its primary objectives or activities to commit one (1) or more criminal or non-criminal gang activities. Displaying articles of clothing that symbolize association, rituals, or activities identified by groups of students (Code of Virginia §18.2-46.1). Gang-related activity will not be tolerated. Symbols of gang membership are expressly prohibited (i.e., clothing that symbolizes association, hand gestures or signs, graffiti, rituals associated with, or activities by an identified group of students).

SBAR Code	Offenses	Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Report to Law Enforcement
BESO10	Gang-Related Behavior: Engaging in threatening or dangerous behavior that is gang-related as defined in §18.2-46.1	PK-5	X	X	X	X		
		6–12			X	X	X	X

13. Harassment

Annoying or attacking a student or a group of students or staff that creates an intimidating or hostile educational or work environment is forbidden.

SBAR Code	Offenses	Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Report to Law Enforcement
BSC8	Harassment: Repeatedly annoying or attacking a student or a group of students or personnel, creating an intimidating or hostile educational or work environment	PK-5		X	X	X		
		6–12		X	X	X		
Title IX	Sexual harassment is prohibited by Title IX under Policy 7907 and Regulation 7907-R: REPORT TO TITLE IX COORDINATOR IMMEDIATELY TO DISCUSS CONSEQUENCES							X (Contact Title IX Coordinator)

14. Hazing

Recklessly or intentionally endangering the health or safety of a student(s) or inflicting bodily injury on a student(s) in order to be initiated or admitted into or affiliated with groups such as, but not limited to, student organizations, athletic teams or classes is forbidden, regardless of whether the student(s) so endangered or injured participated voluntarily in the activity. Hazing is a Class 1 misdemeanor (Code of Virginia § 18.2-56).

SBAR Code	Offenses	Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Report to Law Enforcement
BESO11	Hazing as defined in §18.2-56 and noted in §22.1-279.6	PK-5	X					
		6–12				X	X	

15. Inciting or Causing Substantial Disturbance to School Operations or Safety of Others

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Unlawful use of force or violence that seriously jeopardizes public safety, peace, or order is forbidden. Intentionally making derogatory comments and/or racial or ethnic slurs is also forbidden. Students are prohibited from knowingly and willfully engaging in classroom behavior that is confrontational in nature and interrupts the learning of other students. Actions, comments, or written messages intended to cause others to fight, or which may result in a fight, is forbidden. This includes luring others to a fight, encouraging others to fight and/or cheering on a fight. People acting together can be considered as inciting a riot.

SBAR Code	Offenses	Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Report to Law Enforcement
BSC15	Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students	PK-5	X	X	X			
		6–12		X	X	X	X	

16. Moral Turpitude (lying, cheating, stealing)

Conduct or an act that is immoral and wrong in nature, or is contrary to the community standards for justice and good morals.

SBAR Code	Offenses	Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Report to Law Enforcement
RB5	Stealing money or property without physical force	PK-5	X	X				
		6–12	X	X	X			
BSC22	Stealing money or property using physical force (no weapon involved)	PK-5			X	X		
		6–12			X	X		
BAP3	Scholastic dishonesty (cheating, plagiarism)	PK-5	X					
		6–12	X	X				
BSO1		PK-5	X	X				

	Altering an official document or record	6–12	X	X				
BSO2	Giving false information, misrepresentation	PK-5	X	X				
		6–12	X	X	X			

17. Persistently Dangerous Behaviors

Behaviors described in Virginia’s Unsafe School Choice Option Policy required by the federal Every Student Succeeds Act of 2015.

SBAR Code	Offenses	Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Report to Law Enforcement
PD1	Homicide - Firearm	PK-5					X	X
		6–12					X	X
PD2	Homicide - Other Weapons	PK-5					X	X
		6–12					X	X
PD3	Sexual Assault <u>Sexual harassment prohibited by Title IX under Policy 7907 and Regulation 7907-R. REPORT TO TITLE IX COORDINATOR IMMEDIATELY TO DISCUSS CONSEQUENCES</u>	PK-5					X	X
		6–12					X	X
PD4	Attempted Sexual Assault <u>Sexual harassment is prohibited by Title IX under Policy 7907 and</u>	PK-5					X	X

	<u>Regulation 7907-R:</u> <u>REPORT TO TITLE IX</u> <u>COORDINATOR</u> <u>IMMEDIATELY TO</u> <u>DISCUSS CONSEQUENCES</u>	6-12					X	X
PD5	Use of a Bomb	PK-5					X	X
		6-12					X	X
PD6	Assault with Firearm or Weapon	PK-5					X	X
		6-12					X	X
PD7	Actual or Attempted Robbery	PK-5					X	X
		6-12					X	X
PD8	Kidnapping/ Abduction	PK-5					X	X
		6-12					X	X
PD9	Malicious Wounding without a Weapon	PK-5					X	X
		6-12					X	X
PD10	Aggravated Sexual Battery on a Student Sexual harassment prohibited by Title IX under Policy 7907 and Regulation 7907-R: REPORT TO TITLE IX COORDINATOR IMMEDIATELY TO DISCUSS CONSEQUENCES	PK-5					X	X
		6-12					X	X
PD11	Illegal Possession of Handgun	PK-5					X	X
		6-12					X	X
PD12	Illegal Possession of Rifle or Shotgun	PK-5					X	X
		6-12					X	X
PD13	Illegal Possession of Any Other Projectile Weapon	PK-5					X	X
		6-12					X	X

PD14	Illegal Possession of Bomb	PK-5					X	X
		6–12					X	X
PD15	Illegal Possession of other Firearms	PK-5					X	X
		6–12					X	X
PD16	Illegal Possession of Controlled Drugs and Substances with Intent to Distribute or Sell	PK-5					X	X
		6–12					X	X

18. Reporting Requirement Only (Crimes in the Community)

- A crime in the community where the student was charged with an offense relating to the Commonwealth's laws, but required to be disclosed to the superintendent of the school division pursuant to Va. Code § 16.1-260(G).
- Law enforcement (or court services) informs the division of the crime.

SBAR Code	Offenses	Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Report to Law Enforcement
BESO18	Pursuant to Va. Code Section 22.1-277.2:1, the school board may place students in an alternative education program.	PK-5	N/A	N/A	N/A	N/A	N/A	Law Enforcement Informs Division
		6–12	N/A	N/A	N/A	N/A	N/A	

19. School Threat

Expression of the intention to inflict misfortune, danger, or harm upon persons or property by any means on school board property is forbidden. Summoning an ambulance or firefighting apparatus or activating a manual or automatic fire alarm without just cause is forbidden. Intentionally setting off or causing to be set off any apparatus capable of producing smoke or foul odor is also forbidden. This can include false threats or pranks.

SBAR Code	Offenses	Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Report to Law Enforcement
BSC11		PK-5		X	X			

	Falsely activating a fire alarm or other disaster alarm	6–12		X	X			
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20. Sexual Misconduct Offenses

Sexual misconduct is forbidden. Sexual offenses may include but are not limited to the following actions:

- Indecent Exposure – the uncovering of any personal or private area of one’s body, including “mooning.”
- Consensual Sex – any activities involving any act of consensual sex between two persons on school board property.
- Sexual Harassment – unwelcome sexual advances, requests for sexual favors, or other physical or verbal conduct or communication of a sexual nature, including gender-based harassment. Sexual harassment shall be understood to be: any action or statement which creates an intimidating, hostile or offensive school environment (i.e., exposure, gestures). All complaints of sexual harassment by a student will be handled in accordance with school board policies and regulations.
- Sexual Battery – any unwanted touching of a person’s intimate areas or clothing covering such areas. Sexual battery includes, but is not limited to, an offensive or intentional threat, intimidation, deception, or physical helplessness of sexual abuse.
- Aggravated Assault – penetration without consent.
- Improper Physical Contact – any unwanted touching of a sexual nature that is offensive, undesirable, and/or unwanted.
- Sexual Offense without Force – lewd behavior, indecent exposure that includes sexual intercourse, sexual contact, or other unlawful behavior or conduct intended to result in sexual gratification without force or threat. Consider age, developmentally appropriate behavior, and disability status before using this category.

SBAR Code	Offenses	Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Report to Law Enforcement
RB4	Saying or writing either directly or through electronic communication sexually suggestive comments, innuendoes, propositions, or other remarks of a sexual nature	PK-5	X	X	X			
		6-12	X	X	X			

BSC18	Exposing body parts, lewd or indecent public behavior	PK-5	X	X				
		6-12	X	X	X	X		
BSC19	Physical contact of a sexual nature – patting body parts, pinching, tugging clothing	PK-5	X	X	X			
		6-12	X	X	X	X		
Title IX	Sexual harassment prohibited by Title IX under Policy 7907 and Regulation 7907-R: REPORT TO TITLE IX COORDINATOR IMMEDIATELY TO DISCUSS CONSEQUENCES							X (Contact Title IX Coordinator)

21. Stalking

Engaging in conduct directed at another person with the intent to place that person in reasonable fear of death, criminal sexual assault, or bodily injury is forbidden.

SBAR Code	Offenses	Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Report to Law Enforcement
BSC21	Stalking as described in the Code of Virginia §18.2-60.3	PK-5				X	X	X
		6–12				X	X	X

22. Technology Use Violations

Northampton County Public Schools provides access to an extensive array of LAN/WAN and web-based services and applications. Use of all these services is a privilege not a right. Students may be held accountable for misuse or abuse of division hardware, software, and network or internet services. Students who are found responsible for lost, stolen, or damaged equipment due to misconduct or negligence shall be held liable for the cost of replacement of the lost, stolen, or damaged equipment. Violations include, but are not limited to:

- Unauthorized use of, revealing, sharing, or transferring any user password.
- Uploading or downloading unauthorized files not directly related to an instructional purpose.

- Accessing files using division hardware or network resources without an acknowledged Acceptable/Responsible Computer Use Agreement.
- Intentionally altering or damaging files, applications or standard hardware.
- Intentionally introducing viruses or other destructive executables to computer or network resources.
- Unauthorized use of portable communication and/or privately-owned electronic devices.

SBAR Code	Offenses	Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Report to Law Enforcement
BSO11	Unauthorized use of school electronic or other equipment	PK-5	X					
		6–12	X	X	X			
BSO12	Violation of the Acceptable Use of Technology/Internet policy	PK-5	X	X				
		6–12	X	X	X			

23. Threats Against Students and Staff

Unlawfully placing a staff member or student in fear of bodily harm through physical, verbal, written or electronic threats which immediately creates fear of harm without displaying a weapon or subjecting the person to actual physical touching is forbidden.

SBAR Code	Offenses	Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Report to Law Enforcement
BESO12	Threatening, intimidating, or instigating violence, injury or harm to a staff member or members	PK-5	X	X	X	X		X (if a written threat & made on school property per Va. Code §22.1-279.3:1 (A))
		6–12		X	X	X	X	
BESO13	Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s)	PK-5	X	X	X	X		
		6–12		X	X	X	X	

BESO14	Threatening, intimidation, or instigating violence, injury, or harm to another student(s) or other(s) in writing	PK-5	X	X	X	X		X (when victim is staff)
		6-12		X	X	X	X	
BESO17	BOMB: Making a bomb threat	PK-5	X	X	X	X		X
		6-12				X	X	X

24. Tobacco/Electronic Cigarette/Vaporizer Pen Offenses

Students are forbidden to use, distribute, or sell tobacco products, including smokeless tobacco, or have on school property, in vehicles on school property, at school activities, or on school transportation. The promotion or display of the use of tobacco and/or other illegal substances on clothing, jewelry, picture, buttons, bumper stickers or other items is also forbidden. Students are prohibited from possessing and/or using electronic cigarettes and vaporizer pens on school buses, on school property and at school-sponsored activities.

SBAR Code	Offenses	Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Report to Law Enforcement
BSC5	Tobacco: Possessing/using/ distributing tobacco products, possessing tobacco paraphernalia, electronic cigarettes, vaping equipment	PK-5	X	X	X			
		6-12	X	X	X			

25. Trespassing

Entering or remaining on a public-school campus or school board facility without authorization or invitation and with no lawful purpose for entry, including students under suspension, or expulsion, or in an alternative education placement and unauthorized persons who enter or remain on a campus or school board facility after being directed to leave is forbidden.

SBAR Code	Offenses	Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Report to Law Enforcement

BSC25	Trespassing	PK-5	X					
		6–12		X	X	X		

26. Vandalism or Other Damage to School or Personal Property

Pursuant to Code of Virginia § 18.2-137, vandalism is the unlawful or intentional destruction, defacing, damaging, or removing of another person's personal or real property without the intent to steal. Vandalism that results in damages of less than \$1,000 is a misdemeanor.

Damages in excess of \$1,000 may result in felony charges: Code of Virginia § 18.2-138.

Damaging public buildings, etc.; penalty.

BSO14 violations include, but are not limited to, arson, graffiti, theft, vandalism, destruction of computer hardware, modification of installed software, modifications to the LAN/WAN network configurations and/or installation of unauthorized software, including viruses.

Students who are found responsible for lost, stolen, or damaged equipment due to misconduct or negligence shall be held liable for the cost of replacement of the lost, stolen, or damaged equipment.

SBAR Code	Offenses	Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Report to Law Enforcement
BSO10	Possession of stolen items	PK-5	X	X	X			
		6–12	X	X	X			
BSO14	Vandalism, graffiti, or other damage to school or personal property	PK-5	X	X	X			
		6–12	X	X	X			

27. Weapons

Students are forbidden to have weapons or to use weapons or to use other objects as weapons on school property, in vehicles on school property, or at school activities. Claims of self-defense do not constitute a valid defense for the possession of a weapon on school property or at any school-sponsored activity.

Examples of weapons shall include but are not limited to the following:

- Handgun or pistol;
- Shotgun or rifle;
- Any item designed to expel a projectile or that may be readily converted or modified manufactured guns to expel a projectile by the action of an explosive device;
- Knife with a blade of three inches or more;

- Any other item that will or is designed to expel a projectile by the action of an explosive. This includes firearms not mentioned previously (operable or inoperable, loaded or unloaded) such as, but not limited to, a zip or starter bus;
- Any item, instrument, or object that is designed or may be readily converted to inflict harm on another person (i.e., chains, nunchucks, or Billy club);
- Pneumatic gun or rifle that is air powered (i.e., BB, paintball, or pellet gun);
- Any weapon that explodes or is designed to or may be readily converted to explode;
- Any weapon that is designed to explode with the use of a triggering device or by a chemical reaction that causes an explosion;
- Ammunition;
- Look-alikes;
- Any substance used as a weapon to include mace, tear gas, or pepper spray;
- Knife less than three inches, razor blades, box cutters, fireworks, firecrackers, stink bombs; and
- Taser or stun gun.

See Code of Virginia § 18.2-308.1 and the Federal Gun Free Schools Act (Title IV, Part A, Subpart 3, Section 4141)

SBAR Code	Offenses	Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Report to Law Enforcement
BESO15	Using an object not generally considered to be a weapon to threaten or attempt to injure school personnel	PK-5	X	X	X	X	X	
		6–12	X	X	X	X	X	
BESO16	Using an object not generally considered to be a weapon to threaten or attempt to injure students or others	PK-5	X	X	X	X	X	
		6-12	X	X	X	X	X	
BSC26	Possessing dangerous instruments/substances	PK-5	X	X	X			

	that could be used to inflict harm upon another	6-12	X	X	X			
BSC27	Weapons: Possessing any weapon (other than a firearm) as defined by § 18.2-308.1	PK-5		X	X	X	X	
		6-12		X	X	X	X	

CONSEQUENCES OF SUSPENSION/EXPULSION

A suspended/expelled student shall be excluded from entry upon any and all board property, including each of the division schools and buses, for the duration of the suspension/expulsion period. (**EXCEPTION:** A student assigned to an alternative education program under this policy shall be allowed to attend school at the designated location only unless otherwise authorized in writing by the superintendent/designee. The student may be permitted to ride an assigned bus to the alternative education program, if authorized). A suspended/expelled student shall not participate in or attend any school activity of any kind, including, but not limited to, academic, athletic, and extracurricular activities such as band, debate, drama, field trip, graduation ceremony, dance including junior and senior prom, and athletic practice, games, contests, and/or events. Nor may a student attend non-school related activities and events on board property during the period of suspension/ expulsion except with the written consent of the superintendent/designee. The period that a student is suspended out of school shall not terminate prior to readmission of the student to school on the day established by the principal, or other school official, for return to school.

REPORTING REQUIREMENTS

I. Acts reported to the superintendent and principal.

A. Reports are made to the superintendent and the principal or principal's designee on all incidents involving

1. alcohol, marijuana, a controlled substance, an 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;
2. the assault and battery that results in bodily injury, of any person on a school bus, on school property, or at a school sponsored activity;
3. the sexual assault, death, shooting, stabbing, cutting, or wounding of any person, abduction of any person as described in Va. Code § 18.2-47 or § 18.2-48, or stalking of any person as described in Va. Code § 18.2-60.3, on a school bus, on school property, or at a school-sponsored activity;
4. any written threats against school personnel while on a school bus, on school property, or at a school-sponsored activity;

5. the illegal carrying of a firearm, as defined in Va. Code § 22.1-277.07, onto school property;
6. any illegal conduct involving firebombs, explosive materials or devices, or hoax explosive devices, as defined in Va. Code § 18.2-85, or explosive or incendiary devices, as defined in Va. Code § 18.2-433.1, or chemical bombs, as described in Va. Code § 18.2-87.1, on a school bus, on school property, or at a school-sponsored activity;
7. any threats or false threats to bomb, as described in Va. Code § 18.2-83, made against school personnel or involving school property or school buses;
8. the arrest of any student for an incident occurring on a school bus, on school property, or at a school-sponsored activity, including the charge therefore; or

The principal of each school collects and maintains information on the above listed acts which occur on school property, on a school bus, or at a school-sponsored activity.

- B. The superintendent and the principal or principal's designee receive reports from local law-enforcement authorities on offenses, wherever committed, by students enrolled at the school if the offense would be a felony if committed by an adult or would be a violation of the Drug Control Act (Va. Code § 54.1-3400 et seq.) and occurred on a school bus, on school property or at a school sponsored activity, or would be an adult misdemeanor involving any incidents described in clauses 1-8 of subsection A and whether the student is released to the custody of the student's parent or, if 18 years of age or more, is released on bond. The superintendent may request that the reports include information regarding terms of release from detention, court dates, and terms of any disposition orders entered by the court. When the superintendent receives notification that a juvenile has committed an act that would be a crime if committed by an adult pursuant to subsection G of Va. Code § 16.1-260, the superintendent reports such information to the principal of the school in which the juvenile is enrolled.

II. Reporting Duties of the Principal and Superintendent

Except as may otherwise be required by federal law, regulation, or jurisprudence, each principal:

- immediately reports to the local law enforcement agency any incident described in above subsection I.A.1 that may constitute a felony offense;
- immediately reports to the local law enforcement agency any incident described in above subsections I.A.3 through 7 except that a principal is not required to but may report to the local law enforcement agency any incident described in above subsection I.A.4 committed by a student who has a disability;

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- may report to the local law enforcement agency any other incident described in above subsections I.A.1 through 8 that is not required to be reported by the previous two bullets; and
- immediately reports any act enumerated in the above subsections I.A.1 through 5 that may constitute a criminal offense to the parents/guardians of any minor student who is the specific object of such act. The principal also reports whether the incident has been reported to local law enforcement pursuant to this regulation and, if the incident has been so reported, that the parents/guardians may contact local law enforcement for further information.

The principal or principal's designee reports all incidents required to be reported pursuant to above subsection I. A of this regulation to the superintendent. The superintendent annually reports all such incidents to the Department of Education for the purpose of recording the frequency of such incidents on forms provided by the Department and makes such information available to the public. In submitting reports of such incidents, principals and superintendents accurately indicate any offenses, arrests, or charges as recorded by law-enforcement authorities and required to be reported by such authorities pursuant to the above subsection I.B. of this regulation.

The principal or principal's designee notifies the parent of any student involved in an incident required to be reported pursuant to this regulation, regardless of whether disciplinary action is taken against such student or the nature of the disciplinary action. Such notice relates to only the relevant student's involvement and does not include information regarding other students.

III. Prevention and Intervention Activities

Whenever any student commits any reportable incident as set forth in this regulation, such student is required to participate in such prevention and intervention activities as deemed appropriate by the superintendent or superintendent's designee.

In cooperation with local law enforcement agencies, juvenile and domestic relations court judges and personnel, parents, and the community at large, the board develops programs to prevent violence and crime on school property and at school-sponsored events, including hazing prevention. Activities designed to prevent the recurrence of violence and crime, including hazing, may include such interventions as education relating to Virginia's criminal law, school crime lines, peer mediation, conflict resolution, community service requirements, and any program focused on demonstrating the consequences of violence and crime. The school board may develop and use a network of volunteer services in implementing prevention activities.

IV. Purpose

The purpose of reporting acts of violence and substance abuse is to develop a program of prevention activities to provide a safe environment conducive to learning.

07/17/13 Adopted
03/26/15 Amended
05/22/17 Amended
05/01/19 Amended
08/10/23 Amended

Legal Refs.:

Code of Virginia (1950, as amended), §§ 18.2-56; 18.2-308; 18.2-308.1; 22.1-277.07; 22.1-277.07:1; 22.1-277.08; 22.1-279.3:1; 8.01-47; 22.1-279.9.

Model Guidance for Positive and Preventative Code of Student Conduct Policy and Alternatives to Suspension, Virginia Department of Education, January 2019

See also Policy 9401 (*Code of Student Conduct*).

Hardwick v. Heyward, 711 F.3d 426 (2013)

Tinker v. Des Moines Independent Community School District, 393 U.S. 503 (1969) (1969)

CODE OF STUDENT CONDUCT

Book	Policies
Section	9000 – Student Services
Title	Code of Student Conduct
Code	9401
Status	Active
Adopted	March 26, 2015
Last Revised	August 26, 2021

PURPOSE: To establish standards of conduct for all students

The *Code of Student Conduct* is designed to define the basic rules and major expectations for student behavior in the division schools. It is the responsibility of the board to adopt policies and regulations and the administration to issue regulations establishing rules of conduct for student behavior in order to protect the health, safety, and welfare of its students. The school principal has the responsibility and authority to exercise reasonable judgment in enforcing this *Code of Student Conduct*.

The superintendent shall issue a *Code of Student Conduct*, which creates a leveled system for administrators to apply equitable disciplinary responses to student behaviors. A combination of teacher and administrative responses should be included with the goal of preventing misbehavior from occurring. Positive student behavior should be encouraged to maximize academic instructional time. Teachers and administrators should use a disciplinary approach that supports social-emotional skills and growth, with the anticipated outcome being positive student behavioral change over time.

No period of suspension or expulsion shall exceed that permitted by law or VDOE regulation or guidance. Each parent/guardian 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.

In order to return to school from an out of school suspension, the parent/guardian and student must meet with the principal/designee. The purpose of the conference will be to review the *Code of Student Conduct* and the parent/guardian's responsibility to participate with the school in disciplining the student and maintaining order. The principal/designee shall also review the parent's/guardian's responsibility to ensure the student's compliance with the compulsory school attendance law and to discuss the improvement of the child's behavior, school attendance, and educational progress. The conference shall review the student's disciplinary history and whether the student is progressing in changing their behavior.

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Students have the right to expect an educational environment where they can strive to achieve their intellectual potential. Students are expected to attend school regularly, be diligent in their studies, and conduct themselves in such a way that the rights and privileges of others are not violated. Students are expected to accept and demonstrate the obligation of good citizenship to help prevent problems from happening and help solve problems if they occur.

The parent/guardian is expected to assume responsibility for the student's behavior and assist the school in enforcing the *Code of Student Conduct* and compulsory school attendance. The parent/guardian is also expected to maintain regular communication with school authorities, monitor and require daily attendance, and bring to the attention of the school authorities any problem that affects the student or other children in the school. It is the parent/guardian's responsibility to notify the school of any unusual behavior pattern or medical problem that might lead to serious difficulties and/or require a specific response.

The school principal may notify the parent/guardian 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 such a petition. The notice shall state:

1. the date and particulars of the infraction,
2. the obligation of the parent/guardian to take actions to assist the school in improving the student's behavior and ensuring compliance with compulsory school attendance,
3. that if the student is suspended, the parent/guardian may be required to accompany the student to meet with school officials, and
4. that a petition with the juvenile and domestic relations court may be filed under certain circumstances to declare the student a child in need of supervision.

The principal or principal's designee will notify the parent/guardian of any student involved in an incident required to be reported to the superintendent and Virginia Board of Education.

Any student who is suspended from school shall be able to access and complete graded work during and after the suspension.

No suspended student shall be admitted to the regular school program until such student and parent have met with school officials to discuss ways to improve the student's behavior unless the school principal/designee determines that readmission, without parent conference, is appropriate for the student.

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If a parent fails to comply with the requirements of this policy by refusing to participate in efforts to improve the student's behavior or school attendance, the division may ask the Juvenile and Domestic Relations Court to proceed against the parent in accordance with the requirements of the Code of Virginia.

School Jurisdiction

Students are subject to corrective action/disciplinary action for any misconduct within the school's jurisdiction.

The authority of the school over the conduct of students extends to the following:

1. At all times when the student is on the grounds of any Northampton County Public School or other board property, whether it be before, during, or after school hours or hours of facility operation and whether or not the school or facility is presently used or occupied,
2. At all times when the student is at the site of any school related activity, function, or event, including those which occur off school grounds, whether or not the student is a spectator or participant,
3. At all times when the student is at a school bus stop,
4. At all times when the student is being transported on a school bus or other school board-owned vehicle,
5. At all times when the student is participating in a school sponsored field trip or is otherwise being transported by any means of conveyance as part of a school group to a school related activity,
6. At such times as the student commits an act off school grounds which, if committed on school grounds, would be in violation of the *Code of Student Conduct*, the act has a nexus to the school, the conduct has a detrimental or harmful effect on the welfare or safety of the school and its students, and the act disrupts or is likely to disrupt the school environment,
7. At such times as the student commits an act off school grounds which act leads to an adjudication of delinquency pursuant to VA Code §16.1-305.1 or a conviction for an offense listed in VA Code §16.1-260 or a charge that would be a felony if committed by an adult,
8. In such circumstances as jurisdiction is extended to the school by federal, state, or local law, ordinance, or regulation and
9. The virtual learning environment.

CODE OF STUDENT CONDUCT

Students who observe or are subjected to inappropriate actions as described in this policy or the *Code of Student Conduct* 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.

Law Enforcement Notification

Violations of the law must be reported to law enforcement in accordance with Section 22.1-279.3:1 of the *Code of Virginia*, including but not limited to acts constituting assaults and battery, certain threats against school personnel, weapon possession, felony drug or alcohol offenses, 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. Parents/guardians will also be notified as required by law.

In compliance with the federal Improving America's Schools Act of 1994 (Part F – "Gun-Free Schools Act of 1994") and §22.1-277.07 of the Code of Virginia, the board shall expel from school attendance for a period of not less than one year any student whom the board has determined in accordance with the procedures set forth in §22.1-277, et seq. of the Code of Virginia to have possessed a firearm on school property or at a school-sponsored activity as prohibited by §18.2-308.1 of the Code of Virginia, or to have possessed a firearm or destructive device as defined in subsection E a firearm muffler or firearm silencer, or pneumatic gun as defined in subsection E of §15.2915.4 of the Code of Virginia on school property or at a school sponsored activity.

The board may, however, determine, based on the facts of the particular case, that special circumstances exist and no disciplinary action or another term of expulsion is appropriate. The board authorizes the division superintendent/designee, in accordance with the procedures set forth in §22.1-277, et seq. of the Code of Virginia, to conduct a preliminary review and hearing of such cases to determine, based on the facts of the particular case whether special circumstances exist and whether any disciplinary action or another disciplinary action or another term of expulsion is appropriate and to impose such disciplinary measure.

In compliance with §22.1-277.08 of the Code of Virginia, the board shall expel from school attendance any student whom the board has determined, in accordance with the procedures set forth in §22.1-277, et seq. of the Code of Virginia to have brought a controlled substance, imitation controlled substance, or marijuana as defined in §3.2-4121 of the Code of Virginia onto school property or to a school sponsored activity. The board may, however, determine, based on the facts of the particular case, that special circumstances exist and another disciplinary action is appropriate. The board authorizes the division superintendent/designee, in accordance with the procedures set forth in §22.1-277, et seq. of the Code of Virginia, to

CODE OF STUDENT CONDUCT

conduct a preliminary review and hearing of such cases to determine, based on the facts of the particular case whether special circumstances exist and whether another disciplinary action is appropriate and to impose such disciplinary measure.

The superintendent shall issue regulations listing additional actions that may cause corrective action and, if serious enough, may lead to suspension or expulsion.

The board shall biennially review the model student conduct code developed by the Board of Education to incorporate into policy a range of discipline responses, options, and alternatives to preserve a safe and non-disruptive environment for effective learning and teaching.

Adopted/Amended: 03/26/2015 Adopted
02/27/2020 Amended
06/26/2021 Amended

Legal Refs.:

Code of Virginia (1950, as amended), §§ 15.2-915.4, 16.1-260, 16.1-305.1, 18.2-56, 18.2-83, 18.2-85, 18.2-87.1, 18.2-247, 18.2-308, 18.2-308.1, 18.2-308.7, 18.2-310, 18.2-322.1, 18.2-433.1, 22.1-70.2, 22.1-78, 22.1-200.1, 22.1-202, 22.1253.13:7.B.3., 22.1-254, 22.1-276.3, 22.1-277, 22.1-277.04, 22.1-277.07:1, 22.1-277.08, 22.1-277.1, 22.1-277.2, 22.1-279.1, 22.1-279.3, 22.1-279.3:1, 22.1-279.6

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

Cross Refs.:

Regulation JFC-R - Code of Student Conduct

Policy JGD/JGE - Student Suspensions and Expulsions

Policy JGDA - Disciplining Students with Disabilities

Policy JGDB - Discipline of Students with Disabilities for Infliction of Serious Bodily Injury

Policy JEA - Compulsory Attendance

Policy - Extracurricular/Cocurricular Participation

Figure A: Illustrative Itemized Budget Spreadsheet

\$ in 000's	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Total	Comments
Lab School Operating Costs								
Personnel	\$ 382	\$ 480	\$ 591	\$ 607	\$ 616	\$ 622	\$ 3,298	provide details separately
Non-personnel Expenses	\$ 252	\$ 98	\$ 138	\$ 173	\$ 183	\$ 245	\$ 1,089	provide details separately
Staff development	\$ 106	\$ 43	\$ 55	\$ 55	\$ 55	\$ 40	\$ 354	provide details separately
Equip/Tech/Furniture	\$ 200	\$ 50	\$ 50	\$ 48	\$ 48	\$ 45	\$ 441	provide details separately
Admin Fee	\$ 60	\$ 60	\$ 50	\$ 50	\$ 50	\$ 10	\$ 280	provide details separately
Total Lab School Operating Costs	\$ 1,000	\$ 731	\$ 884	\$ 933	\$ 952	\$ 962	\$ 5,462	[A]
Annual Enrollment (# of pupils)		50	100	150	200	200	200	based on experienced ramps
Cost per pupil (\$)		\$14,620	\$8,840	\$6,220	\$4,760	\$4,810	\$5,462	
Estimated Lab School Funding								
Planning Grant							\$ -	per lab school application
Start-up	\$ 1,000						\$ 1,000	per lab school application
Operating		\$ 611	\$ 758	\$ 804	\$ 827		\$ 3,000	per lab school application
Subtotal College Partnership Lab School Fund	\$ 1,000	\$ 611	\$ 758	\$ 804	\$ 827	\$ -	\$ 4,000	
Outside Funding								
Grant funding		\$ 25	\$ 50	\$ 50	\$ 75	\$ 100	\$ 300	illustrative, provide details
Philanthropic funding		\$ 50	\$ 50	\$ 75	\$ 100	\$ 150	\$ 425	illustrative, provide details
Business & industry partner contributions		\$ 50	\$ 150	\$ 200	\$ 250	\$ 300	\$ 950	illustrative, provide details
Subtotal Other Funding	\$ -	\$ 125	\$ 250	\$ 325	\$ 425	\$ 550	\$ 1,675	
Total Funding	\$ 1,000	\$ 736	\$ 1,008	\$ 1,129	\$ 1,252	\$ 550	\$ 5,675	[B]

Funding Sustainability?

Yes

Funding is greater than costs

Figure B: Annual Expenditure Sheet
Sample Budget Expenditure Worksheet

Personnel - Salaries	Number	Rate	Run Rate Annual Cost
<i>* List all position & fully burdened compensation (example below)</i>			
ODU Admin Assistant & Fiscal Tech	1		
AAES Director	1		
Ed Specialist			
Teacher Monitors/Tutors (4 blocks, 2 semesters, stipend)			
CTE ODU faculty			
research personnel			
Lab School Faculty			
Consultants/participants support	1		
Total Personnel Costs			\$0

Non-Personnel	Number	Rate	Run Rate Annual Cost
<i>* List all additional services (examples below)</i>			
Materials & Supplies			
College Tuition Costs			
Textbook/Reference Books			
Social Media Costs & Marketing			
Lottery System			
Educator Preparation Costs			
Curriculum Development Costs			
Field Trips/Internships/Site Visits			
Research & Eval			
Total Non-Personnel Costs			\$0

Staff Development	Number	Rate	Run Rate Annual Cost
<i>* List all staff development costs (examples below)</i>			
Staff development	4	\$1,000	\$4,000
Travel	4	\$500	\$2,000
Total Non-Personnel Costs			\$6,000

Equip/Tech/Furniture	Number	Rate	Run Rate Annual Cost
<i>* List all staff development costs (examples below)</i>			
Classroom technology/capital assets			\$10,000
Facilities/renovations			\$5,000
IT support/licenses			\$5,000
Total equipment/technology/furniture			\$20,000

Administrative Fees	Number	Rate	Run Rate Annual Cost
<i>* List all costs (examples below)</i>			
University administrative fees			\$50,000
Total admin fees			\$50,000
Total Operating Costs			\$4,868,700

Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
\$ 74,250	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
\$ 134,000	\$ 136,000	\$ 139,340	\$ 141,000	\$ 142,000	\$ 145,000
\$ 93,800	\$ 97,150	\$ 100,500	\$ 100,500	\$ 105,000	\$ 110,000
	\$ 64,800	\$ 64,800	\$ 64,800	\$ 66,000	\$ 68,000
\$ 6,750	\$ 6,750	\$ 6,750	\$ 6,750	\$ 7,000	\$ 7,200
\$ 13,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500
\$ 10,000	\$ 50,000	\$ 150,000	\$ 160,000	\$ 160,000	\$ 160,000
\$ 60,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
\$392,300	\$412,200	\$518,890	\$530,550	\$537,500	\$547,700

Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
\$ 125,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
\$ -	\$ -	\$ 35,000	\$ 60,000	\$ 80,000	\$ 140,000
\$ 30,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 10,000
\$ 15,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
\$ 12,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
\$ 30,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
\$ 50,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 15,000	\$ 15,000
\$ 30,000	\$ 30,000	\$ 35,000	\$ 45,000	\$ 45,000	\$ 45,000
	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
\$292,000	\$99,000	\$139,000	\$174,000	\$189,000	\$251,000

Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
\$40,700	\$24,860	\$25,000	\$25,000	\$25,000	\$15,000
\$30,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
\$70,700	\$34,860	\$35,000	\$35,000	\$35,000	\$25,000

Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
\$85,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
\$50,000	\$5,000	\$5,000	\$5,000	\$5,000	\$0
\$50,000	\$20,000	\$20,000	\$20,000	\$20,000	\$35,000
\$185,000	\$35,000	\$35,000	\$35,000	\$35,000	\$45,000

Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
\$60,000	\$30,000	\$30,000	\$30,000	\$30,000	
\$60,000	\$30,000	\$30,000	\$30,000	\$30,000	\$0
\$1,000,000	\$611,060	\$757,890	\$804,550	\$826,500	\$868,700

NORTHAMPTON COUNTY PUBLIC SCHOOLS

7207 Young Street

Machipongo, Virginia 23405

Phone: (757) 678-5151

npsk12.com

Fax: (540) 627-5126

School Board Office

May 17, 2024

Virginia Board of Education
Virginia Department of Education
P.O. Box 2120
Richmond, Virginia 23218

To Whom It May Concern:

I write as a Member of the Northampton County School Board in full and enthusiastic support of the establishment and sustenance of the Aerospace Academy of the Eastern Shore. I am excited by the wonderful opportunity that this concept presents to the students of our District and look forward to providing the support necessary in the coming years to make this project a great success!

It is my hope and belief that the students of our local community in Northampton County will be afforded this tremendous opportunity. By participating in the high-tech areas of cybersecurity and aerospace, they will not only be able to develop the academic rigor and relationships that result from an engaging, collaborative and supportive learning community, but they will also be well-positioned to take advantage of the growing work-force opportunities and rewarding careers at such sites as Wallops Island and Hampton Roads NASA facilities, and related enterprises. The lab school would provide rigorous academic challenges, the opportunity to problem-solve and think critically, as well as high-quality work-based learning opportunities, which will hopefully encourage our students to continue to develop the Eastern Shore into a more vibrant community for work and life.

For these reasons, I wholeheartedly support Northampton County Public School system's lab school application and appreciate your consideration of the same.

Sincerely,



Ian Brenson
School Board Member
Northampton County



**INSPIRING LEARNERS FOR LIFE
THROUGH ACHIEVEMENT AND SUCCESS**

**Office of the Commonwealth's Attorney
Northampton County**



Jack A. Thornton, III
Commonwealth's Attorney

Vincent J. deLalla
Assistant Commonwealth's
Attorney

P.O. Box 690
5229 The Hornes
Eastville, Virginia 23347

Telephone: (757) 678-0455
Facsimile: (757) 678-0456

Jo Ann P. Molera
Victim Witness Advocate

20 May 2024

Virginia Board of Education
Department of Education
PO Box 2120
Richmond, VA 23218

Dear Ladies and Gentlemen,

My name is Jo Ann Molera and I am not only a Northampton County School Board member, I work full-time as the Victim/Witness Advocate under the auspices of the Commonwealth's Attorney. I work with victims of every conceivable type of crime. Blessedly, we have few murders in this county.

I want to share my thoughts as a Victim/Witness Advocate.

Northampton County is a stunningly beautiful bit of paradise on the East Coast. It is also one of the poorest counties in the Commonwealth. The county's LCI of .52 does not accurately reflect our school population. Our students, thankfully, receive free breakfast and lunch, but the designation of "free and reduced" is close to 80%.

A curious phenomenon that is a well-known historical trend here on the Eastern Shore is that many low-income residents rarely, if ever, leave the Shore. The relative geographic isolation, the 50-mile distance and the prohibitive Bridge-Tunnel toll contribute to this situation. In addition, the one means of public transportation up and down Route 13, our central artery, is the 20-passenger Star Transit bus.

In the past decade, two major employers have either left Northampton County or closed. Fortunately, the former Bay Shore Concrete was recently bought and now operates under the name Coastal Precast.

Sadly, another devastating contribution to the overall poverty of our local population is the direct North-South flow of illegal drugs, sales and use. A high percentage of our local

crime can be attributed to the family displacement and destruction brought about by drugs and alcohol. This is the side of poverty that I see in my job daily. Our teachers and staff experience it in a way unique to their profession.

The Northampton County Public School system is the only lifeline for a high percentage of our students.

Can our students get a quality education? Yes, absolutely they can. Many of our graduates go on to the Eastern Shore Community College and later transfer to excellent four-year institutions. Others go directly to four-year colleges near and far. Some choose the pathway of going into the military, eventually returning to the Shore to the idyllic life they remember.

For many, though, it needs to be a very practical education that can lift the student out of generational strictures.

The Aerospace Academy of the Eastern Shore, with its exciting, and quite frankly alluring offerings, can open the world of possibilities for our students in a way that many could never have dreamed. Many of our kids struggle to see the light (much less the purpose) at the end of their educational tunnel.

Please help us to provide that light.

Sincerely,

Jo Ann P. Molera

NORTHAMPTON COUNTY PUBLIC SCHOOLS

**7207 Young Street
Machipongo, Virginia 23405
ncpsk12.com**

Phone: (757) 678-5151

Fax: (540) 627-5126

School Board Office

Liz Jones
Chair, School Board
7207 Young Street
Machipongo, Virginia. 23405
lizjones@ncpsk12.com
240-832-8013
May 17th, 2024

Virginia Department of Education
PO Box 2120
Richmond, VA. 23218

Dear Board of Education:

I am writing today to express my steadfast support of the Aerospace Academy of the Eastern Shore. I have been part of the Eastern Shore community for over 15 years and have been very involved in our public school system for over 10 years. I have been an advocate for students across my time here and am absolutely thrilled for our students to have an educational opportunity to build skills and experiences for promising jobs on the Eastern Shore. Our students having access to classes focused on Aviation, Aerospace, Information Technology, Cyber Security and Advanced Manufacturing will be life changing for so many of our families.

Thank you for making this opportunity available for the Eastern Shore and we are excited to partner with our local community college to make this dream a reality.

If you have any questions, please don't hesitate to contact me at, 240-832-8013.

Best,

Liz Jones
Chair, Northampton County School Board



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THROUGH ACHIEVEMENT AND SUCCESS**

**Office of the Commonwealth's Attorney
Northampton County**



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Jo Ann P. Molera
Victim Witness Advocate

20 May 2024

Virginia Board of Education
Department of Education
PO Box 2120
Richmond, VA 23218

Dear Ladies and Gentlemen,

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The Aerospace Academy of the Eastern Shore, with its exciting, and quite frankly alluring offerings, can open the world of possibilities for our students in a way that many could never have dreamed. Many of our kids struggle to see the light (much less the purpose) at the end of their educational tunnel.

Please help us to provide that light.

Sincerely,

Jo Ann P. Molera

June 6, 2024

Dear Members of the College Partnership Laboratory Schools Standing Committee of the Virginia Board of Education,

As a Virginia Space Flight Academy (VASFA) representative, I wholeheartedly endorse the Aerospace Academy of the Eastern Shore (AAES) proposal. This collaborative effort, spearheaded by Old Dominion University, Eastern Shore Community College, Accomack Public Schools, and Northampton Public Schools, promises an innovative approach to enriching STEM education.

VASFA, with its proud 26-year history of serving students on the Eastern Shore and beyond through our Space Camp and STEM Academy, stands firmly behind the AAES initiative. Our commitment to nurturing Virginia's aerospace ecosystem and fostering career pathways in STEM fields is unwavering. We are poised to play a pivotal role in supporting this endeavor.

Through our extensive expertise and resources, VASFA's curriculum and career-inspiring experiences are uniquely positioned to enhance the objectives outlined in the AAES proposal. Our longstanding partnerships with Accomack and Northampton Public Schools, NASA's Wallops Flight Facility, Virginia Spaceport Authority, Rocket Lab, NOAA, and NAVY, will provide students invaluable opportunities for hands-on learning and interaction with STEM professionals.

By offering unparalleled access to our Space Camp at Wallops Island and our advanced STEM Academy curriculum, encompassing aerospace, engineering, aviation, UAS, and computer science, VASFA is committed to ensuring students receive a comprehensive education in these critical fields as well as critical thinking and valuable life skills.

We are thrilled to collaborate with AAES and the students of Accomack and Northampton Public Schools. Together, we can inspire and empower Virginia's next generation of STEM leaders.

Please do not hesitate to contact us to discuss our steadfast support for this transformative initiative.

Sincerely,



Kim Check
Executive Director
Virginia Space Flight Academy

Office of Superintendent
23296 Courthouse Avenue
P.O. Box 330
Accomac, Virginia 23301



Rhonda A. Hall, PhD.
Division Superintendent
Phone 757.787.5754
Phone 757.824.5601
Fax 757.787.2951
www.accomack.k12.va.us

Dear Ms. Sanzo

June 3, 2024

As Chairperson of the Accomack County School Division, I write to you in support of the Aerospace Academy of the Eastern Shore. It is our hope that such a venture will impact the lives of our students and our community. We welcome the opportunity to offer this unique program to our students.

This venture has the potential to give our students the knowledge and skills necessary for a successful career in aerospace. As you know, NASA and the Virginia Spaceport are located in our County. We look forward to our students having the ability to work and hopefully stay in their hometown while enjoying a career in aerospace.

On behalf of the School Board, we look forward to partnership that the Aerospace Academy will bring to our students and fully support this program. We will work with our partners to ensure its success.

Best Regards,

A handwritten signature in black ink that reads "Janet Martin-Turner".

Janet Martin-Turner

Accomack County School Board Chair

Office of Superintendent
23296 Courthouse Avenue
P.O. Box 330
Accomac, Virginia 23301



Rhonda A. Hall, PhD.
Division Superintendent
Phone 757.787.5754
Phone 757.824.5601
Fax 757.787.2951
www.accomack.k12.va.us

June 3, 2024

Dr. Karen Sanzo
Old Dominion University

Dear Karen:

I am writing to express my sincere and strong support for the implementation of an Aerospace Academy Lab School for the Eastern Shore. As superintendent of Accomack County Public Schools, I believe this Academy will enhance the collaboration between Accomack County Public Schools, Northampton County Public Schools and the Eastern Shore Community College. It will further provide students, educators, and our community with innovative and transformative educational opportunities which include innovative learning; professional development for educators; and community partnerships to list a few.

I am confident that the Lab School will be a valuable asset to our Eastern Shore. I look forward to collaborating with all stakeholders as we bring this vision to reality. Please feel free to contact me if you have any questions.

Sincerely,

A handwritten signature in black ink that reads 'Rhonda A. Hall'. The signature is fluid and cursive, with the first letters of each word being capitalized and prominent.

Rhonda A. Hall, PhD
Division Superintendent, Accomack County Public Schools

NORTHAMPTON COUNTY PUBLIC SCHOOLS

**7207 Young Street
Machipongo, Virginia 23405
ncpsk12.com**

Phone: 757-678-5151

Fax: 540-627-5126

**Dr. Lisa L. Martin
Superintendent of Schools**

June 5, 2024

Virginia Board of Education
Virginia Department of Education
P.O. Box 2120
Richmond, Virginia 23218

To whom it may concern:

I am writing to express my strong support for the grant to establish the Aerospace Academy of the Eastern Shore Lab School. This unique collaboration between Old Dominion University, Northampton County Public Schools, and Accomack County Public Schools has the potential to not only enhance economic opportunities for residents of the Eastern Shore but also revolutionize the way we approach education and career development in the aerospace sector. Your support for this initiative is crucial and greatly valued and appreciated.

The Academy's programs, strategically aligned with the Go Virginia Region 5 economic development goals, will not only create a talent pipeline for the aerospace sector on Wallops Island and traditional shore occupations but also contribute significantly to the region's economic growth. The AAES program will allow NCPS to strengthen partnerships with local businesses and industries, foster economic growth, job creation, and a stronger community. It will facilitate internships, apprenticeships, and other collaborative opportunities that enhance student learning and job placement, benefiting the community as a whole. For the 73% of our students living in poverty, these pathways will provide entry points into the middle class, making high-tech, high-demand careers more attainable. Critical fields such as information technology and cybersecurity will benefit all industries, while remote sensing via unmanned vehicles will be crucial for environmental and agricultural monitoring as well as space exploration. Additionally, there will be a growing need for tradespeople with advanced manufacturing skills.

The Aerospace Academy's innovative programs will engage students and attract more to our public schools, transforming traditional Career and Technical Education into a future-oriented initiative.

Educationally yours,



Lisa Martin, Ph.D.
Division Superintendent
Northampton County Public Schools



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